

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF GIVING HOMEWORK TOWARD ON STUDENTS
WRITING SKILL AT THE EIGHTH GRADE OF MTS ALHIDAYAH
SULUSUBAN BANDAR JAYA CENTRAL LAMPUNG
IN ACADEMIC YEAR OF 2020/2021**

By:

**ARIS MUNANDAR
Student Number: 1601070068**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H /2021 M**

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WRITING SKILL AT THE EIGHT GRADE OF MTS AL HIDAYAH
SULUSUBANSEPUTIH AGUNG CENTRAL LAMPUNG
IN ACADEMIC YEAR 2020/2021**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
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Co-sponsor : Eka Yuniasih, M.Pd

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1443 H/ 2021 M



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Aris Munandar**

Kepada yth.
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Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

Name : Aris Munandar

Students Number : 1601070068

Judul Skripsi : THE INFLUENCE OF GIVING HOMEWORK ON THE STUDENTS
WRITING SKILL OF THE EIGHT GRADE OF MTS AL HIDAYAH
SULUSUBAN IN ACADEMIC YEAR 2020/2021

Sudah kami dapat setuju dan dapat diajukan untuk diseminarkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

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NOTIFICATION LETTER

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Matter : **In order to hold the munaqosah of Aris Munandar**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research proposal script which is written by:

Name : Aris Munandar
Students Number : 1601070068
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE OF GIVING HOMEWORK ON THE STUDENTS WRITING SKILL OF THE EIGHT GRADE OF MTS AL HIDAYAH SULUSUBAN IN ACADEMIC YEAR 2020/2021

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

Wassalmu'alaikum Wr. Wb

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APPROVAL PAGE

Title : THE INFLUENCE OF GIVING HOMEWORK ON THE
STUDENTS WRITING SKILL OF THE EIGHT GRADE OF MTS
AL HIDAYAH SULUSUBAN IN ACADEMIC YEAR 2020/2021

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APPROVED BY:

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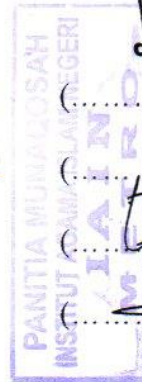
RATIFICATION PAGE

No. B-4332/17.28.1/D/PP.00.9/11/2021

The Undergraduate Thesis entitled: THE INFLUENCE OF GIVING HOMEWORK TOWARD ON STUDENTS WRITING SKILL AT THE EIHGT GRADE OF MTs ALHIDAYAH SULUSUBAN BANDAR JAYA CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021 written by: ARIS MUNANDAR, Student Number 1601070068, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, September 03, 2021 at 09.00-11.00 a.m.

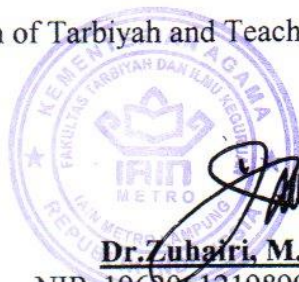
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The Dean of Tarbiyah and Teachers Training Faculty



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**THE INFLUENCE OF GIVING HOMEWORK TOWARD ON STUDENTS
WRITING SKILL AT THE EIGHT GRADE OF MTS AL HIDAYAH
SULUSUBAN SEPUTIH AGUNG CENTRAL LAMPUNG
IN ACADEMIC YEAR 2020/2021**

ABSTRACT

**By:
ARIS MUNANDAR**

The purpose of this study was to determine whether the application of Giving Homework can affect the writing ability of eighth grade students of Mts Alhidayah sulusuban. Writing has become one of the most important skills in English. Without good writing skills it will happen between writer and reader.

This research is a quantitative research. The population in this study were students of class VIII. The research sample was 20 students who were determined through cluster random sampling technique. Researchers used tests and documentation as data collection. To analyze the data, the researcher used Independent sample t-test with the help of SPSS.

The results of the normality test in this study were: Pre-test Sig. = 0.003, post-test Sig. = 0.802. Then the results of the homogeneity test of Sig. = 0.286. The results of the t-test that have been calculated using the Independent sample t-test formula at a significant level (2-tailed) is 0.000 which is smaller than 0.05 alpha. Based on these conditions, Ho is rejected, meaning that there is a positive and significant effect of the use of Giving Homework on the writing skill of class VIII students at Mts Alhidayah Sulusuban.

Keywords : *Writing skill, Giving Homework, Descriptive Text*

**PENGARUH PENGGUNAAN GIVING HOMEWORK TERHADAP
KEMAMPUAN MENULIS SISWA DI KELAS DELAPAN MTS AL
HIDAYAHSULUSUBAN TAHUN AJARAN 2020/2021**

ABSTRAK

**By:
ARIS MUNANDAR**

Tujuan penelitian ini adalah untuk mengetahui apakah penerapan Giving Homework dapat mempengaruhi kemampuan menulis siswa kelas VIII Mts Alhidayah sulusuban. Menulis telah menjadi salah satu keterampilan terpenting dalam bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini berjumlah 40 orang siswa. Sampel penelitian adalah 20 siswa yang ditentukan menggunakan alat pengumpul data. tes dan dokumentasi sebagai pengumpulan data. Untuk menganalisis data, peneliti menggunakan uji t-test.

Hasil uji normalitas dalam penelitian ini adalah: Pre-test Sig. = 0,003, post-test Sig. = 0,802. Kemudian hasil uji homogenitas Sig. = 0,286. Hasil uji-t yang telah dihitung dengan menggunakan rumus Independent sample t-test pada taraf signifikan (2-tailed) adalah 0,000 yang lebih kecil dari alpha 0,05. Berdasarkan kondisi tersebut maka Ho ditolak, artinya terdapat pengaruh positif dan signifikan penggunaan Giving Homework terhadap kemampuan menulis siswa kelas VIII Mts Alhidayah Sulusuban.

Kata Kunci : *Writing skill, Giving Homework, Teks Deskriptif*

STATEMENT OF RESEARCH ORIGINALY

This Undersigned:

Name : ARIS MUNANDAR

Student Number : 1601070068

Study Program : English Education Department

States taht this undergraduate thesis is originally the result of the writer's research.

In exception of certain parts which are quoted from the bibliographies mentioned.

Metro, 03 September 2021



ARIS MUNANDAR
NPM. 1601070068

ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini:

Nama : ARIS MUNANDAR
NPM : 1601070068
Jurusan : Tadris Bahasa Inggris

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,03 September 2021



ARIS MUNANDAR
NPM. 1601070068

MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever follows a path in search of knowledge, Allah will make easy for him the path to Paradise." (HR. Muslim, no. 2699).

