

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON  
STUDENT'S WRITING SKILL AMONG THE ELEVENTH GRADERS AT  
SMA N 1 SEPUTIH RAMAN**

**By:  
EVA SOFIATI  
Student's Number. 16010700013**



**Tarbiyah and Teaching Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1443 H / 2022 M**

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON  
STUDENT'S WRITING SKILL AMONG THE ELEVENTH GRADERS AT  
SMA N 1 SEPUTIH RAMAN**

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

**By:**  
**EVA SOFIATI**  
**Student's Number. 16010700013**

**Tarbiyah and Teaching Training Faculty**  
**English Education Department**

**Sponsor : Dr. Widhiya Ninsiana, M.Hum.**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1443 H/2022 M**

### NOTIFICATION LETTER

Number :  
Appendix : 1 (one) Bundle  
Matter : In order to hold the munaqosyah Eva Sofiati

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 thesis script which is written by:

Name : EVA SOFIATI  
Students Number : 1601070013  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education Department  
Title : THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN

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

*Wassalmu'alaikumWr. Wb*

Metro, February 9<sup>th</sup> 2022

The Head of English Education  
Department



Andianto, M.Pd

NIP. 198711102 201503 1 004

Sponsor



Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002



**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

**NOTA DINAS**

Nomor :  
Lampiran : 1 (Satu) Berkas  
Perihal : Permohonan Sidang Munaqosyah Eva Sofiati

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro  
di  
Metro

*Assalamu'alaikum Wr. Wb*

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :

Nama : EVA SOFIATI  
NPM : 1601070013  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Yang berjudul : THE INFLUENCE OF TRIPLE-ENTRY JOURNAL  
STRATEGY ON STUDENTS WRITING SKILL AMONG  
THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH  
RAMAN

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan sebagai syarat untuk menyusun skripsi.

Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb*

Metro, 09 Februari 2022

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Dr. Widhiya Ninslana, M.Hum**

NIP. 19720923 200003 2 002



**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

**APPROVAL PAGE**

The Title : THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN  
Name : EVA SOFIATI  
St. Number : 1601070013  
Department : English Education Department  
Faculty : Tarbiyah and Teacher Training Faculty

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Metro, February 9<sup>th</sup> 2022  
Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**PERSETUJUAN**

Judul : THE INFLUENCE OF TRIPLE-ENTRY JOURNAL  
STRATEGY ON STUDENTS WRITING SKILL AMONG  
THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH  
RAMAN  
Nama : EVA SOFIATI  
NPM : 1601070013  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan

**DISETUJUI**

Untuk dimunaqosyahkan dalam sidang skripsi Fakultas Tarbiyah dan Ilmu  
Keguruan IAIN Metro.

Metro, 09 Februari 2022  
Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



**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](http://www.metrouniv.ac.id) E-mail:  
[iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**RATIFICATION PAGE**

No. 8-1197/17-28-1/D/PP-00-g/04/2022

The Undergraduate Thesis entitled: THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENT'S WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN, Written by: EVA SOFIATI, Student Number 1601070013, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, March 21<sup>st</sup>, 2022 at 13.30-15.30 a.m.

**BOARD OF EXAMINERS**

Chairperson : Dr. Widhiya Ninsiana, M.Hum .....)

Examiner I : Drs. Kuryani, M.Pd .....)

Examiner II : Trisna Dinillah Harya, M.Pd .....)

Secretary : Leny Setyana, M.Pd .....)



The Dean of Tarbiyah and Teachers Training Faculty



**THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON  
STUDENT'S WRITING SKILL AMONG THE ELEVENTH GRADERS AT  
SMA N 1 SEPUTIH RAMAN**

**ABSTRACT**

**BY  
EVA SOFIATI**

The main aim of this research was to know whether Triple-Entry Journal Strategy influences the students' writing skill at SMA N 1 Seputih Raman. The researcher investigated whether any positive and significant influence of Triple-Entry Journal Strategy on the students' writing skill at SMA N 1 Seputih Raman

The method of this research was quantitative research in the form of quasi-experimental design carried out at SMA N 1 Seputih Raman. The population of this research was the eleventh graders students. The sample of this research was 56 students in the eleventh grade of SMA N 1 Seputih Raman. In collecting data, the researcher used test (pre-test and post-test), observation and documentation.

Based on the analyse result, it was investigated that the result of *sig. 2 tailed* is 0.002. It is clear that if the probability or  $\text{Sig.} > \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this there is a positive and significant influence of Triple-Entry Journal Strategy on the students' writing skill.

***Keywords: Triple-Entry Journal Strategy on the students', writing skill, quantitative research.***



**PENGARUH STRATEGI TRIPLE-ENTRY JOURNAL PADA  
KETERAMPILAN MENULIS SISWA DI KELAS SEBELAS  
SMA N 1 SEPUTIH RAMAN**

**ABSTRAK**

**Oleh:**

**EVA SOFIATI**

Tujuan utama penelitian ini adalah untuk mengetahui apakah Strategi Triple-Entry Journal mempengaruhi keterampilan menulis siswa di SMA N 1 Seputih Raman. Peneliti mencoba mengetahui apakah ada pengaruh positif dan signifikan Strategi Triple-Entry Journal pada keterampilan menulis siswa di SMA N 1 Seputih Raman.

Metode penelitian ini adalah penelitian kuantitatif berupa desain quasi-eksperimental yang dilakukan di SMA N 1 Seputih Raman. Populasi penelitian ini adalah siswa kelas sebelas. Sampel penelitian ini adalah 56 siswa kelas sebelas SMA N 1 Seputih Raman. Dalam mengumpulkan data, peneliti menggunakan tes (pra-tes, dan tes pos), pengamatan dan dokumentasi.

Berdasarkan hasil analisis, didapatkan bahwa hasil *sig. 2 tailed* adalah 0,002. Jelas bahwa jika probabilitas atau  $\text{Sig.} > \alpha$  (0,05), hipotesis alternatif ( $H_a$ ) diterima. Ini berarti bahwa ada pengaruh positif dan signifikan variabel X pada variabel Y. Dengan kata lain,  $H_a$  diterima dan  $H_o$  ditolak. Oleh karena itu, disimpulkan bahwa ada pengaruh positif dan signifikan dari Strategi Triple-Entry Journal pada keterampilan menulis siswa.

***Kata kunci:*** Strategi Triple-Entry Journal, keterampilan menulis, penelitian kuantitatif.

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Eva Sofiati  
Student Id : 1601070013  
Study Program : English Education Department (TBI)  
Faculty : Tarbiyah and Teacher Training Faculty

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

Metro, 20 January 2022  
The Researcher



**Eva Sofiati**  
1601070013

## ORISINALITAS PENELITIAN

Yang bertandatangan dibawah ini :

Nama : Eva Sofiati  
NPM : 1601070013  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

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

Metro, 20 Januari 2022  
Yang membuat pernyataan,



**Eva Sofiati**  
1601070013

**MOTTO**

قَيِّدُوا الْعِلْمَ بِالْكِتَابَةِ

**“ The Tie (record) Knowlegde With Writing”.**

**H.R. Ad-Darimi / 497.**

## **DEDICATION PAGE**

*This piece of work is dedicated to:*

*My Beloved Parents*

*(Mr. Ahmad Sofa (alm) and Mrs.Siti Fatimah)*

*My Beloved Sister*

*(Khoirun Nafiah)*

*My Beloved Brother in-law*

*(Edi Purwanto)*

*My Beloved Husband*

*(Apriandi)*

*My Beloved Son*

*(Muhammad Kenzo Atharrazka)*

## ACKNOWLEDGEMENT

Praise thanks to Allah who has been giving his blessing and mercy to the writer to complete a research entitled “The Influencing of Triple Entry Journal Strategy among the eleventh graders at SMA N 1 Seputih Raman”. Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag. as the head of IAIN Metro Lampung.
2. Andianto, M.Pd. as the head of English Education Department of IAIN Metro Lampung.
3. Dr. Widhiya Ninsiana, M. Hum. as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.
4. All lecturers of the English Education Departmen of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.
5. Headmaster, Teacher, Staff of the SMA N 1 Seputih Raman who gives permission to the researcher conduct the research in this school.
6. My beloved parents, family, wife and my son, thanks for everyting in always giving support and motivation.
7. All of her friends in IAIN Metro, thanks for everything in helping to finish this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 20 January 2022



Eva Sofiaty  
1601070013

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iii</b>
<b>APPROVAL PAGE.....</b>	<b>v</b>
<b>RATIFICATION.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>x</b>
<b>MOTTO .....</b>	<b>xii</b>
<b>DEDICATION PAGE.....</b>	<b>xiii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>xiv</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xviii</b>
<b>LIST OF FIGURES .....</b>	<b>xix</b>
<b>LIST OF APPENDIX .....</b>	<b>xx</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of Study .....	1
B. Identification of The Problem .....	5
C. Limitation of The Problem.....	5
D. Formulation of The Problem.....	6
E. Objective and benefits of study.....	6
F. Prior Research (previous research) .....	8
<b>CHAPTER II THEORETICAL FRAMEWORK .....</b>	<b>11</b>
A. The Concept of Writing Skill.....	11
1. The Concept of Writing .....	11
a. The Definition of Writing .....	11
b. The Concept of Writing Skill.....	12
c. The Proces of Writing .....	14

d. Teaching Writing Skill.....	16
e. The Assessment of Writing Skill .....	17
B. The Concept of Triple-Entry Journal Stratrgy .....	20
1. The Concept of Triple-Entry Journal Strategy.....	20
a. The definition of Triple-Entry Journal Strategy.....	20
b. The Important Using Triple-Entry Journal Strategy .....	22
c. The Benefit used of Triple-Entry Journal Strategy .....	23
d. The Procedure of Triple-Entry Journal Strategy .....	24
C. Paradigm .....	25
D. Hypothesis.....	26
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>28</b>
A. Research Design.....	28
B. Operational Definition of Variable .....	28
1. Independent variable .....	28
2. Dependent variable.....	29
C. Population, Sample, and Sampling Technique .....	30
1. Population .....	30
2. Sample.....	31
3. Sampling Technique.....	31
D. Data Collection Technique.....	32
1. Test.....	32
a. Pre-test.....	32
b. Post-test.....	33
2. Documentation .....	33
3. Observation .....	33
E. Research Instrument.....	34
1. Writing Skill Test.....	34
2. Data Analysis Technique .....	34



<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	<b>37</b>
A. Research Result .....	37
1. Profile at SMA Negeri 1 Seputih Raman .....	37
a. Brief History of SMAN 1 Negeri 1 Seputih Raman .....	37
b. The Condition of the Teachers and Official Employees at SMA Negeri 1 Seputih Raman.....	37
c. Students' Quantity at SMA Negeri 1 Seputih Raman.....	39
d. The Condition of Infrastructure Facilities at SMA Negeri 1 Seputih Raman.....	40
e. Location Sketch at SMA Negeri 1 Seputih Raman The Description of Research Result.....	40
2. Description of Pre-Test Result .....	42
a. Description of Pre-Test Result.....	42
b. Description of Treatment by Using Triple-Entry Journal Strategy.....	45
c. Description of Post-Test Result .....	45
d. Testing of Hypothesis.....	49
B. Discussion .....	52
 <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	 <b>57</b>
A. Conclusion .....	57
B. Suggestion .....	57

**REFERENCES**

**APPENDICES**

**CURICULUM VITAE**

## LIST OF TABLES

Table 1	Data Pre-Survey Result .....	2
Table 2	Condition of Teachers and Official Employers in SMA Negeri 1 Seputih Raman .....	38
Table 3	Total of Classroom at SMA Negeri 1 Seputih Raman... ..	40
Table 4	Result Pre-test of Experimental Class .....	42
Table 5	The Pre-Test Result of Experimental Class.....	44
Table 6	Result Pre-test of Control Class .....	44
Table 7	The Pre-Test Result of Control Class .....	44
Table 8	Result Post-test of Experimental Class.....	46
Table 9	The Post-Test Result of Experimental Class .....	47
Table 10	Result Post-test of Control Class .....	47
Table 11	The Post-Test Result of Control Class .....	48
Table 12	The SPSS Computation Result about the Influence of Triple-Entry Journal Strategy on Writing Skill .....	50
Table 13	Critical Value of T-table .....	51
Table 14	The Result of the Influence of Triple-Entry Journal Strategy on Writing Skill.....	54

## **LIST OF FIGURE**

Figure 1 Students' Quantity at SMA Negeri 1 Seputih Raman .....	39
Figure 2 The Location Sketch at SMA Negeri 1 Seputih Raman .....	41
Figure 3 The Pre-Test Result of Experiemental Class .....	43
Figure 4 The Pre-Test Result of Control Class .....	45
Figure 5 The Post-Test Result of Experimental Class .....	47
Figure 6 The Post-Test Result of Control Class .....	48

## **LIST OF APPENDICES**

### **APPENDICES**

1. Blue Print of Writing Test
2. Syllabus
3. Lesson Plan
4. Pre-Test Question
5. Post-Test Question
6. Documentation Sheet
7. Observation Sheet
8. Documentation
9. Surat Izin Survey
10. Surat Balasan Survey
11. Sk Bimbingan Skripsi
12. Surat Tugas
13. Surat Izin Research
14. Surat Balasan Research
15. Surat Keterangan Bebas Kaprodi
16. Surat Keterangan Bebas Pustaka
17. Kartu Konsultasi Bimbingan Skripsi
18. Curriculum Vitae

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Writing is one of four language skills that are considered important to be mastered by the students. In writing process, the students can develop their idea by constructing sentences be a text. Furthermore, the students can deliver the important a message using written language as the medium. Donn Byrne has statement about writing, writing can say that the act of forming graphic symbols, that is letters, or can be combination of letters in which relate to the sound when the writers make in speaking.<sup>1</sup> In the other words, writing is an urgent language skill as the process of placing thoughts or thinking into writing or telling some thing to others through writing or symbols. In addition, in forming symbols or expressing ideas, it must be arranged based on certain rules. The goal is to make it easy for readers to understand.

Teaching writing has very important role. Writing can stimulate the students' creativity, developing imagination, and extending knowledge. To develop this, it is necessary to pay attention to the basic things such as level of readiness, teaching strategy and sources of teaching materials. In addition, the teaching strategies should be considered well to help the students in writing process. Therefore, by applying the appropriate teaching strategy, the

---

<sup>1</sup> Donn Byrne, *Teaching Writing Skill* (London and New York: Longman, 1988), 01.

students' can convey important information to the readers through their writing.