DEDICATION PAGE

The Undergraduate Thesis is especially dedicated to:

1. The lord anything in the world Allah SWT.
2. My beloved parents, Father and mother (Mr. M. Nuril& Mrs. NurHayati) who have always keep on praying for my life.
3. My lovely sister Azkiazahraini thank a lot of your best support and prayer.
4. My sponsor and Co-sponsor, Mom Dr. WidhiyaNinsiana, M.Hum andMrs. EkaYuniasih, M.Pd.
5. My. Sweetheart NurulFadillah who always being my support system.
6. My. beloved friends Sarjanamuda Tbi16D , BagusFirmansyah, Ahmad Qona'ah , JokoSamporno, FebriHardiyanto,Sahabat PMII. And all of my friends who always give me support, care to me and miss me
7. My Almamater IAIN Metro the place where I got much knowledge and good experience

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In the name of Allah, the most gracious, the most merciful praise it to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The researcher is very grateful for the chances he has given him to accomplish an undergraduate thesis. This undergraduate thesis is presented as a partial fulfillment the requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Department entitled: “The Influence Of Giving Homework Toward Students Writing Skill.

The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing he undergraduate thesis that researcher could not mention one by one, him big thanks to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Head of Tarbiyah and Teacher Training Faculty of IAIN Metro
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Widhiya Ninsiana M.Hum as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.
5. Eka Yuniasih M.Pd as the second advisor, thank you so much for kindness and valuable knowledge and for your support in finishing this undergraduate thesis.

Finally the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis.

Metro, September 2021
The Researcher



Aris Munandar
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TABLE OF CONTENTS

COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTIFICATION LATTER	iv
NOTA DINAS	v
ABSTRACT	vi
ABSTRAK	vii
STATEMENT OF RESEARCH ORIGINALITY	viii
ORISINALITAS PENELITIAN	ix
MOTTO	x
DEDICATION PAGE	xi
ACKNOWLEDMENT	xii
TABLE OF CONTENTS	xiii
A. CHAPTER I INTRODUCTION	1
B. Background of the study	1
C. Problem Identification.....	4
D. Problem Limitation	4
E. Problem Formulation	5
F. The Objective and Benefit of the study.....	5
G. Prior research	6
CHAPTER II REVIEW OF THE RELATED THEORIES	9
A. Theoretical Review	9
1. The writing Skill	9

a.	The concept of writing skill	9
b.	The Process of Writing a Paragraph.....	10
c.	Narrative Paragraph	12
2.	The Homework.....	13
a.	The concept of homework.....	13
b.	Benefits of homework	15
c.	The Seven Most Common Homework Problems.....	17
d.	The procedure of giving homework	18
B.	Theoretical Framework and Paradigm	18
1.	Theoretical Framework	18
2.	Paradigm	18
C.	Hypotheses Formulation	18
CHAPTER III RESEARCH METHODOLOGY		20
A.	Research Design.....	20
B.	Population, Sample and Sampling Technique	21
1.	Population	21
2.	Sample.....	22
3.	Sampling Technique.....	22
C.	The Operational Definition of Variables	23
1.	Independent Variables.....	23
2.	Dependent Variables	23
D.	Data Collection Methods.....	24
1.	Test.....	24

a. Pre-test.....	25
b. Post-test.....	25
2. Observation	25
3. Documentation	26
E. Research Instruments	26
1. Instrument Blueprint	27
F. Data Analysis Technique	28
CHAPTER IV RESULT OF THE RESEARCH	30
A. Description of The Research.....	30
1. Research setting.....	30
2. The Description of Research Data	30
B. The Influence of Using Giving Homework	36
1. Prerequisite Test.....	36
2. Hypothesis Testing.....	39
C. Discussion.....	41
D. Limitation.....	42
CHAPTER V CONCLUSION AND SUGGESTION	44
A. Conclusion	44
B. Suggestion.....	44
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an important international language to learn. By learning English, the students can help themselves to face their future because English is one of the languages in the world that are mastered globally. In learning English, there four basic language skills namely, speaking, reading, listening, and writing that must be mastered by the students.

As one of the four skills in language learning, writing is defined as a productive written language skill and writing a text is a piece of written information. As a skill, writing is a level academic achievement. The written language is like the spoken language one. People say something because they want to speak to the others. They want to communicate something by their utterances to their listeners. Similarly, people write a paragraph because they want to communicate to the others. They want to transfer something in a paragraph they write.

Homework is an important part of educational activities that contribute to achievement related to the learning aspects of most high school age routines.¹Cooper also state, “Homework is one strategy that is intended so that students learn and practice working on problems outside school hours

¹NurulEnggar P.S, Sugiyo and Sunarwan, “Achievement and Homework Behaviour: Mediator Effects of Achievement Emotion”, *JurnalBimbinganKonseling* 5, No.1(2020): 56-64.

individually or in groups”.² In relation to writing skill, homework can be used to help the students learn their writing learning with interest. It builds a confidence in their minds. The teachers give comments on the work they do.

The researcher held the pre survey on October 29th 2020 in the school by doing the interview with the English teacher and the researcher got the information as follow: (1) The students have lack confidence to write in English Language (2) The student have problems to express their ideas in writing (3) The students need many times to learn more their writing also supported by the teacher document as follow:

Table 1.1

Students' English writing score at the class VIII

NO	NAMA	Score	Interpretation
1	BR	69	Fair
2	DS	79	Good
3	GL	74	Fair
4	MK	70	Fair
5	AD	68	Fair
6	SA	75	Good
7	DH	66	Fair
8	MU	77	Good
9	UN	68	Fair
10	NH	70	Fair
11	SH	74	Fair
12	MA	69	Fair
13	JA	75	Good
14	MS	55	Low

²*Ibid.*

15	NI	68	Fair
16	R I	77	Good
17	SR	55	Low
18	AS	64	Low
19	SE	68	Fair
20	R N	72	Fair
Total of score		1568	

Source : English writing skill test at the class VIII (pre-survey on October 24,2020)

Table 1.2
The criteria of score

No	Score	Category	Frequency	Percentage
1	75-100	High	5	25%
2	65-74	Fair	12	60%
3	55-64	Low	3	15%
			20	100%

Source : Ledger of Students, English writing score at the eighth grade of MTs Al-HidayahSulusuban, (pre-survey on october 24,2020).

Based on the table above, it can be concluded that of the 20 students who were sampled, 5 students who obtained grades between 75-100 or as much as 25%, 12 students who obtained scores between 65-74 or as many as 60% and 3 students scored between 55-64 or as much as 15%. This means that the students' ability to write narrative texts is still low. Many students find it difficult to learn English.

Moreover, to solve the problem above, there are many strategy that can used in learning process. One of them is giving home work strategy. According to Topping, Giving home work has also proved to have an impact on affect, increasing motivation through the sense of personal responsibility, and improving self-confidence.

Regarding to all the explanation above, the researcher would like to conduct a research to know whether there is any positive and significant influence of Giving home workTechnique. The researcher chooses the title “The Influence Of Giving Homework On The Students Skill Of The Eighth Grade Of MTs AlHidayahSulusuban In The Academic Year Of 2020/2021”.