However, writing activities are not easy because they requires a complex process, ideas, intellect and strategies to carry out these activities. There are still many students who get problems in writing. Actually students have ideas, thoughts or ideas and a desire to write, but students often have difficulty in expressing the ideas that exist in their minds in written form. The students also still have low writing skill, which can reduce motivation in writing. In addition, the students still have lack of vocabulary. The students need a lot of vocabulary to express their ideas in writing form. Therefore, there are still many students who are not interested in writing because they do not have the proper writing strategies and exercise. Therefore, the writer had explored this problem by conducting pre-survey among the eleventh grade students at SMA N 1 Seputih Raman. The students' writing problems were obtained from pre-survey results conducted on May 12, 2020. The score data are presented in the table below:

**Table 1**  
**Pre-Survey Result**  
**Writing Skill among the Eleventh Graders**  
**at SMA N 1 Seputih Raman**

No	Grade	Frequency	Percentage	Criteria
1.	<75	13	65%	Incomplete
2.	≥75	7	35%	Complete
Total		20	100%	

The result of the score data above is categorized based on the passing grade of English subject that is 75. It was investigated that 13 students (65%) have less writing than the passing grade. Meanwhile, the number of students that achieve the passing grade is 7 students (35%). From the results of the pre survey, it was known that the students whose writing is less than the passing grade more than those whose writing was more than standard score. Therefore, it can be concluded that the ability of writing in the eleventh graders of SMA N 1 Seputih Raman is low.

Furthermore, from the results of the interview with the English teacher is Ms. Dwi Andariyani,<sup>2</sup> it can be seen that the eleventh graders of SMA N 1 Seputih Raman have limitation in mastering vocabulary and English grammar. Moreover, they also got the difficulties in developing the ideas in the process of writing the text in English. This can lead to lack of interest and motivation of students to write the text in English. Therefore, the students got the difficulties to deliver the important information through the written text.

Furthermore, by considering the students' writing problems got from the pre-survey result, it is necessary to implement an effective teaching strategy in the teaching process of writing. One of the teaching strategies is triple entry journal strategy. Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer said that triple entry journal is a format that works very well for promoting (deep reflection) and consist of three columns.<sup>3</sup> For the first

---

<sup>2</sup> Dwi Andariyani, on May 12, 2020.

<sup>3</sup> Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer, *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*, Second Edition (Sterling, Virginia: Stylus Publishing, 2013).

column, to describing what happened during your service experience, including what was achieved and things that could confuse students (observations). The second columns, to analyze how those aspects apply and how theories and concepts can help students understand what is happening (connections). The last columns, applying material and experiences to students' own lives, especially those relating to how students will experience similar experiences in the future (personal relevance). In other words, this strategy is guide the students to develop their idea by using three columns in process of writing. This strategy has some roles in teaching process to improve a students' ability in transferring their knowlwdge from theory to real live. In addition, by using this strategy, the teacher can help the students to note their reactions about context, theory, and situation; to encourage formation of personal meaning and evaluation of perception; and to develop deep level students' knowledge and can promotes self reflective learning. It mean that, this strategy is used by the students for explore their ideas in depth or deep reflection.

This research will be carried out by considering some prior researchers. One of the prior research had been done by Daniar Sofeny with the research entitled "Comparison of Effectiviness Cluster of Mapping, Flow Charting, and Duoble/Triple Entry on Teaching Writing Skill". The goal of the prior research is to examining the effectiveness of three writing techniques, namely Comparison of Effectiviness Cluster of Mapping, Flow Charting, and Duoble/Triple Entry in improving students' writing skills. The



study method used a descriptive comparative technique using a quantitative approach. Sample of the first prior research are the fourth semester English students with a total of 22 students. The result of the first prior research is those three techniques of writing skill are effective to use but, the most effective is the Double/Triple Entry technique.

Therefore, considering the explanation above the writer has aims to investigate the influence of triple-entry journal strategy on student's writing skill. In this case, the writer would like to conduct a quantitative research by implementing a triple entry journal strategy. Therefore, the writer proposes a research proposal entitled: "The Influence of Triple-Entry Journal Strategy on Students' Writing Skill among the Eleventh Graders at SMA N 1 Seputih Raman".

## **B. Identification of The Problem**

Based on the background of the study, the writer had identified several research problems including of, as follow:

1. Students have low English vocabulary mastery.
2. Students have low grammar mastery.
3. Students have difficulties in developing the ideas in the writing process.
4. Students have insuffiicient writing skill.

## **C. Limitation of The Problem**

Based on the pra survey stated in background of the study, it is investigated that the eleventh graders have problems in their writing skill,

particularly in developing their idea; and arranging the sentence based on the appropriate grammar and vocabulary. Furthermore, based on the problem identification, the writer limits the problem only to the insufficient students' writing skill. This problem will be solved by the implementation of triple entry journal strategy. Therefore, the writer constructs the title of this research in the form of **The Influence of Triple-Entry Journal Strategy on Students' Writing Skill among the Eleventh Graders at SMA N 1 Seputih Raman .**

#### **D. Formulation of The Problem**

The problem of this research is formulated, as follows: "Is there any positive and significant influence of the use the triple entry journal on writing skill among the eleventh graders at SMA N 1 Seputih Raman ?

#### **E. Objective and benefits of study**

##### **1. Objective of The Study**

The purpose of this study will to find out whether there is positive and significant influence of using Triple-Entry Journal strategy on writing skill among the eleventh graders at SMA N 1 Seputih Raman.

##### **2. Benefits of the Study**

This research is expected to have significant benefits but also for students, teachers, and next researchers.

a. For the students

This research is provided to give useful to student's who study English especially of SMAN 1 Seputih Raman. This is due to the fact that this assessment will make up the phenomenon of the use triple-entry journal in writing.

b. For the teachers

This research is to provide benefits to teachers in English by providing access to information about the phenomenon of using triple-entry journal in writing. After knowing the actual conditions related to the excellent of student writing that is affected by triple-entry journal, the teacher can arrange effective steps to assist students in improving or revising the excellence of student writing.

c. For the next researcher

This research will be provide benefits to the next researcher who will research in the same topic area. Namely regarding, the use of triple-entry journal on writing. For the next researchers, this research will be one of the alternative references regarding the use or the impact of triple-entry journal in writing.

d. For the headmaster

This research will be provide benefits to the headmaster as a school leader. Through the result of this research, it will be useful to support the process of learning english, especially writing skill and encourage

the teacher to motivate students in learning english with the application of supporting media and tehniqe.

#### **F. Prior Research (previous research)**

This research will be carried out by considering some prior researchers. The first prior research has been done by Daniar Sofeny with the research title “Comparison of Effectiviness Cluster of Mapping, Flow Charting, and Duoble/Triple Entry on Teaching Writing Skill”. The goal of the first prior research is to examining the effectiveness of three writing techniques, namely Comparison of Effectiviness Cluster of Mapping, Flow Charting, and Duoble/Triple Entry in improving students’ writing skills. The study method used a descriptive comparative technique using a quantitative approach. Sample of the first prior research are the fourth semester English students with a total of 22 students. The result of the first prior research is those three techniques of writing skill are effective to use but, the most effective is the Double/Triple Entry technique.<sup>4</sup>

This research has the similarities and differences with the first prior research. The similarities between this research and the first prior research lies in the similarities of the examined variables, namely Triple Entry research in writing. The research topic from both of them is quantitative research method. The difference of this research and the first prior research lies in the study sample. The research sample will involve the students at the eleventh grade of

---

<sup>4</sup> Daniar Sofeny, “Comparison of Effectiveness of Cluster Mapping, Flow Charting, and Double/Triple Entry on Teaching Writing Skill,” *Universitas Islam Darul ‘Ulum* 18 (2019): 01.

SMAN 1 Seputih Raman. While sample of the first prior research are the fourth semester English students. The other differences lies in the goals of the study, because the first prior research compared three brainstorming strategy. While, this research focuses on one strategy namely triple-entry. The others difference lies in the research objectives because these research compares three strategies namely brainstorming, Cluster of Mapping, and Flow Charting . While this research focuses on one strategy, is triple entry journal.

The second research has been done by Lannie Kanevsky, Cindy Xin, and Ilana Ram the research title “Going Blended with Triple-Entry Activity: Students’ Online Disussions of Assigned Reading using Marginalia”. The goal of the first prior research is describe and investigate small group discussions of assigned reading in an online version of a “triple-entry activity” in a blended course used an annotation tool, Marginalia. The research method that used in the second prior research is a quantitative research method. Sample of the second prior research are in a blended course (maximal 24 students). The result of the second prior research is the students felt using Marginalia to comment on classmate responses and having classmates comments on their leraning from assigned reading and the online discussion also contributed to the development of a community of learners between face-to-face classes.<sup>5</sup>

The second prior research and this research have similarities and differences. The similarities between this research and the second prior research lies in the similarities of the examined variables, namely Triple Entry

---

<sup>5</sup> Lanne Kanevsky, Cindy Xin, and Ilana Ram, “Going Blended With A Triple-Entry Activity: Students’ Online Discussions of Assigned Readings Using Marginalia,” *Simon Fraser University: CELT* 09 (2016).

research in writing. The research topic from both of them is quantitative research method. The difference of this research and the second prior research lies in the study sample. The research sample will involve the students at the eleventh grade of SMAN 1 Seputih Raman. While sample of the first prior research are in a blended course.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Concept of Writing Skill

##### 1. The concept of writing

##### a. The Definition of Writing

The concept is a description of something that can provide an understanding for someone. The concept of writing is a very useful initial process for young writers. Before doing writing activities, a writer must understand the concept of writing well. The Understanding the concept of writing is an important first step before we start writing activities. This is because the concept of writing can provide an insight that must be known and possessed before we carry out writing activities. Besides, the most important reason teaching writing is a basic language skill, writing is as important as speaking, listening and reading.<sup>6</sup>

The other definition according to Clay from books Browne. He said that writing is a way of communicating which employs regular features and the forms consist of letters shapes, punctuation marks, consistent spelling, and print direction.<sup>7</sup> Writing is a person's skill in conveying ideas in written form so that it is easily understood by someone's or the readers. After through this skill someone's can

---

<sup>6</sup> Jeremy Harmer, *How to Teach English* (England: Addison Wisely Longman, 2001), 79.

<sup>7</sup> Ann Browne, *Developing Language And Literacy 3-8*, Second Edition (London: Paul Chapman Publishing, 2001), 89.

explore various feeling, explore their own thinking, and also explore the concept by using word.

On the other hand, writing has some steps. This statement is from Alice Oshima and Ann Hogue. They said that there are four steps.<sup>8</sup> For the first step of the proces is the writers must create the ideas. The second step is the writers must organize the idea or planning. The third steps is the writers must write a rough draft. For the last step is the writers must be able polish your rough draft by editing it and than revision.

The conclude based on explanation above is, besides reading. Listening and speaking, writing is a basic skill that is very important for everyone to mmastered. By writing, the peoples can finding ideas and explore their ideas using a sybol or letters, dan using a paper, a pen or pencil. When writing, the writers must be arranged the words according to the rules and steps that have been determined.

#### **b. The Concept of Writing Skill**

Talking about writing skills, writing skills are an important part of communicating. Good writing skills can enable a person to communicate his message clearly and easily to others. Writing skills include all knowledge and abilities related to ideas through the written word. Writing skills are also not just a hobby, but have become a necessity, especially for students.

---

<sup>8</sup> Alice Oshima and Ann Hogue, "Writing Academic English," 4th ed. (New York: Pearson Education, 2006), 265.



Based on Geoffrey Broughton and friends said that, When someone tries to write, it is not like when someone is talking, but is involved in an activity that is usually both private and public.<sup>9</sup> Based on them opinion, the act of writing differs from speaking in a less spontaneous and more permanent sense resources (words) available to communicate less because we can not like we do in conversation interact with listeners. Therefore, the reasons for writing principles tend to be less flexible than conversational, and the language used tends to be standardized.

In addition, according to David, writing skills in order to make good writing, a person needs to know and master the components of writing.<sup>10</sup> Its components such as content, forms, grammar, vocabulary, and mechanics (capitalization and punctuation). It means, a person or writer must have mastered these components before writing what he wants to express. These components can help produce a good piece of writing.

On the other hand, J. B. Heaton has almost the same statement as David. Her said that Writing skills are complex and sometimes difficult to teach, requiring mastery of not only grammar and rhetorical tools but also conceptual and assessing mental elements. The intended devices include language use, mechanical skills (spelling,

---

<sup>9</sup> Geoffrey Broughton.,et. al, *Teaching English as a Foreign Language*, Second Edition (USA and Canada: Roudledge, 1980), 116.

<sup>10</sup> David Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1991).

punctuation), treatment of content, stylistic skills, and judgment skills.<sup>11</sup> The following statements attempt to categorize the wide range of skills required for writing good prose.

Based on the some statement above, it can conclude that writing skills are very important to be mastered by everyone, especially for the students. Writing skills are skills by understanding and applying a process in expressing ideas, ideas by considering several writing components such as language use, grammar, vocabulary, content, and mechanical skills.

### c. The Proces of Writing

Writing is an activity or skill carried out by one's to produce a text. So, writing can be considered as a process or an outcome. Now, Writing learning gradually will lead to a process approach, namely is the writing learning approach that emphasize the writing process. Harmer said that there are four steps in writing process. There are planing, drafting, editing, and final version.

#### 1) Planing

Planing is the first steps that important in writing process. In learning process, the writer must have to be thought about the issues. There are three issues.

a) The writers have to choose the purpose of writing.

---

<sup>11</sup> J. B. Heaton, *Writing English Language Tests* (London and New York: Longman, 1988), 135.

b) The writers have to choose the language style and about audience. Here, the audience is the readers of writing. Additionally, the audience can influence language style used by the writers.

c) The writers have to consider the content of writing.

## 2) Drafting

Drafting is the next steps of writing process. In this steps, the writers must focus on the development or getting ideas of writing.

## 3) Editing

In this point, the writer can read again what they write as a draft. Next, the writer can check and may change their writing if there are a mistakes in writing process.

## 4) Final Version

Final version is the last steps of writing process. If all the process have done, the writer can make a final version. In final version, may look different from the planing and draft has been made before, because there are many changes in editing process. Next, after finishing that the process, the writer can sent the result of writing to the reader.<sup>12</sup>

From the explanation above, it can be concluded that a writer can get good writing result with following these process. There are

---

<sup>12</sup> Jeremy Harmer, *How To Teach English: An Introduction To The Practice Of English Language Teaching* (Harlow: Longman, 1998), 112.

four steps in writing process are, planing, drafting, editing, and final version.

#### **d. Teaching Writing Skill**

In education, teaching is an important system in educational activities. This is very important because teaching is a guide for students in the learning process. In teaching, there will be interactions between teachers and students. Douglas said that, teaching is guiding and facilitating the learning process, as well as enabling students to learn, and setting learning conditions.<sup>13</sup> That means a teacher will provide understanding, knowledge, information, skills and experience to students. The teacher must guide students in the learning process and also teach in the classroom. The teacher conveys knowledge so that students know the knowledge conveyed by the teacher. In other word, the teacher must be able make a good interaction with the students. Besides, Jeremy Harmer has the argument about the reasons for teching writing to students of English as foreign language include writing as a skill. This is the most important reason for teaching writing, is that it is a basic in language skill, as important as listening, speaking, and reading.<sup>14</sup> It means that the students also need to know how to write or used a letters, punctuation, paragraph construction and others.

---

<sup>13</sup> Douglas, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Wisely Longman, 2000), 8.

<sup>14</sup> Jeremy Harmer, 79.

In addition, teaching writing has the aim of helping students to become better writers. The teacher's role as a facilitator and motivator must find solutions to solve these problems. The teacher must find a method that makes it easier for students to write something. Therefore, teachers must have various methods that can be applied.

The conclude from explanation above is, teaching is one of the main duties of a teacher. By teaching, there will be interactions between the teacher and students. The teacher can convey the materials or information to students so that students know or understand with the materials. In teaching writing, the teacher has very important roles in the development of students' writing ability. The teacher should be able to make the students' write their ideas well. Besides, the teacher can be motivator, should always give a support for the students'. The teacher also always developing the technique and strategies in teaching writing which are appropriate with students ability.

#### e. **The Assessment of Writing Skill**

There are many factors to consider when evaluating a student's writing ability indicators writing assessment by follow:<sup>15</sup>

No.	Aspect of Writing	Point	Criteria	Explanation
1	Content	30 – 27	Excellent to very good	Knowledgeable-substantive – etc.
		26 –	Good to	Some knowledge of

---

<sup>15</sup> J.B. Heaton, *Writing English Language Test*, United States: New York, 1975, page. 146

		22	average	subject – adequate range – etc.
		21 – 17	Fair to poor	Limited knowledge of subject – little substance – etc.
		16 – 13	Very poor	Does not show knowledge of subject – non substance – etc.
2	Organization	20 – 18	Excellent to very good	Fluent expression – ideas clearly stated – etc.
		17 – 14	Good to average	Somewhat copy – loosely organized – but main idea 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.
3	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.
4	Language Use	25 – 22	Excellent to very good	Effective complex construction – 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.
5	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 punctuations,

				capitalizations – etc.
		2	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

In conclusion, there are some requirements for judging college students' abilities, particularly in written form, and each criteria has a writing score and a level of score for each. And the overall a test of a student's ability to write may be any of the score criteria.

## **B. The Concept of Triple-Entry Journal Strategy**

### **1. The Concept of Triple-Entry Journal Strategy**

#### **a. The definition of Triple-Entry Journal Strategy**

Triple entry journal is variation of double entry journal. Triple entry journal is a tool that persuade the student's to record significantly piece of text from their reading, listening, respond to, discussion, and reflect on those excerpts. Janet Allen said that Triple entry journal is learning strategy with the adds a third column, so the student's can revisit their thinking and note further thinking. This types of strategy or journaling has many manes, namely informal writing, diaries, dialectical notebooks, learning logs, daybooks, and reader response



journal. It means that, this types has the name and elements can vary. So, this type has general purpose which is used consistently in all types of journals.<sup>16</sup> Next, the general purpose is to inviting the student's to think critically, read carefully, and learn through writing.

In addition, Angelo and Cross has statement about triple entry journal strategy that this type used a table with three columns. Eachs columns has its own uses. The first column used about the theoretical concept, the second column used to the definitions, while the third column used to the related application.<sup>17</sup> Based on them, this type allows the student's to make a note idea, perceptions, and applications related to a specific theory or course. Moreover, triple entry journal also benefital for evaluating student's attitudes, helping to identify what the student's focus on, interests relating to a procedure or career, prsonal value development and promoting self reflection.

Based on Patricia A. Antonacci, Patricia Antonacci, and Catherine M. O'Callaghan about triple entry journal is almost the same as the double entry journal. In a double entry journal has two colums, whereas a triple entry journal has three colums.<sup>18</sup> For the first column consists entries of the text, the second column consists of the students

---

<sup>16</sup> Janet Allen, *More Tools For Teaching Content Literacy* (Library of Congress Cataloging: Stenhouse Publisers, 2008).

<sup>17</sup> Kinga N. Jacobson, *Best Practices and Strategies for Career and Technical Education and Training* (Bloomington: Author House, 2013), 125.

<sup>18</sup> Patricia A. Antonacci and Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms* (United States of America: Sage Publications, 2011), 278.

responses to the text, and the last the student's may demonstrate a change in perspective and may an elaboration of meaning.

Moreover, Carole and Jessie mentions, it is recommended that the students to get to know triple entry journal. this journal contains of three sheets. In first sheet, the students can write what they are reacting to from the text: a words, a phrase, a sentence, or a concepts. Than, the second sheet, used for questions, comments. Observations, reactions, or connections. The final sheet is for the answer to their question, which can be learned from peers or further reading, class discussion or from the instructor.<sup>19</sup> It means, Triple entry journal used to engage the students more deeply in reading and writing process.

Based on explation above, it can be concluded that triple entry journal is a response diagram or a tools that is designed and consist of three column that aims to help the student's or readers to develop ideas, reflective, and make a conclusion in a text. Finally, it is clear that writing is the most important factors to learners of English as a foreign language even in all language. Therefore, the teachers are expected to have the excellent way to make the students interested in learning Englsih.

#### **b. The Important Using Triple-Entry Journal Strategy**

As the teacher must be creative that is has various a ways or strategies in conveying the material to students'. The goal is that the

---

<sup>19</sup> Carole M. Shaffer-Koros and Jessie M. Reppy, *Instructor's Manual to Accompany Explorations In World Literature Readings to Enchance Academic Skills* (United States of America: Cambridge University Press, 1998), viii.

students' do not feel bored, especially in English study, because many students' think that English is a very difficult subject. There are many strategies that can be used the teachers like this strategy. The teachers can used triple entry journal in learning process because this strategy can to improve the student's thingking, reflection, comprehension, and retention of content. In addition, the use of this strategy can also be used to organize students learning in vocabullary.<sup>20</sup> Using this strategy can helps the students who have not yet learned a strategy to take notes on math vocabullary that aids their memory and can helps the students' to tend to pay attention to their reading and focus on the text. After it, when the students' analyse a text, they organise their reflection and respons to helps them to remember more informations.

The students' will get strong cognitive benefits by consciously examining and pondering knowledge and ideas in a text. In other words, the students utilize writing in this strategy to explore their ideas and to focus on their thingking. A students' can be said to be processed deep level if the students' used both analytic reading and writing in thingking process.

### c. **The Benefit used of Triple-Entry Journal Strategy**

Triple entry journal is a strategy that used to learning writing, new vocabullary and consist of three column. There are some benefits of using triple entry journal:

---

<sup>20</sup> Bradley S. Witzel, Paul J. Riccomini, and Marla Herlong, *Building Number Sense Through The Common Core* (Corwin A SAGE Company: Sage Publications, 2013), 28.

- a) To improve ability students that allows the students' to transfer their knowledge from the real of life theories
- b) The note students' reactions about context, theory, and situation
- c) The teachers is able to encourage students to form personal meaning and evaluation of perception
- d) The teacher can develop deep level students' knowledge and can promotes self reflective learning.<sup>21</sup>

Based on the above statement we can conclude that triple entry journal as a strategy in teaching has benefit for teachers and students in lerning process. Especially in teaching witing.

#### **d. The Procedure of Triple-Entry Journal Strategy**

The teacher can use triple entry journal to drive students' thingking process. In teaching writing the teacher should know and understand how to apply triple entry journal strategy in lernaning process. Beside that, the teacher must creative to apply teaching writing in the class.

There are three steps or procedure in a triple entry journal, as follow:

1. First section, the teacher asks the students to describe the determined experience that is related to the learning material in the first column of journal.

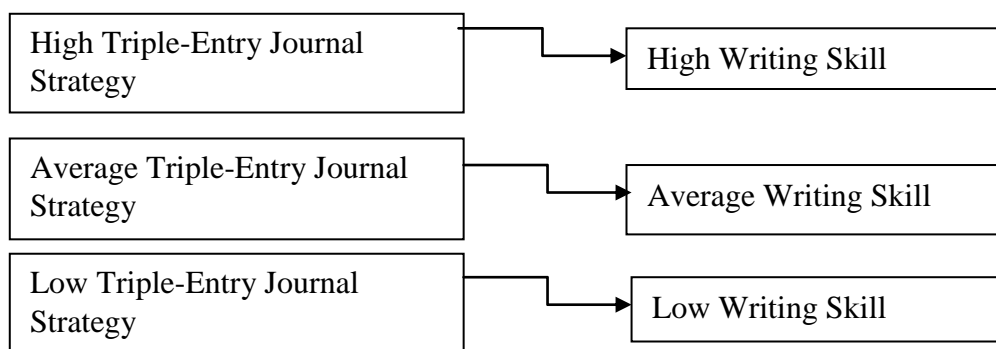
---

<sup>21</sup> Jacobson, 125.

2. Second section, the teacher asks the students to connect the topic of material to the students' experience in the second column of journal.
3. Last section, the teacher asks the students to relate the combination of class material and the experience to their personal life and their similar situation in the future in the third column of journal.<sup>22</sup>

### C. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows:



The researcher interprets the paradigm above as following:

- a. If the grade of students' Triple Entry Journal Strategy is high, the grade of students' writing skill will be high too.
- b. If the grade of students' Triple Entry Journal Strategy is average, the grade of students' writing skill will be average too.
- c. If the grade of students' Triple Entry Journal Strategy is low, the grade of students' writing skill will be low too.

---

<sup>22</sup> Christine M. Cress, et., al, 97.

#### D. Hypothesis

Hypothesis is the formal statement of the researchers prediction of the relationship that exists between the variables under studied.<sup>23</sup> Two types of hypotheses which the researcher should be familiar are the null hypothesis (Ho) and the alternate (Ha) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups. The criteria of the test of hypotheses as follow:

- a. Ho : There is no positive and significant influence of using Triple-Entry Journal Strategy on writing skill at the eleventh graders of SMA N 1 Seputih Raman.
- b. Ha : There is positive and significant of using Triple-Entry Journal Strategy on writing skill at the eleventh graders of SMA N 1 Seputih Raman.

This is the statistical hypothesis:

- a. If the  $p$ -output (sign.2-tailed) is lower than 0.05 and  $t$ -value is higher than  $f$ -table, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is accepted. While, if the  $p$ -output (sig.2-tailed) is higher than 0.05 and  $t$ -value is lower than  $f$ -table, so the null hypostesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.
- b. If mean score in experimental and control group to be compared. If the mean score in experimental group is higher than the mean score in control group, the null hypotesis (Ho) is rejected and the alternative hypotesis (Ha) is

---

<sup>23</sup> R. Burke Johnson and Larry Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches* (United States of Afrika: Sage Publications, 2014), 63.

accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design of the research is conducted by using experimental design. The model of the experimental design of this study is quasi-experimental research. Quasi-experimental research is the researcher assigned intact groups, the experimental and control group using pre-test and post-test to both groups.<sup>24</sup> This research use two groups, experimental and controlled group and these groups are chosen by using cluster sampling. The experimental group doing pre-test, receive the treatment, and doing the post-test, therefore the controlled group doing pre-test and post-test only with conventional method in the class. The treatment is conducted after pre-test. The pre-test is intended to find out the students' writing skill before the treatment. Meanwhile, the post-test is intended to find out the students' writing skill after the treatment given. The writer will conduct the research at the eleventh graders of SMA N 1 Seputih Raman.

#### **B. Operational Definition of Variable**

##### **1. Independent variable**

The independent variable is variable that probably causes, influences or effects the outcome. The independent variable of this research is triple entry journal strategy. To measure the implementation of this strategy, the

---

<sup>24</sup>Brunce W. Tuckman, *Conducting Educational Research*(Harcourt Brace College,1999).



writer will use observation technique by giving score 1 for the student's ability in being active in each steps of triple entry journal strategy, and score 0 for the student's inability in being active in each steps of triple entry journal strategy. Indicators of the independent variables of this study include of, as follows:

- a. The students are able to describe the determined experience that is related to the learning material in the first column of journal.
- b. The students are able to connect the topic of material to the students' experience in the second column of journal.
- c. The students are able to relate the combination of class material and the experience to their personal life and their similar situation in the future in the third column of journal.

## 2. Dependent variable

The measured and observed variable is called the dependent variable. Sometimes dependent variable is a variable that presumed to be influence by one or more independent variables.<sup>25</sup> Dependent variable of this research is students writing skill. To measure the students' writing skill, a test will be used. The type of test used is the composition test. In this case the writer will ask the students to write an English composition about descriptive text. In order to measure the students' composition, the writer will use a composition rubric from J.B. Heaton that consists of the use of

---

<sup>25</sup> R. Burke Joluhson and Larry Christensen, 92.

vocabulary, grammar, content, organization, and mechanical aspect of writing. Indicators of this dependent variable consist of:

- a. The students are able to write the English composition by using correct language structure.
- b. The students are able to write the English composition by using correct English vocabulary.
- c. The students are able to write the English composition in which the content is appropriate with the topic of writing.
- d. The students are able to write the English composition by using appropriate aspects of writing mechanics.
- e. The students are able to write the English composition by using the correct organization structure.

### **C. Population, Sample, and Sampling Technique**

#### **1. Population**

A population sometimes called is a target population or the set of all elements. Population is the large groups to which a researcher wants to generalize or her sample the result.<sup>26</sup> Thus, population is a generalize that explain the subject, event or object to be studied and make a conclusions.

The population of this research is the eleventh graders of SMA N 1 Seputih Raman, which consist of 295 students' that divided of nine class. SMA N 1 Seputih Raman has nine classes for the students' that in eleventh grade now. The classes are:

---

<sup>26</sup> R. Burke Joluhnsen and Larry Christensen, 346.

- a) XI 1 = 32 students
- b) XI 2 = 29 students
- c) XI 3 = 30 students
- d) XI 4 = 29 students
- e) XI 5 = 32 students
- f) XI 6 = 30 students
- g) XI 7 = 29 students
- h) XI 8 = 29 students
- i) XI 9 = 28 students

## **2. Sample**

Sample is part of population. Sample is the process of drawing a sample from a population.<sup>27</sup> The samples in this research are two classes, one as the experimental class and the other one as the control class. They are XI1 class consist of 28 students and XI2 class which of 28 students. Therefore, there are 56 students in this sample.