By using Giving home workstrategy, it is expected to help teacher in teaching and makes the student writing ability well especially in writing narrative text.

B. Problem Identification

Based on the background above, we can identify the problems as follow:

1. The students have lack confidence to write in English Language
2. They have problems to express their ideas in writing
3. The students need many times to learn more their writing skill.

C. Problem Limitation

Considering the width of the problems that are involved in this research and they are impossible to be researched in short time, so this research is focused on the influence of giving homework on the students’ writing skill in narrative text of the eighth grade of MTs Al-HidayahSulusuban In the Academic Year of 2020/2021.

D. Problem Formulation

Based on the limitation of the problem above, the problem of this research is formulated as follows :

Is there any positive significant influence of giving homework on the students' writing skill of the eighth grade of MTs Al-Hidayah Sulusuban ?

E. The Objective and The Benefit of Study

1. The Objective of Study

To know the significant positive influence of giving homework on the students' writing skill.

2. The Benefit of Study

a. Theoretical Benefit

The result of this research is expected to give the positive contribution toward the developing of technique in teaching learning writing skill.

b. Practical Benefit

1. For the students

The result of this research is expected to give the positive contribution to the students for increasing their writing skill by giving homework.

2. For the teacher

The result of this research is expected to give positive contribution to the teacher for increasing the students' writing skill by giving homework.

3. For the researcher

The result of this research is expected to improve the quality of English teaching and learning especially in developing writing skill of MTs Al-HidayahSulusuban.

F. Prior Research

The journal of Jennifer M. Hayward in title *The Effects of Homework on Student Achievement*.purpose of this study is to determine how implementing a homework correction plan effects student achievement in mathematics. There are numerous unique plans regarding homework that teachers use and often these varieties occur within the same school or district. Through my research, I found many recommendations for length of homework, the amount of time students should spend on homework, etc. , but none that focused on having students make corrections to their homework. I believe if students are made aware of their misconceptions and have the opportunity to correct them on their homework assignments, the learning will carry over to their performance on assessments as well as their overall performance in mathematics. Rationale This study is important to the field of education for a number of reasons. First, at some point, most teachers will give some type of homework assignment to their students. Teachersneed to be aware of the importance of designing meaningful homework and what to do with the homework when students complete it. Will it be collected, corrected, counted as a grade? Will s students have the opportunity to make corrections

or redo the assignment if it isn't satisfactory? These are all questions that should be considered and explained to students prior to giving an assignment.

The second is article of Nicole Schrat Carr in title is *Increasing the Effectiveness of Homework for All Learners in the Inclusive Classroom*. This article discusses how teachers can increase the effectiveness of homework assignments for all learners. Homework, when designed and implemented properly, is a valuable tool for reinforcing learning. This essay provides a summary of educational research on homework, discusses the elements of effective homework, and suggests practical classroom applications for teachers. The synthesis of these three areas is intended to supplement the literature on homework in order to help preprofessional and current teachers increase the effectiveness of homework and employ best practices in inclusive classroom settings. With the increasing number of students with special needs included in general education settings and the increasing pressure placed on students to make academic gains on standardized tests, it is more important than ever that teachers are equipped with the tools necessary to effectively use homework as a learning tool for all students regardless of their ability levels.

Based on the journal above, the similarities and differences between previous journal and this study. Jennifer M. Hayward's journal virtual journal with this study used the homework. Furthermore, the journal between virtual research and this journal Jennifer M. Hayward especially in learning mathematics.

The latest from article Nicole Schrat Carr, the similarities and differences between previous article and this study. Nicole Schrat's article with this study used the homework. Furthermore, the journal between virtual research and this article Nicole SchratCarr especiallyfor reinforcing learning.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Writing Skill

a. The Concept of Writing Skill

Based on oxford dictionary “Writing creates something in written form that can be read, done or used by people,³ and skill is the ability to do something well”.⁴ It can be conclude writing is Doing a well-written activity that is done by someone else.

Sanggam said that someone produces a concept in a written form that others will read in order to use it to communicate.⁵ The writers’ skill is also realized by their ability to apply the rules of the language they are writing to transfer the information they have in their mind to their readers effectively. The concept of writing as a skill needs to be differentiated from writing as a text. Writing as a skill is defined as a productive written language skill. On the opposite, writing a text is a piece of written information. “Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develop naturally”.⁶ On the other

³*Oxford Learner’s Pocket Dictionary*,(New York: Oxford University Press,2003)p.502

⁴ *Ibid*,p.403

⁵SanggamSiahaan, *The English Paragraph*,(Yogyakarta:Graha Ilmu,2008), p.2

hand, writing a text refers to any meaningful linguistic unit. It is the result of writing skill. From the view point of the writing, a paragraph as a product of a written language skill involves some steps to express a main topic and a controlling idea in a piece of writing. A paragraph can be viewed from its writing process. It is seen from the result of inventing its main topic and controlling idea. Writing a paragraph also involves the invention of some details for the main topic and controlling idea. It is also the result of organizing, mechanic and content the sentence in the paragraph.

b. The Process of Writing a Paragraph

According to Dorothy, In one paragraph consist of one topic that has 6-12 sentences.⁷ From the statement above indicates the steps which a writer commonly follows to write a paragraph. The first, the writer invents the main topic of the paragraph. The writer can select any topic from the world of the writer experience. It can be a concrete topic, such as a person, an animal, a book, etc. It also can be an abstract one, such as a lesson, an idea, a belief, a conflict, etc. the second, the writer invents the controlling idea of the paragraph by which the writer views of the main topic of the paragraph. This idea can be of the writer experience or exploitation or mind. It is the condition of the topic, so the common word used to express the idea is

⁷ Dorothy E Zemach and Carlos Islam, *Paragraph Writing*,(Macmillan,2005), p.9

by using an adjective. The third, the writer will formulate the topic sentence of paragraph. This formulation must be able to signal the overall organization of the paragraph. The fourth, the writer collects the data of paragraph. The fifth, the writer formulates the concluding paragraph. The sixth, the writer writes the draft of paragraph. And the last, the writer revises the draft. So, writing a paragraph from the viewpoint of its process involves seven steps altogether.⁸

In writing process, there is also brainstorming that is making lists. The writers can not write if they do not have something to write about, so before they start to write, good writers brainstorm ideas. This statements below tell us how to brainstorm or making lists of our writing :

1. Use a separate, whole sheet of paper
2. Write your topic at the top
3. Write down as many ideas as you can about your topic
4. Write single word or phrases, but do not write long sentence
5. Write down every ideas that come to you

⁸Sanggam, *The English Paragraph*, p.12

c. Narrative Paragraph

According to SanggamSiahaan, a narrative paragaraph is a paragraph that tells the readers about an event.⁹

Narratives tell stories. Every one had read narratives. A narrative paragraph tells a short story or describes an event. The generic structure of narrative are orientation, complication and resolution.¹⁰

A narrative paragraph usually start with background information to set the scene for the story and provide context. It can tell where and when the story happened. The beginning of the narrative usually tells what happened first in the story. The middle of the narrative is the usually the main part and tells most of the events in the story. The end of narrative concludes the story, it tells the final of events.

Narrative is also a form of writing that give a detail of something happened.¹¹ It can be about biographies, autobiographies, historical events, instructions, and processes. A narrative paragraph describes an event, feeling or experience in story form or in the order the details of the event happened. There are the key parts of a narrative paragraph :

⁹Sanggam, *The English Paragraph*. p.110

¹⁰ Th. M. Sudarwati&Eudia Grace, *Look Ahead 2 an English Course*,(Jakarta:Erlangga)p.74

¹¹GorysKeraf, *ArgumentasidanNarasi*,(Jakarta:PTGramediaUtama Pustaka,2001)p.136

a. Topic

Topic is the beginning of the paragraph should introduce the event that you tell about. A topic sentence tells the main idea of a paragraph.

b. Detail

Details tell more about the topic and should be told in time-order sequence. In other word, detail can be said as supporting sentence. The supporting sentences develop a paragraph by adding descriptive details.

c. Conclusion

Tie together the details in the conclusion that sums up the event. Tell your feelings about it. Many paragraph also have a concluding sentence. The concluding sentence closes a paragraph.

A concluding sentence can restate the topic sentence, summarize the main topic of paragraph, make a prediction connected to the paragraph's topic, and make a suggestion or give advice connected to the topic

Table 2.1
Scoring Rubric of Narrative Text From Brown

Aspect	Score	Performance Descriptive
Content (C) 30% - Topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating
	1	The topic is not clear and the details are not
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and description are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowlegde or words, word forms, and not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occosional errors of spelling, puncuation and capitalization
	2	It has frequent errors of spelling, punctuation and capitalization
	1	Iit is dominated by errors spelling, punctuation and capitalization ¹²

¹²Brown, J. D, *Multiple Views of L1 Writing Score Reliability*.Second Language Studies, 2007. P. 28

2. The Homework

a. The concept of homework

Based on oxford dictionary, “homework is a work that a pupil does away from school”.¹³ Besides that, “homework provides students with opportunities to engage in a range of self-regulation processes. A longitudinal study with fifth-grade students showed that doing homework fosters self-regulation skills and reading achievement Xu, Benson, Mudrey-Camino, &Steiner”.¹⁴ Homework or homework assignment refers to task assigned to students by their teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home. Cover in Dinar Martia stated that, “Homework is viewed as one of several strategies that teachers can use to show children that learning takes place everywhere”.¹⁵ Typically, schoolwork is done in the class during the time period allotted by the instructor. However it may be reassigned as homework, in which case it is done outside of class. By the definition, homework constitutes the out of class activities that the teacher assign to the students. These activities are an extension to schoolwork. Homework can include practice assignments to make the students ready for class activities. There are five strategies that researchers have

¹³Oxford Learner's Pocket Dictionary,(New York: Oxford University Press,2003),p.212

¹⁴Darshanand Ramdass Barry J. Zimmerman, *Developing Self- Regulation Skills: The Important Role of Homework* : Journal of Advanced Academia. 22.2.211. p. 194-218

¹⁵Dinar Martia Azizah, “*The Varieties Of Homework Given By English Teachers Of Vocational Schools* : Journal, Vol. 4.2.7 2018. P.48

identified that help students get the most from their homework, they include :

1. Give clear and appropriate assignments
2. Make homework accommodations
3. Teach study skills
4. Use a homework calendar
5. Ensure clear home or school communication.

b. Benefits of homework

Students may now get homework in courses in which they traditionally did not, and many students feel this work helps them get a better understanding of course material.¹⁶

Another benefit of homework is that the students develop time management. They start allotting their time to study and play thus learning to complete their scheduled task in the time they have. Moreover, they learn to do things on their own, they manage their time and complete their work independently. Homework encourages self-discipline in students.

Homework helps the students learn with interest. It builds a confidence in their minds. Students learn to follow instructions and complete their assignments successfully. They have to explore on topics,

¹⁶ David J. Doorn, et al, Student Attitudes and Approaches to Online Homework :International Journal for the Scholarship of Teaching and Learning,. 4.1. 2010.p. 5

refer research material, and read about related topics in order to do their homework assignments.

By doing homework, students learn to cope up with their school activities. They get an opportunity to apply their skills and enhance them.

Homework that gradually increases every year enhances academic achievement. Students score better on class tests. Homework helps in development of an attitude to explore and learn.

Lee Canter and Lee Hausner also tell the benefits of homework, those are :

1. Homework affects achievement in school

Students who consistently do homework perform better academically than those who do not do homework.

By doing homework, students can improve academic achievement in all subjects.

Homework improves academic achievement at all grade levels, both elementary and secondary.

Doing homework improves academic achievement of both high and low achievers.

2. Homework teaches the students' responsibility

For many students, homework is the first time they

have a responsibility all their own. It's up to them to bring it home. It's up to them to do the work. And it's up to them to see that the work gets back to school. From the moment the teacher gives the assignment to the moment it is turned in again, the responsibility rests on your children's shoulders. It is important for you to realize that this is a responsibility that has a tremendous impact on your student's lives.

Through homework, children learn skills that they must develop if they are to grow to be independent, motivated and successful adults.

3. Homework is the key link between home and school.

Homework is the best means students have of maintaining a day-to-day. Since homework is assigned a regular basis, it can provide almost continuous contact between parents, students, and teacher.¹⁷

¹⁷ Lee Canter and Lee Hausner, *Homework without Tears*, (HarperCollins Publishers), p.3

c. The Seven Most Common Homework Problems

1. Child refuses to do homework assignments.
2. Child fails to bring assignments home.
3. Child takes all night to finish homework.
4. Child will not do homework on his own.
5. Child waits until the last minute to finish assignments.
6. Child will not do homework if you're not home
7. Child does not do his best work.¹⁸

d. The procedure of giving homework

1. The teachers give a short introduction to the students about the implementation of the writing technique that day.
2. Discussion about the topic that day
3. Lets the students try to understand about the topic that day
4. The teacher asks to students to make a narrative paragraph
5. The teacher evaluates the students assignment
6. The students get homework to analyze part of narrative paragraph.
7. The students make reviewing of their homework in next time.
8. The students identify part of narrative paragraph
9. The teacher and the students evaluate together about their homework.¹⁹