## **3. Sampling Technique**

The writer will use cluster Sampling as sampling technique in this research. Cluster sampling is a form or types of sampling in which clusters are randomly selected.<sup>28</sup> This technique will be used to determine the sample that has the same characteristic. In addition, this technique is not about personal but about the group or class. In order that each member of the population in this research has an opportunity to become a sample, the

---

<sup>27</sup> R. Burke Joluhnsen and Larry Christensen, 343.

<sup>28</sup> R. Burke Johnson and Larry Christensen, 359.

writer used class XII as control class and class XI3 as experimental class in this research.

#### **D. Data Collection Technique**

In the data collecting procedure, there are three steps that have to follow in this research:

##### **1. Test**

Test is a method used to measure a persons ability, knowledge, and performance in a given realm.<sup>29</sup> The other statement that test is a exercise or some questions for a persons used to measure a intelligent, knowledge, skills, ability or aptitude by individual or groups. Test is usually performed by using that element of the survey and determining how it work. There are two tests will use in this research as follows:

##### **a. Pre-test**

Pre-test will be given to the experimental class and controlled class before giving a treatment to measure students' writing skill. The experimental and control class acquire the same pre-test. To measure the students' writing skill, by written test. The type of test used is the composition test. In this case the writer will ask the students to write an English composition about descriptive text.

---

<sup>29</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2004), 03.

b. Post-test

After giving the treatment, the writer will give the post-test both to the experimental and control class to find out the result of the treatment whether the use of triple entry strategy is effective or not to teach ability students' in writing. To measure the students' writing skill, by written test. The type of test used is the composition test.

## 2. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit.<sup>30</sup> The instrument which will be used for documentation method is books, magazine, note, data from internet, journal and others. The writer uses the documentation method to get some information about:

- a. The history of SMA N 1 Seputih Raman.
- b. The condition teachers and officials employes in SMA N 1 Seputih Raman.
- c. The quantity of the students of SMA N 1 Seputih Raman.
- d. Organization structure of SMA N 1 Seputih Raman.

## 3. Observation

An important component in any scientific investigation is observation. In the context of science, observation means more than just observing the world around us to get ideas for research. This strategy is

---

<sup>30</sup> Henning Kagermann, William Kinney, et.al, *Internal Audit Handbook* (Germany, 2008), 432.

hoped to be useful to get information about the learning process, the facilities of there and the other. In this research the writer is the only one participant to observe the eleventh graders of SMA N 1 Seputih Raman.

## E. Research Instrument

### 1. Writing Skill Test

To identify the students' writing skill of the eleventh grade of SMA N 1 Seputih Raman, the writer will apply writing test. The test is measuring the ability of the students in writing the composition on the writing topic.

The test consists of pre-test and post-test, of this research will be in the form of that asks the students to make an essay with a topic in English.

### 2. Data Analysis Technique

To answer the question "can triple entry journal strategy give influence toward students' in teaching writing skill at the eleventh graders of SMA N 1 Seputih Raman". The writer apply inferential statistic to find out the significant different between post-test in experimental group and post-test in control group. The formula as follow:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2 + s_2^2}{n}}} \quad 31$$

Notes:

$\bar{x}_1$	= Mean score of experimental group
$\bar{x}_2$	= Mean score of control group
$s_1$	= Standar deviation of experimental group
$s_2$	= Standar deviation of contol group
$s_1^2$	= Varians of experimental group

$$s_2^2 = \text{Varians of control group}$$

$$n = \text{The total of the sample}$$

In addition, in testing the influences of an variable to another variable SPSS (statistical package for the social science) is outer native way to computer the influence. In this case, in investigating the influence variable x to variable y in pre-experimental study the researcher will use SPSS22.0. T-test is use to compare the means of the same participants in two conditions or at two points in time by using the following steps SPSS:<sup>31</sup>

1. opening SPSS 13.0 applications for windows
2. Loading the excel file with all the data.
3. Opening *Show data view*.
4. Copying the grades of pre-test and post-test in the data view
5. Opening variable view by changing VAR. 1 to be pre-test and VAR-2 to be post-test.
6. Editing label VAR.1 to be pre-test and VAR.2 to be post-test.
7. Selecting analyze, compare means, independent sample T-Test.
8. Moving pre-test and post-test to the right.
9. Selecting OK.

#### Independent Sample T-Test Guidelines;

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

---

<sup>31</sup>Alan Bryman & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13* (New York: Routledge, 2005), 186-188.

- b. If the probability or Sig.  $> \alpha$  (0.05), then the alternative hypothesis ( $H_a$ ) is accepted.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Profile at SMA Negeri 1 Seputih Raman**

###### **a. The Historical Background at SMA Negeri 1 Seputih Raman**

SMA Negeri 1 Seputih Raman is the only public high school in the sub-district of Seputih Raman, regency Central Lampung, Lampung. This school is located in the village of Rama Murti 1, Seputih Raman district. Established since 2001 or rather, it has been around for 19 years. In its history, SMA Negeri 1 Seputih Raman has experienced 5 changes of school principals including:

- 1) Drs. H. Wibowo, M.Pd. (2001-2008)
- 2) Drs. H. Suwoko, M.Pd. (2008-2009)
- 3) Drs. H. Maksum Yusuf (2009-2012)
- 4) Drs. Stepanus Warsito, M.Pd. (2012-2017)
- 5) Drs. Nyoman Suarmo, M.M. (2017-now)

###### **b. The Condition of the Teachers and Official Employees at SMA Negeri 1 Seputih Raman**

The numbers of the teachers and official employers in SMA Negeri 1 Seputih Raman can be seen on the table below:

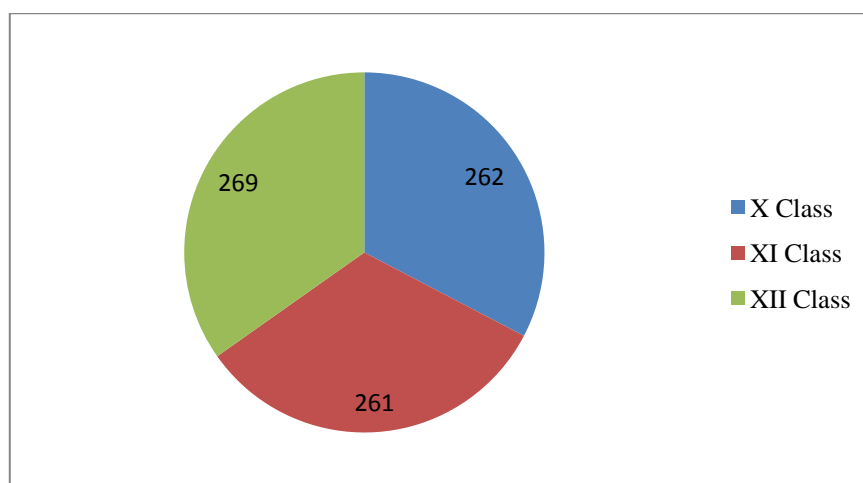
**Table 2**  
**The Condition of Teachers and Official Employers in**  
**SMA Negeri 1 Seputih Raman**

No	Name
1	Drs. Nyoman Suarmo, M.M.
2	I Wayan Dunia, S.Pd.
3	Drs. I Nengah Sudarma
4	Suwardi, S.Pd., M.Pd.
5	Yuliana Setyowati, S.Pd.,M.M.
6	Umi Zumroh, S.Pd.,M.Pd.
7	Drs. Edi Susanto
8	Drs. Syamsuri
9	Sehnyoadi, S.Pd.
10	Dwi Andariyani, S.Pd.
11	I Made Sunarjaya, S.Pd.
12	Drs. Katno
13	Drs. Supardi
14	Dedy Kurniawan, S.Pd.
15	Efriyani, S.Pd.
16	Oriza Kurnia Widarti, S.E.
17	Asfar, S.Ag.,M.Pd.I
18	Ni Ketut Sunarmi, S.Ag.
19	Dra. Sri Susilowati
20	Drs. Budi Rahmanto
21	Drs. I Gusti Nyoman Alit Purwa
22	Sri Rahayu Agustina, S.Pd.
23	Endang Martilawati, S.Pd.
24	Heriani, S.Sos
25	Eli Nurhidayati, S.Pd.
26	Suprapti, S.Pd.
27	Susiani, S.Pd.
28	Atet Wiyana, S.Pd.
29	Fahrudin, S.Pd.
30	Rohmaneli, S.Pd.
31	Sukur, S.Pd.
32	Mochamad Muzayin, S.Ag.
33	I Wayan Sujaya, S.Pd.
34	Ning Suropati, S.Pd.
35	Ni Wayan Sri Kartini, S.Sn.
36	Ni Nyoman Marianti, S.Pd.
37	Yuli Setiowati, S.Pd.
38	Wiwik Fitri Handayani, S.Pd.
39	Dwi Amiyati, S.Pd.
40	Diah Arini, S.Pd.

41	M. Reza Pahlevi, S.Pd.,M.S.Ak
42	Ni Made Lismawati, S.Sos.
43	Dewiasti, S.Sos.
44	Ana Kristinaningsih, S.Pd.
45	Dedi Setyawan, S.Sn.
46	Pipit Patria Ningsih, S.Ag.
47	Yunita Ariyanti, S.Pd.
48	Charisma Ganda Mega Sari, S.Si.,M.Pd.
49	Mahfud Sidiq, S.Pd.
50	Kuswanto, S.Pd
51	Tumino, S.Pd.
52	I Nyoman Widastra, S.Ag.
53	Kunto Guritno, S.Sn.
54	Dani Eka Setyawan, S.Pd.
55	Subardi, S.Pd.
56	Hariyati,S.Pd.,M.M
57	I Ketut Sujana
58	Sutarji
59	Ni Wayan Supanti
60	Jayus

c. Students' Quantity at SMA Negeri 1 Seputih Raman

The students' quantity at SMA Negeri 1 Seputih Raman is that can be seen on the figure below:



(Source: The Data of Students Quantity Got from the English Researcher at SMA N 1 Seputih Raman Central Lampung)  
**Figure 1. The Students' Quantity at SMA Negeri 1 Seputih Raman**

d. The Condition of Infrastructure Facilities at SMA Negeri 1 Seputih Raman

Overall, the facilities and infrastructure in SMA Negeri 1 Seputih Raman are very adequate, it can be seen from the list of supporting infrastructure for the learning process below:

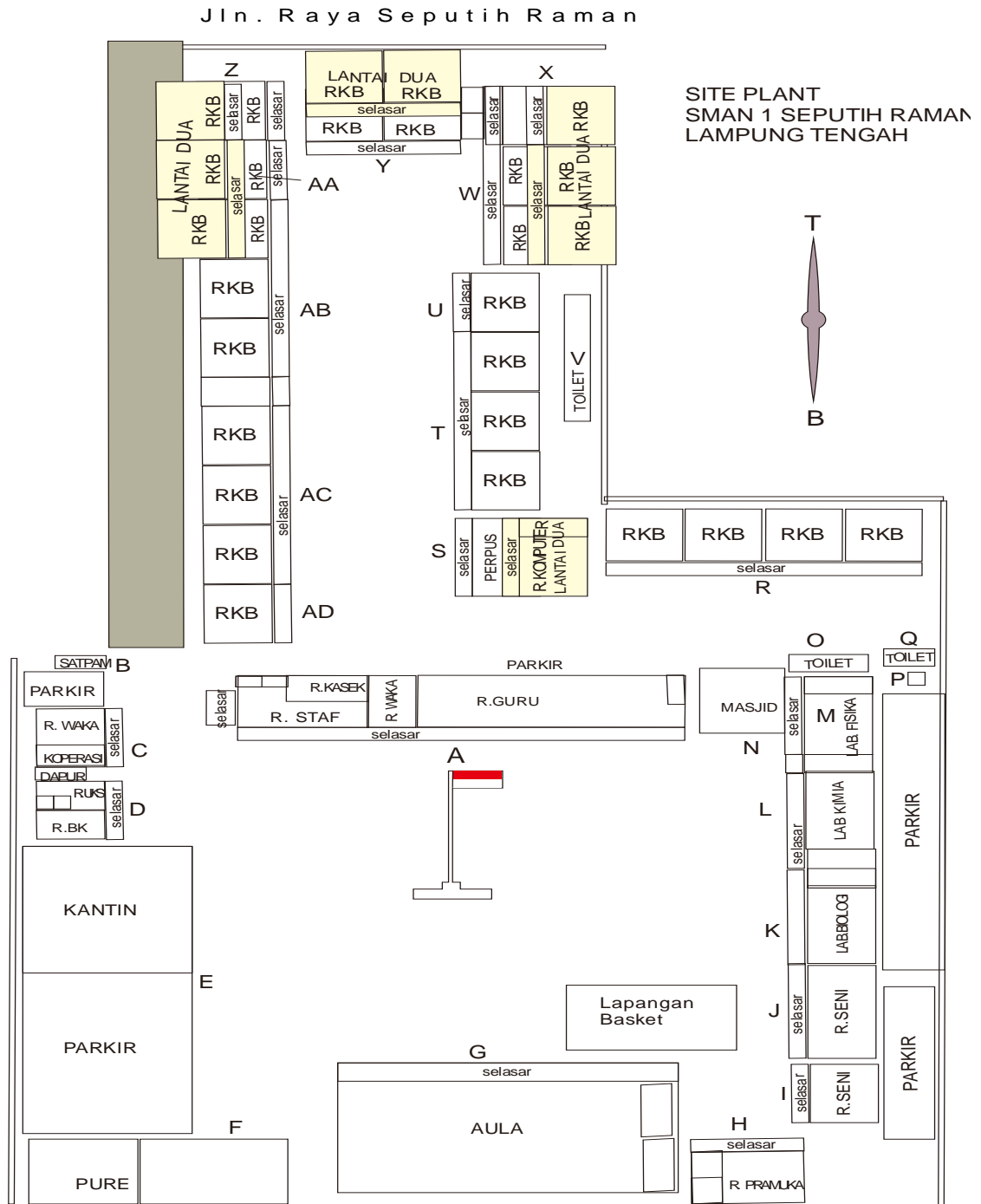
Electrical power : 6,000 volt

Surface area : 15,000 M<sup>2</sup>

**Table 3**  
**The Total of Classroom at SMA Negeri 1 Seputih Raman**

<b>Class</b>	<b>Total of Classroom</b>
X	8
XI	9
XII	9

e. Location Sketch at SMA Negeri 1 Seputih Raman



(Source: The observation of location sketch Got from the English Researcher at SMA N 1 Seputih Raman Central Lampung)

Figure 2. The Location Sketch at SMA Negeri 1 Seputih Raman

## 2. The Description of Research Result

The result of this research is described based on the effort to answer the research objectives in order to investigate whether there any positive and significant influence of use the Triple-Entry Journal Strategy on writing skill among the eleventh graders at SMA N 1 Seputih Raman.

To describe the result of this research, the researcher explained the following parts:

### a. Pre-Test Result

The researcher conducted a Pre-test on October 27<sup>th</sup>, 2021 by giving writing skill test to the eleventh graders MIPA1 and MIPA2 in SMA N 1 Seputih Raman. The type of writing skill test is composition text in the form of factual report text in English based on gadget topic. In the the pre-test process, the researcher asked the students to answer the questions of writing skill test in order to know to their writing of analytical factual report text. The pre-test results are illustrated in the following table:

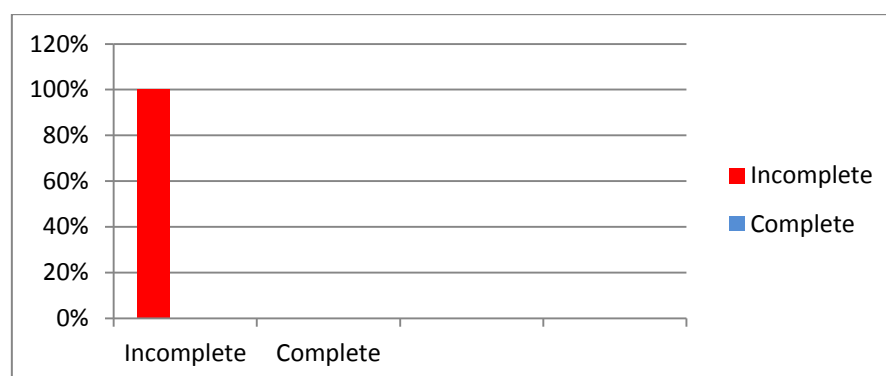
**Table 4**  
The Pre-Test Result of Experimental Class  
Students' Writing Skill  
The Eleventh Graders MIPA1 of SMAN 1 Seputih Raman

No	Name	Data	Grade
1.	A	58	XI MIPA1
2.	AF	52	XI MIPA1
3.	AZ	56	XI MIPA1
4.	AF	53	XI MIPA1
5.	AD	45	XI MIPA1
6.	AE	55	XI MIPA1
7.	AP	38	XI MIPA1
8.	AA	47	XI MIPA1

9.	DA	49	XI MIPA1
10.	DP	48	XI MIPA1
11.	DY	53	XI MIPA1
12.	EI	43	XI MIPA1
13.	KA	46	XI MIPA1
14.	MA	52	XI MIPA1
15.	MA	48	XI MIPA1
16.	NF	48	XI MIPA1
17.	NA	47	XI MIPA1
18.	PY	52	XI MIPA1
19.	RC	45	XI MIPA1
20.	RA	50	XI MIPA1
21.	SN	55	XI MIPA1
22.	SN	55	XI MIPA1
23.	SJ	60	XI MIPA1
24.	SM	45	XI MIPA1
25.	TP	55	XI MIPA1
26.	TA	55	XI MIPA1
27.	YI	53	XI MIPA1
28.	ZJ	50	XI MIPA1
Total		1.413	
Average of Students' grade		50	

**Table 5**  
The Pre-Test Result of Experimental Class

No	Grade	Frequency	Percentage	Criteria
1.	<75	28 students	100%	Incomplete
2.	≥75	0 students	0%	Incomplete
Total		28 students		



**Figure 3.** The Pre-Test Result of Experiemental Class

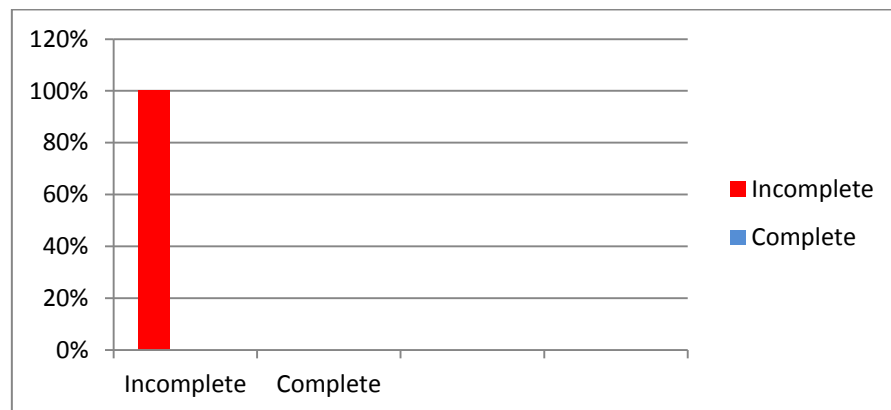
**Table 6**  
The Pre-Test Result of Control Class  
Students' Writing Skill  
The Eleventh Graders MIPA2 of SMAN 1 Seputih Raman

No	Name	Data	Grade
1.	AS	47	XI MIPA2
2.	AA	47	XI MIPA2
3.	AA	48	XI MIPA2
4.	AS	50	XI MIPA2
5.	AR	45	XI MIPA2
6.	AR	57	XI MIPA2
7.	DS	49	XI MIPA2
8.	DR	58	XI MIPA2
9.	DT	48	XI MIPA2
10.	EI	46	XI MIPA2
11.	GA	50	XI MIPA2
12.	GA	45	XI MIPA2
13.	GM	0	XI MIPA2
14.	IG	0	XI MIPA2
15.	IN	40	XI MIPA2
16.	IP	45	XI MIPA2
17.	IP	52	XI MIPA2
18.	IZ	57	XI MIPA2
19.	IA	55	XI MIPA2
20.	KR	55	XI MIPA2
21.	LA	53	XI MIPA2
22.	LG	53	XI MIPA2
23.	NK	55	XI MIPA2
24.	NM	45	XI MIPA2
25.	NP	45	XI MIPA2
26.	NW	44	XI MIPA2
27.	SR	48	XI MIPA2
28.	SN	46	XI MIPA2
Total		1.328	
Average of Students' grade		47	

**Table 7**  
The Pre-Test Result of Control Class

No	Grade	Frequency	Percentage	Criteria
1.	<75	28 students	100%	Incomplete
2.	≥75	0 students	0%	Incomplete
Total		28 students		





**Figure 4. The Pre-Test Result of Control Class**

Based on the result of pre-test above, it was investigated that the average grade in experimental class is 50 and the average grade in control class is 47. It shows the students' writing skill before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Triple-Entry Journal.

**b. Treatment by Using Triple-Entry Journal Strategy**

In this research, the researcher conducted the treatment by applying Triple-Entry Journal Strategy in the process of the research. In do the treatment, the research did it in 3 meetings. For the first meetings, this research was carried out on November 3<sup>rd</sup>, 2021 and carried out directly by researcher who went directly in SMA N 1 Seputih Raman to the eleventh graders MIPA1 to do the treatment with the application of Triple-Entry Journal Strategy.

**c. Post-Test Result**

The researcher conducted a post-test on November, 17<sup>th</sup>2021 by giving the writing skill test to the eleventh graders MIPA1 and MIPA2

at SMAN 1 Seputih Raman. The type of writing skill test is composition text in the form of factual report text in English based on *Covid-19* topic. In the the pre-test process, the researcher asked the students to answer the questions of writing skill test in order to know to their wrriting of analytical factual report text. The pre-test results are illustrated in the following table:

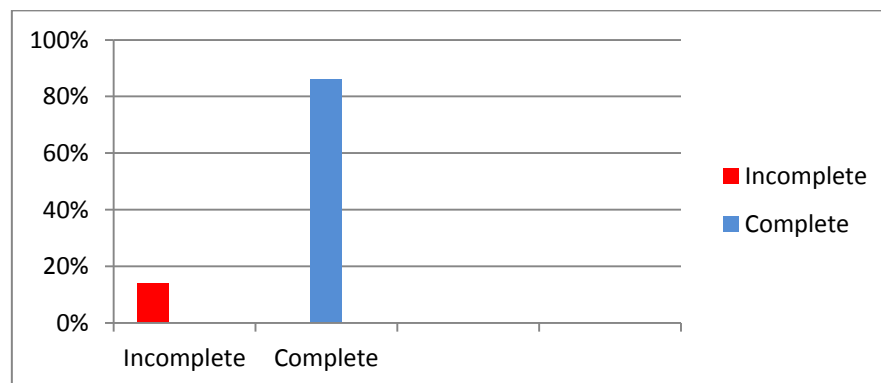
**Table 8**  
The Result Post-test of Expreimental Class  
Students' Writing Skill  
The Eleventh Graders MIPA1 of SMAN 1 Seputih Raman

No	Name	Data	Grade
1.	AR	80	XI MIPA1
2.	AF	75	XI MIPA1
3.	AZ	77	XI MIPA1
4.	AF	77	XI MIPA1
5.	AD	76	XI MIPA1
6.	AE	80	XI MIPA1
7.	AP	75	XI MIPA1
8.	AA	77	XI MIPA1
9.	DA	75	XI MIPA1
10.	DP	82	XI MIPA1
11.	DY	83	XI MIPA1
12.	EI	75	XI MIPA1
13.	KA	71	XI MIPA1
14.	MA	75	XI MIPA1
15.	MA	68	XI MIPA1
16.	NF	81	XI MIPA1
17.	NA	78	XI MIPA1
18.	PY	75	XI MIPA1
19.	RC	79	XI MIPA1
20.	RA	75	XI MIPA1
21.	SN	72	XI MIPA1
22.	SN	79	XI MIPA1
23.	SJ	81	XI MIPA1
24.	SM	70	XI MIPA1
25.	TP	80	XI MIPA1
26.	TA	75	XI MIPA1

27.	YI	70	XI MIPA1
28.	ZJ	74	XI MIPA1
Total		2.135	
Average of Students' grade		76	

**Table 9**  
The Post-Test Result of Experimental Class

No	Grade	Frequency	Percentage	Criteria
1.	<75	4 students	14%	Incomplete
2.	≥75	24 students	86%	Complete
Total		28 students		



**Figure 5. The Post-Test Result of Experimental Class**

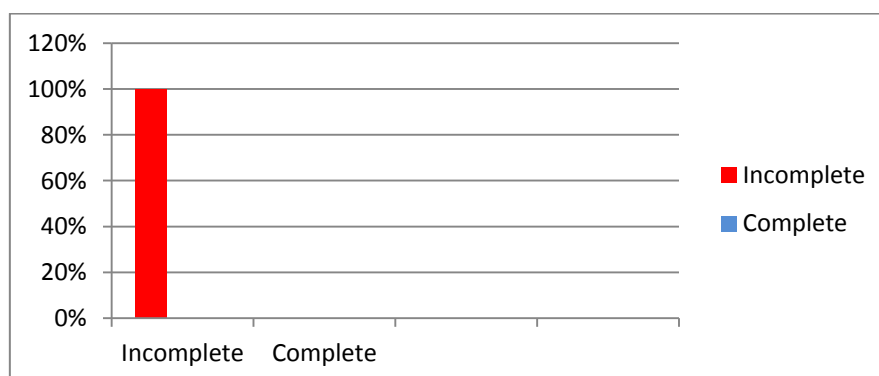
**Table 10**  
The Post-test Result of Control Class  
Students' Writing Skill  
The Eleventh Graders MIPA2 of SMAN 1 Seputih Raman

No	Name	Data	Grade
1.	AS	53	XI MIPA2
2.	AA	53	XI MIPA2
3.	AA	34	XI MIPA2
4.	AS	54	XI MIPA2
5.	AR	55	XI MIPA2
6.	AR	55	XI MIPA2
7.	DS	52	XI MIPA2
8.	DR	56	XI MIPA2
9.	DT	56	XI MIPA2
10.	EI	53	XI MIPA2

11.	GA	48	XI MIPA2
12.	GA	57	XI MIPA2
13.	GM	52	XI MIPA2
14.	IG	35	XI MIPA2
15.	IN	52	XI MIPA2
16.	IP	48	XI MIPA2
17.	IP	40	XI MIPA2
18.	IZ	57	XI MIPA2
19.	IA	58	XI MIPA2
20.	KR	35	XI MIPA2
21.	LA	52	XI MIPA2
22.	LG	46	XI MIPA2
23.	NK	56	XI MIPA2
24.	NM	37	XI MIPA2
25.	NP	46	XI MIPA2
26.	NW	47	XI MIPA2
27.	SR	55	XI MIPA2
28.	SN	55	XI MIPA2
Total		1.342	
Average of Students' grade		48	

**Table 11**  
The Post-Test Result of Control Class

No	Grade	Frequency	Percentage	Criteria
1.	<75	28 students	100%	Incomplete
2.	≥75	0 students	0	Incomplete
Total		28 students		



**Figure 6.** The Post-Test Result of Control Class

Based on the result of post-test above, it was investigated that the average grade in experimental class is 76 and the average grade in control class is 48. It shows the students' writing skill after the treatment. After getting the complete data, the researcher investigated the influence of Triple-Entry Journal Strategy on writing skill by using SPSS.

#### **d. Testing of Hypothesis**

In testing of hypothesis of this research, the researcher refers to two hypotheses, as follow:

- 1) Ho: There is no positive and significant influence of using Triple-Entry Journal Strategy on writing skill at the eleventh graders of SMA N 1 Seputih Raman.
- 2) Ha : There is positive and significant of using Triple-Entry Journal Strategy on writing skill at the eleventh graders of SMA N 1 Seputih Raman.

This is the statistical hypothesis:

- 1) If the sign.2-tailed is lower than 0.05 and  $t$ -value is higher than  $f$ -table, so the null hypotesis (Ho) is rejected, and alternative hypotesis (Ha) is accepted. While, if sig.2-tailed is higher than 0.05 and  $t$ -value is lower than  $f$ -table, so the null hypostesis (Ho) is accepted and alternative hypotesis (Ha) is rejected.
- 2) If mean score in experimental and control group to be compared. If the mean score in experimental group is higher

than the mean score in control group, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. While, if the mean score in experimental group is lower than the mean score in control group, so the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected.

After performing a series of SPSS calculations in variable X (Triple-Entry Journal Strategy) tests to variable Y (writing skill), the researcher obtained the results described as follows:

**Table 12**

**The SPSS Computation Result about the Influence of Triple-Entry Journal Strategy on Writing Skill**

**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
Post-test	Equal variances assumed	10.302	0.002	16.858	54	0	26.35714	1.56344	23.22263	29.49165
	Equal variances not assumed			16.858	40.68	0	26.35714	1.56344	23.19895	29.51533

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* in this research is 0.002. It is clear that if the probability or  $\text{Sig.} > \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X

on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Triple-Entry Journal Strategy on writing skill.

In addition, the table above illustrated that  $t_{observed}$  was 16.858 with degree of freedom was 54 to confidence interval of the difference 95%.