¹⁸Lee Canter and Lee Hausner , Op.Cit,p.76

B. Theoretical Framework and Paradigm

1. Theoretical Framework

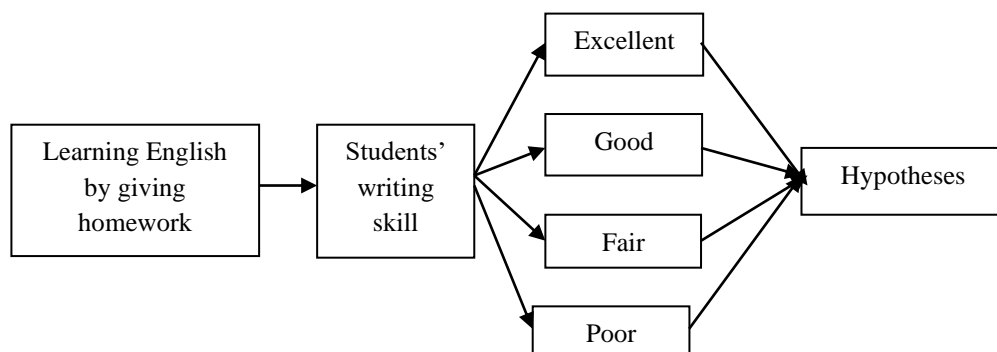
“Theoretical framework is the conceptualization how to correlate between theory and factors which are identified as important problem”.²⁰

There are two variable in this research. They are independent variable (X) and dependent variable (Y). The independent variable is homework and the dependent variable is writing skill.

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 writer describes the paradigm as following:



¹⁹Kurikulum MTs AL-Hidayah Sulusuban

²⁰*Pedoman Penulisan Skripsi*, karya ilmiah, STAIN Jurai Siwo Metro, 2010

C. Hypotheses Formulation

John said that hypotheses are the tentative statement of the relationship of variables.²¹

Based on the theoretical framework and paradigm above, the writes formulates the hypotheses as follows :

1. Alternative hypotheses (H_I)

There is a positive significant influence of giving homework toward students' writing skill at the eight grade of MTs Al-HidyahSulusuban in academic year 2020/2021.

2. Null hypotheses (H_O)

There is not any a positive significant influence of giving homework toward students' writing skill at the eight grade of MTs Al-HidyahSulusuban in academic year 2020/2021.

²¹ John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002)p. 108

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher uses a quantitative design to investigate whether there is any positive and significant influence of Giving Homework technique toward students' writing skill.

Furthermore, Donalory mentioned that there are three kinds of experimental design namely preexperimental, true experimental, and quasiexperimental.²² Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables. They are used, for instance, when intact classrooms are used as the experimental and control groups. Thus, true experimental designs have the greatest internal validity, quasi-experimental designs have somewhat less internal validity, and the preexperimental designs have the least internal validity.

The Researchers used two classes in this study. The Researcher used the Nonequivalent Control Group Design method of Quasi Experimental Design. Sugiono clarified this style. As follows: design²³:

²²Donald Ary. *Introduction to Research In Education*. (USA: Wadsworth. Cengage Learning. 2010), p.302

²³Sugiono, *Kuantitatif Research Metode, Kualitatif dan R&D* (Bandung: Alfabeta, cv, 2016), p. 79

Table 3.1

Quasi Experimental (Nonequivalent Control Group Design)

Classes	Pre-test	Treatment	Post-test
Experimental group	O ₁	X	O ₂
Control group	O ₁		O ₂

O₁ = Pre-Test

O₂ = Post-Test

X = Treatment

The purpose of this research is to investigate whether there is the influence of using Giving Homework technique toward the students's narative writing skill. Firstly, the writer conducts the pre-test of the control group and the experimental group in the first meeting to measure the students' narative writing skill. Secondly, the writer conducts a treatment experiment using Giving Homework technique in teaching writing experiment class. Thirdly, the researcher conducts the post-test in the end of meeting to measure the student's narative writing skill after the treatment is given. Finally, the writer analyze the data of students' post-test control and experiment score to investigate whether there is the influence of using Giving Homework technique toward the students's narative writing skill at the eight grader of MTs Alhidayah Sulusuban.

B. Population, Sample and Sampling Technique

1. Population

DonalAry assumes that “a population is all members of any well-defined class of people, events, or objects”.²⁴Meanwhile, Jack R. Fraenkel explains that the term *population* refers to all the members of a particular group. It is the interesting group that is to be generalized by researcher in the result of study.²⁵ It means that population is all members of group such as people, objects, or events that is determined in a research.

In this research, the population is all of eight graders MTs AlhidayahSulusuban. There are 40 students at eight graders of MTs Alhidayah Sulusuban.Which consists of two classes.

2. Sample

A sample is small group that is observed or portion of a population.²⁶A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.²⁷

It can be concluded that sample is the small group of elements or individual part of population that is observed. Related to sample

²⁴*Ibid.* p.148

²⁵Jack Fraenkel R. and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), 7th Edition, p.105

²⁶Donal Ary, *Introduction to Research*, p. 148

²⁷Fraenkel, *How to Design*, p. 105

discussion, the samples of this research is the students at the eighth graders which consist of two classes. The researcher takes two classes namely VIIIa and VIIIb at the eighth grader of MTs Alhidayah Sulusubanas a sample taking two class of 40 students, with an experiment of 20 students. And control 20.

3. Sampling Technique

Sampling refers to the process of selecting the individuals who will participate in a research study.²⁸ In this research, the researcher uses a total sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher chooses VIIIa as experimental class because their low score in writing.

C. Operational Definition of Variables

An operational definition scribes meaning to a construct by specifying operations that researchers must perform to measure or manipulate the construct.²⁹ In quantitative research, operational definitions are used to specify how variables will be measured in the study. By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There are two kinds of variables, namely:

²⁸*Ibid.*

²⁹Donal Ary, *Introduction to Research*, p.36

1. Independent Variables

Independent variables are those that (probably) cause, influence or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variable.³⁰Independent variable in this research is Giving Homework strategy. It can be measured by using observation .With the indicators :

- a) Students able to finish writing homework
- b) They understand to express their idea in writing narrative

Homework.

2. Dependent Variables

In experimental studies, the treatment is the independent variable and the outcome is the dependent variable.³¹ It means that dependent variable is the outcomes or result of the influence of the independent variables. Narativewriting skill is the dependent variable in this reserach. It is one kinds of text that has principle purpose to describe the object (person, thing or place) from look at the appearance or find the factual data of the object.The researcher will measure dependent variable by using test. The test is a narrative composing.

³⁰John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), p. 50

³¹Donal Ary, *Introduction to Research*, p. 37

Regarding to the dependent variable in this research. Some indicators that should be attained by the students in writing Narrative(dependent variable) are:

- a) Students able to write narrative text
- b) Students able to use vocabulary, grammar, language use, mechanics, content, in narrative writing.

D. Data Collecting Method

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”.³²

Whereas, this research is experiment design research with applying pre-test and post-test group design. So, the researcher uses test as data collection method to measure dependent variable. The researcher will use written test as a data collecting method to measure students' Narrativewritingskill. The researcher ask the students to write a narrative text with a certain topic. After that, the teacher evaluate their writing test to give the scores of pre test and post test.

³²Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA:Falmer Press, 2005), p. 94

a. Pre-test

The pre-test will be held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test will be held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the classor is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

2. Observation

Observation is used in both quantitative and qualitative. In quantitative research, the purpose of observation is to determine the extent to which a particular behavior(s) is present.³³ It is used to get data about learning process, learning facilities, and students' activities such as students's writing skill, students's vocabulary mastery, and students's good participation. The students' s activities are observed by the observer.

The observation in this research is used to observe the student's participation during the lesson when the researcher tries to apply Giving Homework technique.

³³Donal Ary, *Introduction to Research*, p. 216

3. Documentation

Documentation A valuable source of information in qualitative research can be documentation.³⁴Sugiyono stated that documentation can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. The function of documentation method is to make credible the result of observation or interview. In this research, the documentation guide is subjects' grade transcript.

The researcher uses this method to get the data about the history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures MTs Alhidayah Sulusuban.

E. Research Instrument

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

1. Instrument Blueprint

To get the data related to the research problems, the researcher designed with indicators which have been decided. Moreover, the researcher used Pre-test and Post-test instrument.

In order to know students' writing skill, the researcher measures the students' writing skill by asking them to make narrative text. The researcher is

³⁴ Sugiono, *documentation*, 2008. p.240

instructing the students to make a simple composition which is determined. Moreover, the researcher uses test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 3.2
Instrument Blueprint

No	Variables	Indicator	Measurement
1	Variable X (homework)	<ul style="list-style-type: none"> - Students able to finish writing homework - They understand to express their idea in writing narrative homework 	observation
2	Variable Y (Writing Skill)	<ul style="list-style-type: none"> - Students able to write narrative text - Students able to use vocabulary, grammar, language use, mechanics, content. 	Writing test/composing

F. Data Analysis Technique

According to Donal Ary, “when dealing with nominal data, the most widely used tests of significance are the chi-square tests. They compare observed frequencies and expected frequencies”.³⁵

To examine the significant differences between observed frequencies and expected frequencies in this research, the researcher uses chi-square formula. The formula of chi-square:³⁶

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

χ^2 : chi-square obtained

f_o : observed frequency

f_e : expected frequency

Furthermore, to investigate whether there is the influence of using Giving Homework technique toward the students’ narrative writing skill at the eighth grader of MTs Alhidayah Sulusuban, the researcher uses the preexperimental design in the form of t-test by using one group pretest-posttest design. According to Donald Ary, The formulation of t-test as below:

³⁵Donal Ary, *Introduction to Research*, p. 188

³⁶*Ibid.*

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

Note:

t = t ratio

\bar{D} = average difference

$\sum D^2$ = different score squared, then summed

$(\sum D)^2$ = difference scores summed then squared

N = number of pairs³⁷

³⁷Donald Ary. *Introduction to Research.*, p. 177

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short history of Mts Al Hidayah Sulusuban

Mtsalhidayah Sulusuban is one of the junior high schools in the village of sulusuban, sub-district of Seputih Agung Lampung, Central Lampung and was established in 2003, led by the head of the foundation A. Darori and Sumardi, S.Ag as the principal of the MtsAlhidayah school.

MtsAlhidayah has three grade levels. Namely grade seven, eight and grade nine with the number of students two hundred and seven students and twelve teachers.

2. The Description of Research Data

a. The Result of Pre-Test Score

The purpose of giving a pre-test to students is to help researchers determine students' writing skills before they get treated using the Giving

Based on the table, could be identified that total students (N) = 20, range score = 20, minimum score = 50, maximum score 70, total score and mean 1.111 and 55,55. The standard deviation = 5.472, variance = 29.945.

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 19 students got score under 70 (95% of them). Then, only 1 student (5% of them) got score above 70. Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed;

Table 4.4
The Frequency Distribution of Pre-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	50-52	3	15%
2	53-55	8	40%
3	56-58	4	20%
4	59-61	3	15%
5	62-64	2	10%
6	65-67	-	-
Total		20	100%

Table 4.5
Descriptive Statistic of Pre-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest Score	20	14	50	64	1116	55.80	.810	3.622	13.116
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 14, minimum score = 50, maximum score 64, total score and mean 1.116 and 55.80. The standard deviation = 3.622, variance = 13.116.

According to the table above could be known that most of students got low grade. It showed that 20 students got score under 70 (100% of them).

The average score was 55,8. It can be said that their writing skills are not good enough. That is one of the reasons why researchers conducted research related to their writing skills using the Giving Homework as an alternative way to polish their writing skills.

b. The Result of Post-Test Score

As soon as students get a pre-test, and students in the experimental class get various kinds of treatment using the Giving Homework, the researcher conducts a post-test. The post-test instrument is different from the pre-test, but the pattern and level of difficulty are still the same.

Table 4.6

The Frequency Distribution of Post-test (control class)

No	Class Interval	Frequency	Percentage %
1	50-53	5	25%
2	54-57	4	20%
3	58-61	8	40%
4	62-65	1	5%
5	66-69	1	5%
6	70-73	1	5%
Total		20	100%

Table 4.7
Descriptive Statistic of Post-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test_Score	20	20	50	70	1146	57.30	1.166	5.212	27.168
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 20, minimum score = 50, maximum score 70, total score and mean 1.146 and 57.30. The standard deviation = 5.212, variance = 27.168. The table of frequency distribution as followed;

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class. There was only 1 student got score above 70.

Furthermore, before the post-test was carried out in the experimental class, the researcher was given treatment using the Giving Homework. Post-test was conducted to determine students' writing skills after receiving treatment. The post-test results in the experimental class can be identified as follows;

Table 4.8
The Frequency Distribution of Post-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	58-62	1	5%
2	63-67	1	5%
3	68-72	7	35%
4	73-77	6	30%
5	78-82	3	15%
6	83-87	2	10%
Total		20	100%

Table 4.9
Descriptive Statistic of Post-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test Score	20	27	58	85	1478	73.90	1.471	6.577	43.253

Valid N (listwise)	20								
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Based on the table, could be identified that total students (N) = 20, range score = 27, minimum score = 58, maximum score 85, total score and mean 1.478 and 73.90. The standard deviation = 6.577, variance = 43.253.

The frequency distribution shows that students who get a score above 70 are 15 students (75% of them). In addition, the average score increased significantly to 73.90. This shows that they have succeeded in improving their writing skills. This means that the treatment through the Giving Homework has succeeded in affecting students' writing skill.