After considering the t-test table by using  $df$  54. Therefore, it can be found that:

**Table 13**  
**Critical Value of f-table**

Level of significant	5%	1%
$Df$	1.674	2.397

1. The critical value of t-test (ttable) for the 5% level is 1.674
2. The critical value of t- test (ttable) for the 1% level is 2.397

From all the data analysis above, it canbe found that:

- a. “t-observed” = 16.858
- b. “f-table” level of significant 5% = 1.674
- c. “f-table” level of significant 1 % = 2.397

It means that” t-observed” is higher than “f-table” or it can be written as  $1.674 < 16.858 > 2.397$ . It means that from the value above there was any positive and significant influence of Triple-Entry

Journal Strategy on students writing skill among the eleventh graders at SMA N 1 Seputih Raman. It can be seen from the result of the students' pre-test and post-test.

- a. If  $t\text{-observed} > f\text{-table}$ ,  $H_a$  is accepted and  $H_o$  is rejected.
- b. If  $t\text{-observed} < f\text{-table}$ ,  $H_a$  is rejected and  $H_o$  is accepted.

The researcher has formulated the alternative Hypothesis ( $H_a$ ) such as:

“There is a positive and significant influence of triple-entry journal strategy on students writing skill among the eleventh graders at Sma M 1 Seputih Raman”.

Finally, the data confirmed that”  $t\text{-observed}” = 16.858$  was higher than “ $f\text{-table}”$  level of significant  $5\% = 1.674$  and “ $f\text{-table}”$  level of significant  $1\% = 2.397$ . Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of triple-entry journal strategy on students writing skill among the eleventh graders at SMA N 1 Seputih Raman.

## **B. Discussion**

In presenting the discussion of results of this research, the researcher considered theories that support her to answer the problem formulation. In conducting the pre-test, the researcher gave a writing test by asking the students to write the composition text. The pre-test results of writing skill presents the average grade in experimental class is 50 and the average grade in



control class is 47. Pre-test had been done before the researcher applied the treatment using Triple-Entry Journal Strategy. After pre-test, the researcher implemented Triple-Entry Journal Strategy (TEJS) directly in the class.

While the researcher applied Triple-Entry Journal Strategy teaching directly in the class, so the steps include of:

1. First section, the researcher asked the students to describe the determined experience that is related to the learning material in the first column of journal.
2. Second section, the researcher asked the students to connect the topic of material to the students' experience in the second column of journal.
3. Third section, the researcher asked the students to relate the combination of class material and the experience to their personal life and their similar situation in the future in the third column of journal.
4. Last section, the researcher asked the students' to write the composition with the same topic.

After conducting treatment with Triple-Entry Journal Strategy implementation, the researcher conducted post-test to the eleventh graders by giving a test is is composition text in the form of factual report text in English based on *Covid-19* topic. The post-test results showed the average student grade in experimental class was 76 and the average grade in control class was 48. Furthermore, to test if there was a positive and significant influence of variable Triple-Entry Journal Strategy on writing skill. This strategy is beneficial in guiding the students to develop their idea by using three columns

in process of writing. It can also be used by the students for explore their ideas in deep reflection.

The researcher conducted SPSS tests, the researcher applied SPPSS computation. After conducting the SPSS test on the pre-test and post-test results, the researcher got the following results.

**Table 14**  
**The Result of the Influence of**  
**Triple-Entry Journal Strategy on Writing Skill**

		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
Post-Test	Equal variances assumed	10.302	0.002	16.858	54	0	26.35714	1.56344	23.22263	29.49165
	Equal variances not assumed			16.858	40.68	0	26.35714	1.56344	23.19895	29.51533

To test hypothesis, If the probability or *Sig.*  $< \alpha$  (0.05), the null hypothesis (Ho) is rejected. If the probability or *Sig.*  $> \alpha$  (0.05), the alternative hypothesis (Ha) is accepted. While this result shows the number 0.00, the alternative hypothesis (Ha) is accepted.

Based on the results of the research, it was investigated that the result of *sig. 2 tailed* in this research is 0.002. If the probability or *Sig.*  $> \alpha$  (0.05), the alternative hypothesis (Ha) is accepted. It means that there is a positive

and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that this research successfully proves that there is a positive and significant influence of Triple-Entry Journal Strategy on writing skill.

Finally, the data confirmed that "t-observed" = 16.858 was higher than "f-table" level of significant 5% = 1.674 and "f-table" level of significant 1 % = 2. 397. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. It means that there was a positive and significant the influence of triple-entry journal strategy on students writing skill among the eleventh graders at SMA N 1 Seputih Raman.

The influence of Triple-Entry Journal Strategy on students' writing skill is indicated by the indicators of writing skill on the test items that are influenced significantly through the implementation of Triple-Entry Journal Strategy. The indicators of positive and significant influence are that the students are able to write the English composition by using correct language structure. The students are able to write the English composition by using correct English vocabulary. Futhermore, the students' are able to write the English Composition in which the content is appopriate aspects of writing mechanics. Moreover, the students are able to write the English composition by using the correct organization structure.

Furthermore, the reasons of the significant influence of Triple-Entry Journal Strategy on the students' writing skill are caused by the implementation of Triple-Entry Journal Strategy that guides the students to write the text.

Moreover, by implementing Triple-Entry Journal Strategy in the treatment, the students can transfer their knowledge from the real of life story. By using Triple-Entry Journal Strategy, the students are encouraged to form personal meaning and evaluation of perception. In addition, the students' level knowledge can be developed.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the researcher concludes this research. It can be seen that the result pre-test in the experimental class with an average score of 50 and in control class with an average score of 47. After pre-test doing the treatment and the result post-test in experimental class with an average score of 76 and in control class with an average score of 48.

Based on the SPSS result, it was investigated that the result of *sig. 2 tailed* is 0.002. It is clear that if the probability or  $\text{Sig.} > \alpha$  (0.05), the alternative hypothesis ( $H_a$ ) is accepted. It means that there is a positive and significant influence of variable X on variable Y. In the other words,  $H_a$  is accepted and  $H_o$  is rejected. Therefore, it is concluded that there is a positive and significant influence of Triple-Entry Journal Strategy on writing skill. In addition, this strategy is beneficial in guiding the students to develop their idea by using three columns in process of writing to explore their ideas in deep reflection.

#### B. Suggestions

The researcher provides some suggestion for the students, the teacher, and the headmaster, as follow:

##### 1. For the Students

It is suggested that the students to be more active in learning English, particularly in learning to write the English text. Therefore, the

students can understand and write the material which researcher has given and influences their write especially in writing skill.

2. For the Teachers

It is recommended that the teacher to be more creative in motivating the students in learning English and to include Triple-Entry Journal Strategy as strategy in teaching process, especially in writing in order to sengage the students to be active in learning process.

3. For the Headmaster

It is suggested that headmaster to support the teacher in using Triple-Entry Journal Strategy in learning process because it could teach the students' wriring skill and the students to be more active.

## REFERENCES

- Allen, Janet. *More Tools For Teaching Content Literacy*. Library of Congress Cataloging: Stenhouse Publishers, 2008.
- Ann Hogue, Ann and Oshima, Alice. "Writing Academic English," 4th ed. New York: Pearson Education, 2006.
- Broughton, Geoffrey. *Teaching English as a Foreign Language*. Second Edition. USA and Canada: Roudledge, 1980.
- Browne, Ann. *Developing Language And Literacy 3-8*, Second Edition. London: Paul Chapman Publishing, 2001.
- Brown, H. Douglas. *Language Assessment Principles and Classroom Practice*. New York: Longman, 2004.
- Bryman, Allan & Duncan Cramer, *Quantitative Data Analysis With SPSS 12 and 13*. New York: Routledge, 2005.
- Byrne, Donn. *Teaching Writing Skill*. London and New York: Longman, 1988.
- Christensen, Larry and Larry, R. Burke. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. United States of Afrika: Sage Publications, 2014.
- Cohen, Barry H. *Explaining Psychological Statistics*. United States of America: John Wiley & Sons, Inc, 2013.
- Harmer, Jeremy. *How To Teach English: An Introduction To The Practice Of English Language Teaching*. Harlow: Longman, 1998.
- Harmer, Jeremy. *How to Teach English*. England: Addison Wisely Longman, 2001.
- Heaton, J. B. *Writing English Language Tests*. London and New York: Longman, 1988.
- Herlong Marla, Riccomini Paul J., Witzel Bradley S. *Building Number Sense Through The Common Core*. Corwin A SAGE Company: Sage Publications, 2013.
- O'Callaghan, Catherine and Antonacci, Patricia A. *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*. United States of America: Sage Publications, 2011.

- William Kinney and Kagerman Henning. *Internal Audit Handbook*. Germany, 2008.
- Jacobson, Kinga N. *Best Practices and Strategies for Career and Technical Education and Training*. Bloomington: Author House, 2013.
- M. Reppy, Jessie and Shaffer-Koros, Carole M. “*Instructor’s Manual to Accompany Explorations In World Literature Readings to Enhance Academic Skills*”. United States of America: Cambridge University Press, (1998), viii.
- Nunan, David. *Language Teaching Methodology*. New York: Prentice Hall, 1991.
- Ram, Ilana, Xin Cindy, and Kanevsky Lanne. “Going Blended With A Triple-Entry Activity: Students’ Online Discussions of Assigned Readings Using Marginalia,” *Simon Fraser University: CELT 09* (2016).
- Sofeny, Daniar . “Comparison of Effectiveness of Cluster Mapping, Flow Charting, and Double/Triple Entry on Teaching Writing Skill,” *Universitas Islam Darul ‘Ulum 18* (2019): 01.
- Vicki L., Collier, Peter J., and Cress, Christine M. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities*, Second Edition. Sterling, Virginia: Stylus Publishing, 2013.



# **APENDICES**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**KD 3.5; 4.5.1; 4.5.2**

**Factual Report**

**Text**

**Tahun Pelajaran**

**2020/2021**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI/ Ganjil**

**Program : IPA dan IPS**

**Satuan Pendidikan : SMA Negeri**

**1Seputih**

**Raman**

**Guru Matpel : Dwi**

**Andariyani**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : **SMA Negeri 1 Seputih Raman**  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Materi Pokok : Teks Factual Report: Cat  
Alokasi Waktu : 90 menit (1x Pertemuan)

### A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif 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
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	Peserta didik mengidentifikasi karakteristik teks factual report dari unsur bahasa dengan benar dan sesuai konteks. Peserta didik menguraikan struktur teks factual report dengan benar dan sesuai konteks. Peserta didik menganalisis struktur teks factual report dengan benar dan sesuai konteks.

<p>4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Peserta didik menemukan dan menyusun kembali teks factual report dari paragraf yang tersusun secara acak dengan benar dan sesuai konteks.</p> <p>Peserta didik menyusun teks factual report dengan benar dan sesuai konteks.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### C. Tujuan Pembelajaran

Melalui kegiatan menggali informasi dari berbagai sumber belajar, mengamati sebuah proses, diskusi kelompok, diskusi kelas, dengan antusias, rasa ingin tahu, disiplin, dan penuh tanggung jawab, dengan Triple-entry Journal Strategy kepada peserta didik kelas XI mampu menyusun teks factual report tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks **secara kolaboratif, kreatif, komunikatif dan kritis** dengan cermat, tanggung jawab dan percaya diri.

### D. Materi Pembelajaran

1. Faktual : Teks Factual Report
2. Konseptual : Struktur paragraf dan unsur kebahasaan
3. Prosedural : Teknik membuat bagian-bagian paragraf teks factual report
4. Metakognitif : - Menganalisis teks factual report  
- Menyusun teks factual report  
- Fungsi Sosial.

### E. Metode Pembelajaran

1. Strategi pengajaran : Triple-Entry Journal Strategy

### F. Media Pembelajaran

1. **Media**  
Slides Presentasi/ PPT dan Video
2. **Alat/Bahan**  
Projector Audio Laptop

### G. Sumber Belajar

- Buku Siswa Kurikulum 2013. Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2017.
- Buku Siswa Pathwas to English Grade XI. Th. M. Sudawarti dan Eudia Grace. Erlangga. 2014.

- English Grammar in Use. Raymond Murphy. Cambridge University Press. Tahun 1987.
- [www.youtube.com](http://www.youtube.com)
- [www.googleform.com](http://www.googleform.com)

## H. Langkah-Langkah Pembelajaran

<b>Sintaks/ Kegiatan Pembelajaran</b>	<b>Uraian Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Kegiatan Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam</li> <li>• Peserta didik bersama guru berdoa</li> <li>• Guru mengecek kehadiran peserta didik</li> <li>• Guru menyampaikan Kompetensi Dasar dan tujuan pembelajaran.</li> <li>• Guru menayangkan video singkat sesuai materi factual report yg merangsang/ memotivasi siswa belajar.</li> </ul>	10 menit
<b>Kegiatan Inti</b>	<ul style="list-style-type: none"> <li>• Peserta didik mendengarkan instruksi guru.</li> <li>• Guru menjelaskan materi factual report secara umum dan singkat.</li> <li>• Guru membagi siswa kedalam kelompok yang terdiri dari 4 orang.</li> <li>• Guru membagi sebuah factual report text pada peserta didik.</li> <li>• Peserta didik diberikan kesempatan untuk membaca factual report text.</li> <li>• Peserta didik menuliskan informasi penting yang telah didapat setelah membaca factual report text pada jurnal pertama.</li> <li>• Peserta didik menuliskan responnya/ membuat opini mengenai factual report text pada jurnal kedua.</li> <li>• Peserta didik berlatih secara berkelompok dengan bimbingan guru berdiskusi membuat kesimpulan dari factual report text pada jurnal ketiga.</li> <li>• Peserta didik mengumpulkan hasil diskusi kepada guru.</li> </ul>	65 menit

<b>Kegiatan Penutup</b>	<ul style="list-style-type: none"> <li>• Peserta didik dan guru menyimpulkan apa yang telah dipelajari hari ini tentang factual report.</li> <li>• Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran mengenai factual report.</li> <li>• Menyampaikan rencana kegiatan pembelajaran yang akan datang</li> <li>• Guru menutup pembelajaran.</li> </ul>	15 menit
-------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

Seputih Raman,  
Oktober 2021

Mengetahui  
Kepala Sekolah,



**Drs. NYOMAN SUARMO, MM**  
NIP 19660412 199103 1 014

Guru Mata Pelajaran,



**DWIANDARIYANI**







## SILABUS SMA/MA

**Mata Pelajaran : BAHASA INGGRIS-WAJIB**

**Kelas : XI**

**Kompetensi Inti :**

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, 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

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta</p>	<p><b>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</b> <i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> <li>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain</li> <li>Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya</li> </ul> <p><i>Ungkapan</i> Saran dan tawaran: <i>Why don't you... What about ...? You should ... You can ....</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.</li> <li>Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan.</li> <li>Siswa belajar mengambil giliran dalam melakukan tindak komunikasi</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> <li>Fungsi sosial</li> <li>Ungkapan yang digunakan untuk memberi saran dan tawaran</li> <li>Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.</li> </ul> </li> </ul> <p><b>Mengeksplorasi</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya</li> <li>Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b> <b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan</li> </ul>	2 x 2jp	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

		<p>bahasa Indonesia.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian dalam bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa berkreasi dengan imajinasi mereka dalam teks pengandaia</li> <li>Siswa menuliskan permasalahan dalam menggunakan pengandaian dalam bahasa Inggris untuk menyatakan dan menanyakan pengandaian dalam jurnal belajarnya.</li> </ul>	<p>penilaian sejawat, berupa komentar atau cara penilaian lainnya.</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9 Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (<i>factual report</i>) dengan menyatakan dan</p>	<p><b>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis sederhana tentang benda, binatang dan gejala/peristiwa alam,</b></p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> <li>Mengamati alam</li> <li>Menulis paparan ilmiah mengenai benda, binatang dan gejala/ peristiwa alam</li> </ul> <p><i>Struktur</i></p> <ul style="list-style-type: none"> <li>Klasifikasi Umum tentang binatang/ benda yang ditulis, e.g. Slow loris is a mammal. It is found in ... It is a</li> </ul>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh/ film ilmiah pendek yang disediakan</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaan teks ilmiah faktual</li> <li>Siswa berlatih menentukan gagasan utama, dan informasi rinci dan informasi tertentu</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tujuan, struktur, dan unsur kebahasaan yang digunakan dalam paparan tersebut.</li> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.</li> </ul> <p><b>Mengeksplorasi</b></p> <p>Siswa mendengarkan/ membaca/membacakan teks ilmiah faktual dengan membandingkan berbagai teks report dengan memperhatikan</p>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks ilmiah factual</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> <li>Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> </ul>	4 x 2 JP	<ul style="list-style-type: none"> <li>CD/ Audio/ VCD</li> <li>Koran/ majalah berbahasa Inggris</li> <li>Sumber dari internet: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

## The Blue Print of the Writing Test

School : SMA N 1 Seputih Raman  
 Subject : English  
 Grade : XI  
 Semester : 1  
 Academic Year : 2021/2022

Test Objective	Writing Aspect	Indicators	Instrument
To investigate the students' writing skill to compose factual report text by considering account social functions, text structures, and linguistic elements that are correct based on context.	1. Idea/Content  2. Organization  3. Vocabulary  4. Language Uses/ Grammar  5. Mechanic	1. Students are able to create the substance of writing in factual report text, the experience of the main idea (unity). 2. Students are able to write logical organization of the content (coherence) and the correct generic structure of factual report text. 3. Students are able to select the words that are suitable with content in factual report text. 4. Students are able to use the correct grammatical and syntactic pattern in factual report text. 5. Students are able to the use of the mechanics of language.	Pre-test: Write an essay factual report text about "gadget". Post-test: Write an essay factual report text about "covid-19". Your text should be five paragraphs into factual report text consisting of five to seven sentences for each. Work on it based upon the steps which you learned and practiced in your group starting from prewriting to publishing. Your essay will be evaluated based on five elements of writing, such as: Idea/content, organization, vocabulary, grammar, and mechanic.



The answers of pre-test question in experimental class

Student's Name : ADINDA RAHMADHANI PUTRI  
Class : XI IPA 2  
Student's number : 02  
Semester : 1

Pre-Test

Direction: Write a composition of factual report text about "gadget".

GADGET

- \* Gadget is <sup>an</sup> information that <sup>is</sup> modern <sup>and</sup> <sup>is</sup> heard <sup>every</sup> <sup>where</sup>. Gadget <sup>is</sup> <sup>very</sup> <sup>benefit</sup> in <sup>widespread</sup> <sup>in</sup> <sup>information</sup>, <sup>and</sup> <sup>communication</sup> <sup>other</sup> <sup>people</sup> <sup>and</sup> <sup>old</sup> <sup>things</sup> <sup>mean</sup> <sup>social</sup>.
- \* <sup>With</sup> <sup>a</sup> <sup>gadget</sup> <sup>user</sup> <sup>to</sup> <sup>without</sup> <sup>seek</sup> <sup>to</sup> <sup>find</sup> <sup>jobs</sup>. <sup>Help</sup> <sup>to</sup> <sup>looking</sup> <sup>for</sup> <sup>job</sup>. <sup>And</sup> <sup>help</sup> <sup>children</sup> <sup>to</sup> <sup>study</sup>. <sup>Can</sup> <sup>also</sup> <sup>help</sup> <sup>more</sup> <sup>about</sup> <sup>shop</sup>.
- \* But gadget <sup>has</sup> <sup>negative</sup> <sup>effect</sup> <sup>and</sup> <sup>positive</sup>. <sup>Example</sup>: <sup>negative</sup> <sup>effect</sup> <sup>is</sup> <sup>addicted</sup> <sup>gadget</sup>, <sup>for</sup> <sup>spend</sup> <sup>the</sup> <sup>time</sup>, <sup>and</sup> <sup>many</sup> <sup>children</sup> <sup>is</sup> <sup>very</sup> <sup>late</sup>. <sup>And</sup> <sup>example</sup> <sup>positive</sup> <sup>effect</sup> <sup>is</sup> <sup>help</sup> <sup>other</sup> <sup>people</sup> <sup>widespread</sup> <sup>in</sup> <sup>information</sup>, <sup>communication</sup> <sup>other</sup> <sup>people</sup>, <sup>and</sup> <sup>help</sup> <sup>children</sup> <sup>to</sup> <sup>study</sup>, <sup>so</sup> <sup>smart</sup> <sup>in</sup> <sup>the</sup> <sup>use</sup> <sup>gadget</sup>.

SB

Content : 24.  
Present : 14  
Vocab : 12  
L. use : 5  
Mech : 3

Student's Name : Angely Dwi Anifah  
Class : XI IPA 2  
Student's number : 05  
Semester :

Pre-Test

Direction: Write a composition of factual report text about "gadget".

Gadget is one of a ~~tool~~ that modern  
In this era now, many ~~kids~~ is play game  
yusing gadget, beside is many a yuse  
gadet for bisnis, communication, and  
working eas.

Gadget have ~~even~~ negatif for yuset.  
In the yuse gadget muse.

④. Content: 17  
Organization: 10  
Vocabulary: 10  
L-Use: 5  
Mechanic: 3

Student's Name : ANUSCA PUSPA NINGRUM  
Class : XI IPA 1  
Student's number : 7  
Semester : 1

Pre-Test

Direction: Write a composition of factual report text about "gadget".

Gadget is <sup>one</sup> an needed <sup>information</sup> that a <sup>Social</sup> media

Gadget <sup>also</sup> can needed to <sup>of</sup> of entertainment <sup>side</sup> side  
kids and to <sup>edu</sup> edu

And Gadget <sup>also</sup> benefit to add knowledge.

Things <sup>Positive</sup> Positive as:

(78) Content: 13  
Org am: 9  
Vocab: 9  
L-Use: 5  
Mech: 2

### The answer of pre-test in contol class

Student's Name : ANGGI SHAVA Kirana  
Class : XI IPA 2  
Student's number : 04  
Semester :

#### Pre-Test

Direction: Write a composition of factual report text about "gadget"!

Gadget is a tool Development zaman which easier for us to communicate and search information.

Because the existence of human is easier to communication. Gadget can make human addicted until they are forget the obligation.

Gadget can give manfaat yang good and buruk.

Dengan gadget we all play whatap, ig, Facebook.

For anak fery berbahaya, Because gadget can give yang dampak yang buruk.

(50)

Content: 20.  
Organ: 13.  
Vocab: 9  
Use: 5  
Mechan: 3



Student's Name : Dian Ratna Sari  
Class : XI IPA 2  
Student's number : 08  
Semester :

Pre-Test

Direction: Write a composition of factual report text about "gadget"!

Gadget is <sup>oo</sup> development zaman now than in  
<sup>oo</sup> increasing prestasi. Want to be a clever student  
in <sup>oo</sup> easier study. Can study more diligent.

Kids often using internet to various of kids,  
<sup>oo</sup> play game, and search transfer. Gadget can be  
are advantages and disadvantages. Gadget can  
have negative impacts on the kids.

Gadget that make forget time <sup>oo</sup> because  
speak from internet. Easy friends they will  
<sup>oo</sup> are <sup>oo</sup> parents want kids to see gadget.  
Help the learning process, provide entertainment.

(50)

Content: 23  
Organi: 19  
Vocab: 13  
L. use: 5  
Mean: 3

Student's Name : SELLY NABITA

Class : XI IPA 2

Student's number : 30

Semester :

Pre-Test

Direction: Write a composition of factual report text about "gadget"!

Gadget is a tool development zaman which easier human for to communicate and search information. From gadget is get bestray eyes and andy is easier communi cate.

Because the existence of human is easier to communication.

46

Content: 17  
Organ: 11  
Vocab: 10  
Luse: 5  
Mech: 3

## 5 The Students Writing Activity Result in Treatment

Group names: 1. ANICLON FERRY AZIHARA (09)  
 2. KIKI ANANDA SAPUTRI (19)  
 3. AHMAD FAUZI (02)

No.	Information of the text	The students response/opini	The change (conclude)
1.	<p>An elephant is the largest and strongest of an animals. The trunk is the elephant's Peculiar feature. This trunk has Various usages. The elephant is Very intelligent animal. Its intelligence Combined with its great Strength makes an elephant a Very useful Servant to man.</p>	<p>It is a strange looking animal who it has thick legs, huge sides and braces, large hanging ears, a small tail, little eyes, long white tusks and about all, elephant has a long nose, the trunk.</p> <p>The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath.</p>	<p>An elephant is a mammal largest and strongest in the world.</p> <p>The elephant a big body, large trunk, large ear, they hearing them, take water with its trunk. Then elephant has two long tusk, 2 small eyes, their food is plants.</p> <p>Elephant are renowned for their memory, intelligence, and sociability and just like a human. Therefore the elephant is a amongst very 'intelligent' animals.</p>
2.	<ul style="list-style-type: none"> <li>It is a symbol of romantic thing. Rose is in a family of Rosaceae.</li> <li>Canaris is 2 species from Asia, Europe and North Africa which is pink and white.</li> <li>Roses are best known as ornamental plants grown for their flowers in the garden and sometimes indoors.</li> </ul>	<p>The rose is type of flowering shrub.</p> <p>They are beautiful and come with many varieties of colors.</p> <p>Every color has their own meaning and it makes them special.</p> <p>And roses also give deep meaning of something that looks beautiful but can give hurt you to protect them are.</p>	<p>Roses are a symbol of romance. Roses are beautiful flowers and have many variations. Roses have thorns and can hurt those who touch them.</p>
3.	<ul style="list-style-type: none"> <li>It is the most famous island in Indonesia.</li> <li>This island is called Bali. Bali is well known by many names, the island of gods, thousand temples island, and of paradise.</li> <li>Bali also has dramatic dances, diverse customary ceremonies, the best traditional, culinary, as well as beautiful and wholesome arts and crafts.</li> </ul>	<p>It has many tourist attractions which are an interesting place to visit during a vacation on this island.</p> <p>One of the most famous and beautiful tourist attractions in Bali is the beaches.</p> <p>Bali is a very famous island in Indonesia.</p>	<p>Bali has many beautiful and interesting tourist attractions. Bali is known as the last paradise because of its natural beauty. Bali is famous for its history, traditional ceremonies and cultural traditions that are still attached.</p>

## ELEPHANT

Elephants are very adorable animals. big bodies and adorable behavior. It is a unique animal which has thick legs, large sides and back, large hanging ears, small tail, small eyes, long white fangs and most importantly this elephant has a long nose or trunk.

In addition, elephants take water from their trunks and can spray water all over their bodies like they are bathing. Elephants tend to be near water.

The elephant's trunk can also be elongated, you know. In addition, it can also stiffen or contract and can be moved in any direction according to the will of the elephant.

## Rose

Roses are plants that produce beautiful and fragrant flowers. Roses are a type of sharp thorn flower. They are beautiful and come in a wide variety of colours, and are very eye catching. Each color has its own meaning and that makes them special, makes them look so beautiful, beautiful and so attractive. That is why roses are a sign of romantic love.

And roses also give a deep meaning of something that looks beautiful but can still hurt you to protect itself. Roses generally refer to affection, love, and admiration.

## Bali Island.

Bali is an island rich in history and culture. Bali has many interesting tourist attractions to visit during a vacation on this island. Although the island of Bali is often visited by tourists from abroad, they still preserve their historical heritage and cultural diversity.

One of the most famous and beautiful tourist attractions in Bali is the beach. Especially beach attractions that have white sand with sunset views. The island of Bali has many white sand beaches.

Bali is a very famous island in Indonesia. Bali is given the nickname as the last paradise on Earth or the last paradise on Earth, because this island offers natural beautiful and the addition, the Balinese are famous for their hospitality and honesty, which makes tourists feel comfortable when visiting.



## The answer of post-test result in experimental class

Student's Name: ADINDA RAHMADHANI PUTRI  
CLASS : XI IPA 2  
Student's number: 01  
Semester : 1

### "COVID - 19"

Covid-19 is virus that started on Country China the place province Wuhan. Virus this started at the end of the year 2019. And still becomes pandemic until now throughout world. Virus this is very dangerous and already kill many person.

Person which exposed virus this have symptom as fever, out of breath, numb, cough, and have a cold. So from that every Country must apply protokol health for citizens. AS use mask, wash hand with soap or use hand sanitizer, limit mobility, and follow vaccination. So that pandemic this quick end.

With obey every protokol which has determined pandemic this certain will quick end. Which most important is follow include role public. So that always apply style life healthy. And obey S M use mask, wash hand, and guard distance.

Content: 28  
Organ: 10  
Vocab: 17  
L-use: 13  
Mech: 4

Student's Name : Annys Ainina Anggitta

Class : XI IPA I

Student's number : 8 (Eight)

## "COVID-19"

Covid-19 is an infectious disease caused by the SARS-CoV-2 virus. Covid-19 appeared since year 2019. This virus very contagious fast. This virus to almost all countries just in time just a few months.

Covid-19 is a collection of viruses that infect the respiratory system. Di Indonesia government implement Policy PPKM for push spread of this virus. To date there is no medicine yet can definitely overcome the COVID-19 disease. For the suspect caught virus covid-19 have to do self isolation for to weeks.

We must comply with government regulations. So that this virus disappear soon. The method, while keeping health. Keep watch distance and use mask. To avoid from virus covid-19.

(77)

content: 27  
orga: 18  
vocab: 15  
L-use: 14  
Mech: 3



81  
Content: 20  
Organ: 10  
Vocab: 10  
L. Use: 10  
Mech: 10

Student's Name : Siti Julaika  
Class : XI IPA 1  
Student's number : 25  
Semester : 1

#### Post-Test

Direction: Write an essay factual report text about "covid-19"!