A. The Influence of Using the Giving Homework on Students' Writing Skill

Immediately after the researcher implemented a series of research activities using the Giving Homework, the researcher analyzed the data with the Independent sample t-test with the help of SPSS 16.0 for windows. Researchers analyzed the data to prove whether there was a positive and significant influence using the Giving Homework on the writing skill of class VIII students of MtsAlhidayahSulusuban.

It is said (Ho) is rejected if there is a positive and significant the influence of using the Giving Homework on students 'writing skills and (Ho) is accepted if there is no positive and significant the influence of using the Giving Homework on students' writing ability.

1. Prerequisite Test

a. Normality Test

Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In order get the data about normality test the researcher used SPSS 16.0 *for windows* with;

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality Test Guidelines;

- 1) If the probability or Sig. (*Shapiro-Wilk*) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (*Shapiro-Wilk*) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.10**The result of Normality Tests by using SPSS**

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Writing Score	Post-Test Experiment (Giving Homework)	.125	20	.200	.972	20	.802
	Post-Test Control	.172	20	.123	.933	20	.177

Based on the table, could be seen that all the probability or Sig. number (*Shapiro-Wilk*) from the whole 2 classes were 200, 123. Since the probability or Sig. number (*Shapiro-Wilk*) > than the α (0.05), hence the H_0 is rejected and the H_a is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 4.11
The Interpretation table of normality test

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	.200	> 0.05	Normal
2	Post-Test Control Class	.123	> 0.05	Normal

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

- 1) If the probability or Sig. (*Based on Mean*) > α (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (*Based on Mean*) < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.12**Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.171	1	38	.286

Based on the table it could be concluded that based on mean the Sig. number $0.051 > 0.05$. So that, the H_0 is rejected and the H_a is accepted. It means that the data was homogeneous.

2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Giving Homework) on variable Y (students' writing skill). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

Based on the normal test and the homogeneity test, it can be seen that the data are normal and homogeneous. So that hypothesis testing using the Independent Sample T-test with SPSS 16.0 for windows can be applied, with the following hypothesis;

Ho : There is no positive and significant effect using the Giving Homework on the writing skill of class VIII students of MtsAlhidayahSulusuban for the 2020/2021 school year.

Ha : There is a positive and significant influence using the Giving Homework on the writing skill of class VIII students of MtsAlhidayahSulusuban for the 2020/2021 school year.

Independent Sample T-Test Guidelines;

- a. If the probability or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 4.13

The Result of Independent T-test by Using SPSS

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Writing Score	VIIIa	20	73.90	6.577	1.471
	VIIIb	20	57.30	5.212	1.166

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Score	Equal variances assumed	1.171	.286	8.847	38	.000	16.600	1.876	12.801	20.399
	Equal variances not assumed			8.847	36.116	.000	16.600	1.876	12.795	20.405

Based on the table, it could be seen that the probability number *Sig.* (2-tailed) was 0,000. As a result, since the probability or *Sig* number (2-tailed) was < 0.005 , hence the *null hypothesis* H_0 is rejected and the *alternative hypothesis* (H_a) is accepted. It means, there was a positive and significant influence of using Giving Homework on the students' writing skill of the eighth graders at MtsAlhidayahSulusuban.

B. Discussion

In general, before the research was carried out the researcher gave a pre-test to determine the students' prior knowledge of writing skills before being given treatment. After receiving the treatment, it can be seen that there is a significant difference between the post-test scores of the experimental class and the control class.

Based on the results of the Independent Sample T-Test with the help of SPSS 16.0 for windows, it can be seen that the average experimental class is 73.90. Higher than the control class, namely 57.30. Furthermore, the probability or Sig number (2-tailed) is 0,000 which is smaller than α (0.005), so that the null hypothesis H_0 is rejected and the alternative hypothesis (H_a) is accepted. That is, there is a positive and significant influence on the use of the Giving Homework on the writing skill of class VIII students of MtsAlhidayahSulusuban.

This study observed the writing skill of class VIII students of MtsAlhidayahSulusuban . Researcher uses this class because students in this class still have difficulty in getting sentences or paragraphs correctly. This is because they do not understand the procedures for writing in a word or sentence. In addition, they also seem shy and less interested when practicing writing alone or with friends. Based on

these problems, the researchers applied the Giving Homework to help students learn how to correctly write sentences or paragraphs.

Researchers assume that learning to write using the Giving Homework can help students in writing skills.

C. Limitation

This research was conducted on class VIII students of MtsAlhidayahSulusuban. The subjects of this study were students of class VIII for the 2020/2021 academic year. His subject choice is Giving Homework Writing skills. The results showed that the Giving Homework succeeded in helping students learn to write sentences or paragraphs correctly.

Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found several limitations including some obstacles to students' writing skills. The first is: students are confused about the English word.

Finally, the results of this study explain that the theory of the positive and significant influence of the use of the Giving Homework on students' writing skills is successful. The Giving Homework has succeeded in helping grade VIII students of MtsAlhidayahSulusuban to polish their writing skills.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that the influence use of the Giving Homework has a positive and significant. In other words, the use of the Giving Homework affects the writing skill of class VIII students of MtsAlhidayahSulusuban.

Through these results, could be identified that total students (N) = 20, range score = 20, minimum score = 50, maximum score 70, total score and mean 1.146 and 57.30. The standard deviation = 5.212, variance = 27.168.. with details could be identified that total students (N) = 20, range score = 27, minimum score = 58, maximum score 85, total score and mean 1.478 and 73.90. The standard deviation = 6.577, variance = 43.253. it can be seen that there is a significant influence between the writing scores of the experimental class and the control class where the post-test scores of the experimental class are higher.

It can be seen that the mean value of the control class is 57,3 while the experimental class is 73,9.Thus the average value of the experimental class is higher than the control class.

it could be seen that the probability number *Sig. (2-tailed)* was 0,000. As a result, since the probability or *Sig* number (*2-tailed*) was < 0.005, hence the *null hypothesis* Ho is rejected and the *alternative hypothesis* (Ha) is accepted. It

means, there was a positive and significant influence of using Giving Homework on the students' writing skill of the eighth graders at MtsAlhidayahSulusuban East Lampung.

B. Suggestion

Based on the conclusions of this study, the researcher would like to provide several suggestions:

1. For Teachers

It is recommended that teachers use the Giving Homework so that students can more easily understand how English words should be written.

2. For Students

It is suggested for students to be more enthusiastic in learning English, especially practicing writing.

3. For the Principal

The principal in guiding English teachers uses technology to help students learn English, so that students are more enthusiastic about learning English.

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APPENDICES

Tes

1. Pre-test

Pre-test Instrument

(Control & Experimental Class)

Nama:

Class:

Subject : English
Class : VIII
Sub Matter : Writing
Sub Subject : Descriptive Text
Time allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on your paper
2. Use your time adequately
3. Work individually

Direction:

1. Make short descriptive text correctly and accurately
2. Write your descriptive text by choosing the topic given below:
 - a. Fried rice
 - b. Fried noodles

Tes

2. Post-test

Pre-test Instrument

(Control & Experimental Class)

Nama:

Class:

Subject : English
Class : VIII
Sub Matter : Writing
Sub Subject : Descriptive Text
Time allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on your paper
2. Use your time adequately
3. Work individually

Direction:

1. Make short descriptive text correctly and accurately
2. Write your descriptive text by the topic “food”

Appendix rubric score from Heaton

Categorization	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substantive- etc.
	26-22	Good to average	Some knowledge of subject- etc.
	21-17	Fair to poor	Limited knowledge of subject- little substance-etc.
	16-13	Very poor	Does not show knowledge of subject- non substantive- etc.
Organization	20-18	Excellent to very good	Fluent expression- ideas clearly stated- etc.
	17-14	Good to average	Somewhat choppy- loosely organized but main ideas stand out- etc.
	13-10	Fair to poor	Non fluent- ideas confused or disconnected- etc.
	9-7	Very poor	Does not communicate- no organization- etc.

Vocabulary	20-18	Excellent to very good	Sophisticated range- effective word/idiom choice and usage-etc.
	17-14	Good to average	Adequate range- occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor	Limited range- frequent errors of word/idiom form, choice, usage-etc.
	9-7	Very poor	Essentially translation- little knowledge of English vocabulary.
Language use	25-22	Excellent to very good	Effective complex constructions- etc.
	21-19	Good to average	Effective but simple constructions-etc.
	17-11	Fair to poor	Major problems in simple/complex constructions- etc.
	10-5	Very poor	Virtually no mastery of

			sentence construction rules- etc.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions-etc.
	4	Good to average	Occasional errors of spelling, punctuation-etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization- etc.
	2	Very poor	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- etc.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 0660/In.28.1/J/TL.00/03/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
EKA YUNIASIH (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ARIS MUNANDAR**
NPM : 1601070068
Semester : 10 (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE INFLUENCE OF GIVING HOMEWORK ON THE STUDENTS
WRITING SKILL OF THE EIGHTH GRADE OF MTS ALHIDAYAH
SULUSUBAN IN THE ACADEMIC YEAR OF 2020/2021

Dengan ketentuan sebagai berikut :

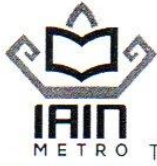
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 09 Maret 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
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Nomor: B-2526/In.28/D.1/TL.01/06/2021

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

Nama : **ARIS MUNANDAR**
NPM : 1601070068
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Melaksanakan observasi/survey di MTS ALHIDAYAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GIVING HOMEWORK ON THE STUDENTS WRITING SKILL OF THE EIGHTH GRADE OF MTS ALHIDAYAH SULUSUBAN IN ACADEMIC YEAR OF 2020/2021".
 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 tersebut.

Demikian surat tugas ini dikeluarkan untuk dilaksanakan dengan penuh rasa tanggung jawab.

Dikeluarkan di : Metro
Pada Tanggal : 29 Juni 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,


Dr. Yudiyanto S.Si., M.Si.
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IAIN METRO

Nama : Aris Munandar
NPM : 1601070068

Jurusan : TBI
Semester : IX

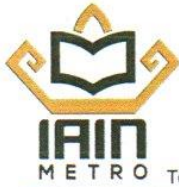
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		I	II		
1	Selasa 10/2020 "			- Grammer - orgenig, meherie, Puisi Chapter I.	
	Selasa/ 17/2020 "			- puisi chapter II tet, gramur, tet nkk.	
	Kabu 25/2020 "			- puisi chapter III Populchir, tecky suplis.	
	Kabu 2/2020 12			- Paksi, metrolin Prolitoga. Paksi Populchir dan tecky suplis.	
	Kamis 3/2020 12			Continue to (14) Agwisson	

Mengetahui,
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Jurusan : TBI
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 07/12/20	✓		Bimbingan Bab 1, 2, 3 Revisi	
2.	Jum'at 11/12/20	✓		Bimbingan Bab 1, 2, 3 Revisi	
3.	Rabu 16/12/2020	✓		Revisi Bab 1, 2, 3	
4.	Rabu 23/12/2020	✓		Revisi Bab 1, 2, 3	
5.	Revisi	✓		Acc to Turnitin and proposal form	

Mengetahui,
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No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	13/2021 3 Senin	✓	- Sehatkan 29 kony di Chapter II. - Cek grammar, spelling, language	
	15/2021 3 Senin		- Ace. substansi.	

Diketahui :
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Fakultas/Jurusan : FTIK/TBI
Semester/TA : X/ 2021

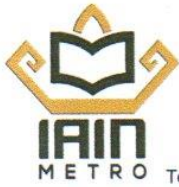
No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	7-4-21	✓	Acc APD	

Diketahui :
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Nama : Aris Munandar
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Jurusan : TBI
Semester : X

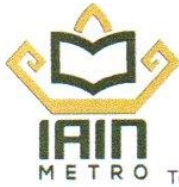
No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at, 11 Juni 2021	✓		- Revisi chapter IV & V	
2	Rabu, 23 Juni 2021	✓		• Revisi	
3	Jum'at, 02 Juli 2021			Revisi	
4	Rabu, 14 Juli 2021			Acc.	

Mengetahui,
Ketua Jurusan TBI

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Nama : Aris Munandar
NPM : 1601070068

Jurusan : TBI
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	10/1/2021 6.			- Pahami apa yg ada tulis. - Lengkap	
	10/2021 6.			- Selesaikan dg metode penelitian.	
	2/2021 7.			- kerjakan chapter 10	
	5/2021 7.			- kerjakan chapter 10. Complete all	

Mengetahui,
Ketua Jurusan TBI

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SURAT KETERANGAN BEBAS PUSTAKA


Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Aris Munandar
NPM : 1601070068
Jurusan : Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 23 Juli 2021
Ketua Jurusan TBI


Andjanto, M.Pd
NIP: 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-744/ln.28/S/U.1/OT.01/07/2021**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Aris Munandar
NPM : 1601070068
Fakultas / Jurusan : FTIK/ Akuntansi Syariah

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070068

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Juli 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



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Nomor : B-2525/In.28/D.1/TL.00/06/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS ALHIDAYAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Berdasarkan dengan Surat Tugas Nomor: B-2526/In.28/D.1/TL.01/06/2021, tanggal 29 Juni 2021 atas nama saudara:

Nama : **ARIS MUNANDAR**
NPM : 1601070068
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS ALHIDAYAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GIVING HOMEWORK ON THE STUDENTS WRITING SKILL OF THE EIGHTH GRADE OF MTS ALHIDAYAH SULUSUBAN IN ACADEMIC YEAR OF 2020/2021".

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

Demikian surat izin ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Juni 2021
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