Covid-19 is the virus that turn off many people.

Already many the victim who die because of this virus.

The virus that very dangerous this can spread past air. Can die if hit hot or sunlight.

Symptoms of Covid-19 this like a fever, cough, flu. People characteristics which caught covid like tired easily. How to fix it by keep the distance, washing hands, wearing a mase. Other than that, avoid crowd.

let us you're welcome decide spread of covid.

By comply with protokol health. If caught disease this immediately isolate independent in the room which far from people so that not spread. And permanent obey protokol health.

### The Answer of Post-test in Control Class

Student's Name : Ajuna Rindang Perwita  
Class : XI IPA II  
Student's number : 05  
Semester : 1

#### Post-Test

Direction: Write an essay factual report text about "covid-19"!

Covid-19 or corona virus disease 19 is a danger virus. ~~to~~ this virus from in Wuhan city, China. And in month march 2020 covid-19 after spread ~~at~~ Indonesia. In time it to be the first case in Indonesia. So we must stay healthy. There are some away to prevent this virus. have mask, social distancing, stay home.

CS

Content: 21  
Organic: 13  
Vocab: 13  
L.U: 5  
Mech: 3

Student's Name : Dimas Tanureza Yusuf  
Class : XI IPA 2  
Student's number : 09  
Semester : 1

Post-Test

Direction: Write an essay factual report text about "covid-19"!

This is COVID-19. It's very-very danger virus.

This virus <sup>can</sup> ~~can't~~ attack Human Antibody.

This virus spread since 2020 year's old.

COVID-19 from first Wuhan city.

Virus COVID-19 same with black death plague.

there are some away to prevent this virus.

With away to hand wash.

56

Content: 21  
Organ: 14  
Vocab: 14  
Use: 9  
Mech: 2

## 6. Writing Rubric

### WRITING RUBRIC

#### The Post-Test Result of Experimental Class

No.	Students'Name	Writing Aspects					Grade
		Content	Organization	Vocabulary	Langauge structure	Mechanics	
1.	AR	28	18	17	13	4	80
2.	AF	26	18	15	13	3	75
3.	AZ	28	18	14	13	4	77
4.	AF	27	18	15	13	4	77
5.	AD	26	18	18	12	2	76
6.	AE	29	19	16	13	3	80
7.	AP	25	17	16	13	4	75
8.	AA	27	18	16	13	3	77
9.	DA	26	17	16	13	3	75
10.	DP	29	19	16	14	4	82
11.	DY	29	19	17	14	4	83
12.	EI	25	18	15	13	4	75
13.	KA	25	18	13	12	3	71
14.	MA	27	17	14	13	4	75
15.	MA	24	15	14	13	2	68
16.	NF	28	18	18	13	4	81
17.	NA	27	18	16	13	4	78
18.	PY	26	17	16	13	3	75
19.	RC	28	18	16	13	4	79
20.	RA	27	17	14	13	4	75
21.	SN	24	18	14	13	3	72
22.	SN	28	18	16	13	4	79
23.	SJ	28	18	18	13	4	81
24.	SM	25	16	14	12	3	70
25.	TP	28	18	18	13	3	80
26.	TA	26	18	15	12	4	75
27.	YI	24	16	14	13	3	70
28.	ZJ	26	16	15	13	4	74

**Writing rubric**  
**The Post-Test Result of the Control Class**

No.	Students'Name	Writing Aspects					Grade
		Content	Organization	Language structure	Mechanics	Vocabulary	
1.	AS	21	12	12	5	3	53
2.	AA	20	13	12	5	3	53
3.	AA	13	7	7	5	2	34
4.	AS	21	13	12	5	3	54
5.	AR	21	13	13	5	3	55
6.	AR	21	14	12	5	3	55
7.	DS	20	13	12	5	2	52
8.	DR	22	14	12	5	3	56
9.	DT	21	14	14	5	2	56
10.	EI	21	14	11	5	2	53
11.	GA	17	13	10	5	3	48
12.	GA	21	14	14	5	3	57
13.	GM	20	13	12	5	2	52
14.	IG	14	7	7	5	2	35
15.	IN	19	12	13	5	3	52
16.	IP	18	12	11	5	2	48
17.	IP	14	9	10	5	2	40
18.	IZ	22	14	13	5	3	57
19.	IA	22	14	14	5	3	58
20.	KR	13	8	7	5	2	35
21.	LA	19	13	12	5	3	52
22.	LG	17	11	11	5	2	46
23.	NK	21	14	13	5	3	56
24.	NM	14	8	8	5	2	37
25.	NP	17	11	11	5	2	46
26.	NW	19	12	9	5	2	47
27.	SR	22	14	11	5	3	55
28.	SN	22	14	11	5	3	55

## 8. Documentation Sheet

### DOCUMENTATION SHEET

No.	Documented Points	Availability
1.	A profile of SMA N 1 Seputih Raman	✓
2.	The total of teacher of SMA N 1 Seputih Raman	✓
3.	The total of students of SMA N 1 Seputih Raman	✓
4.	The location sketch of SMA N 1 Seputih Raman	✓
5.	The facilities of SMA N 1 Seputih Raman	✓

**Note:**

-(✓) Tick for each positive availability

## The Documentation of Research Process









**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggomulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.iainmetro.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0621/In.28.1/J/TL.00/03/2020  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA SMA N 1 SEPUTIH RAMAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **EVA SOFIATI**  
NPM : 1601070013  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN IN THE ACADEMIC YEAR OF 2019/2020**

untuk melakukan *pra-survey* di SMA N 1 SEPUTIH RAMAN.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 04 Maret 2020  
Ketua Jurusan  
Tadris Bahasa Inggris

  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014 9



PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH VI  
SMA NEGERI 1 SEPUTIH RAMAN



Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email [smn1seputihraman@yahoo.co.id](mailto:smn1seputihraman@yahoo.co.id)

Nomor : 421.3/143/V.01/SMA/2020  
Lampiran : -  
Perihal : Balasan Izin Pra-Survey

Yth.  
Dekan Institut Agama Islam Negeri Metro  
Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-0621/In.28.1/J/TL.00/03/2020 tanggal 05 Mei 2020 perihal izin penelitian, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan penelitian kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
1	EVA SOFIATI	1601070013	PENDIDIKAN BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 05 Mei 2020  
Kepala SMAN 1 Seputih Raman  
Kabupaten Lampung Tengah



Drs. **SUARMO, MM**  
NIP. 1991031014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Ingguloyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-4063/In.28.1/J/TL.00/10/2021  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
Ning Setio Wati (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **EVA SOFIATI**  
NPM : **1601070013**  
Semester : **11 (Sebelas)**  
Fakultas : **Tarbiyah dan Ilmu Keguruan**  
Jurusan : **Tadris Bahasa Inggris**  
Judul : **THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN**

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, 14 Oktober 2021

Ketua Jurusan

**Andianto M.Pd**

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



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) 47298; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-4195/In.28/D.1/TL.01/10/2021

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

Nama : EVA SOFIATI  
NPM : 1601070013  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA N 1 SEPUTIH RAMAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN".
  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 : 26 Oktober 2021



Suarma, M.M  
NIP: 121031031014

Wakil Dekan Akademik dan Kelembagaan,



Dr. Budyanto S.Si, M.Si  
NIP 19760222 200003 1 003

## PERMOHONAN SURAT IZIN RESEARCH

---

Kepada Yth.,  
Dekan Fakultas  
di-  
IAIN Metro

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan di bawah ini:

Nama : EVA SOFIATI  
NPM : 1601070013  
Fakultas : Tarbiyah  
Jurusan : Tadris Bahasa Inggris (PBI)  
Semester : 11 (Sebelas)  
IPK Sementara : 3,52 ( Tiga Koma Lima Dua )  
Alamat Tempat Tinggal : Dusun IV RT002 RW004 Desa Rama Indera Kecamatan Seputih Raman Kabupaten Lampung Tengah  
HP. 082377574468

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENTS WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN  
Tempat Research : SMA N 1 SEPUTIH RAMAN

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum. Wr. Wb.*

Metro, 21 Oktober 2021  
Pendaftar,



EVA SOFIATI  
NPM 1601070013





PEMERINTAH PROVINSI LAMPUNG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH VI  
SMA NEGERI 1 SEPUTIH RAMAN



Jalan Raya Seputih Raman Kabupaten Lampung Tengah 34155 Email [sman1seputihraman@sdhso.co.id](mailto:sman1seputihraman@sdhso.co.id)

Nomor : 421.3/170/V.01/SMA./2021

Lampiran : -

Perihal : Balasan Izin Research

Yth.

Dekan Institut Agama Islam Negeri Metro  
Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-4194/In.28/D.1/TL.00/10/2021 tanggal 25 Oktober 2021 perihal izin Research, bahwa saya selaku Kepala SMA Negeri 1 Seputih Raman Kabupaten Lampung Tengah memberikan izin untuk melakukan Research kepada mahasiswa :

No	NAMA MAHASISWA	NPM	PRODI
I	EVA SOFIATI	1601070013	TADRIS BAHASA INGGRIS

Demikian surat balasan ini, atas perhatian saya ucapkan terima kasih.

Seputih Raman, 27 Oktober 2021  
Kepala SMAN 1 Seputih Raman  
Kabupaten Lampung Tengah



SUARMO, MM  
199103 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. (0722) 81887 Fax. (0722) 4726 Email: tarbiyah@iainmetro.ac.id website: www.iainmetro.ac.id

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

Nama : EVA SOFIATI  
NPM : 1601070013

Fakultas/Jurusan : Tarbiyah/TBI  
Semester/TA : / 2021

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 11 Juni 2021			- Daftar Isi - Acknowledgment - wid (chapter 3) - Penilaian Writing	
2.	Rabu, 23 Juni 2021			- Observation (chapter 3).	
3.	Jumat, 25 Juni 2021			- paradigm.	
4.	Jumat.			- tanda tangan	
5.	Rabu, 07 Juli 2021			- ACC.	

Mengetahui :  
Ketua Jurusan TBI

Andianto, M.Pd  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 200003 2 002



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: [tadipah@iaimetro.ac.id](mailto:tadipah@iaimetro.ac.id) website: [www.tadipah.iaimetro.ac.id](http://www.tadipah.iaimetro.ac.id)

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

Nama : EVA SOFIATI

Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1601070013

Semester/TA : / 2022

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 19-01-2022	✓		- Cover - Abstrak - acknowledgment - Motto - Dedication page - Originality - Conclusion - Curriculum Vitae	
2.	Rabu, 26-01-22	✓		- cover - Abstrak - Dedication page - Conclusion	
3.	Rabu, 2-2-2022	✓		Acc ch. IV, V Diminta perbaikan.	

Mengetahui :  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102 201503 1 004

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002





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

Jalan Ki Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: [diglib.metrouniv.ac.id](http://diglib.metrouniv.ac.id); [pustaka.iaim@metrouniv.ac.id](mailto:pustaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-918/In.28/S/U.1/OT.01/09/2021**

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

Nama : EVA SOFIATI  
NPM : 1601070013  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070013

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 September 2021  
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15 A Ingrisulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507, Faksimili (0725) 47296, Website: [www.tarbiyah.metroainiv.ac.id](http://www.tarbiyah.metroainiv.ac.id), e-mail: [tarbiyah.iaim@metroainiv.ac.id](mailto:tarbiyah.iaim@metroainiv.ac.id)

**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 : EVA SOFIATI

NPM : 1601070013

Jurusan : TBI

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 11 Februari 2022  
Ketua Jurusan TBI



**Andianto, M.Pd**

**NIP: 1987 1102 201503 1 004**

THE INFLUENCE OF TRIPLE-  
ENTRY JOURNAL STRATEGY ON  
STUDENT'S WRITING SKILL  
AMONG THE ELEVENTH  
GRADERS AT SMA N 1 SEPUTIH  
RAMAN

*by* Eva Sofiati 16010700013

**Submission date:** 11-Feb-2022 10:45AM (UTC+0700)

**Submission ID:** 1759783356

**File name:** EVA\_SORATI-1601070013.docx (207.19K)

**Word count:** 9431

**Character count:** 48101



## THE INFLUENCE OF TRIPLE-ENTRY JOURNAL STRATEGY ON STUDENT'S WRITING SKILL AMONG THE ELEVENTH GRADERS AT SMA N 1 SEPUTIH RAMAN

### ORIGINALITY REPORT

<b>10%</b> SIMILARITY INDEX	<b>9%</b> INTERNET SOURCES	<b>3%</b> PUBLICATIONS	<b>4%</b> STUDENT PAPERS
--------------------------------	-------------------------------	---------------------------	-----------------------------

### PRIMARY SOURCES

<b>1</b>	<a href="https://repository.metrouniv.ac.id">repository.metrouniv.ac.id</a> Internet Source	<b>2%</b>
<b>2</b>	<a href="https://doaj.org">doaj.org</a> Internet Source	<b>1%</b>
<b>3</b>	<a href="https://eprints.radenfatah.ac.id">eprints.radenfatah.ac.id</a> Internet Source	<b>1%</b>
<b>4</b>	Submitted to Pottsville High School Student Paper	<b>1%</b>
<b>5</b>	<a href="https://www.scribd.com">www.scribd.com</a> Internet Source	<b>1%</b>
<b>6</b>	<a href="https://ojs.fkip.ummetro.ac.id">ojs.fkip.ummetro.ac.id</a> Internet Source	<b>1%</b>
<b>7</b>	<a href="https://es.scribd.com">es.scribd.com</a> Internet Source	<b>1%</b>
<b>8</b>	<a href="https://repository.radenintan.ac.id">repository.radenintan.ac.id</a> Internet Source	<b>1%</b>
	<a href="https://etheses.iainponorogo.ac.id">etheses.iainponorogo.ac.id</a>	



## **CURRICULUM VITAE**



The name of researcher is Eva Sofiati. She was born in Rama Indra 4, Seputih Raman on September 11<sup>th</sup>1997. She is the second child from happy couple namely Mr. Ahmad Sofa(alm) and Mrs. Siti Fatimah. She has younger sister names Khoirun Nafiah.

She was enrolled her study at SD N 1 Rama Indra on 2005-2010. She continued her study at SMP N 1 Seputih Raman on 2010-2013. She continued her study at SMA N 1 Seputih Raman on 2013 and completed in 2016. After graduating of SMA N 1 Seputih Raman, the researcher continued her study at Metro city. In 2016, she was registrated as a students of S1 English Education Department State Institute for Islamic (IAIN) Metro. Furhermore, the researcher takes as an S1 Students of English Education Department State Institute for Islamic Studies of (IAIN) Metro.