

**AN UNDERGRADUTE THESIS**

**THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS AMONG THE ELEVENTH  
GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN  
CENTRAL LAMPUNG**

**By :**

**AYU PERMATASARI  
STUDENT. ID : 1601070071**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H/2023 M**

**THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS AMONG THE ELEVENTH  
GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN  
CENTRAL LAMPUNG**

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

By:

Ayu Permata Sari  
STUDENT ID. 1610170071

Tarbiyah and Teaching Training Faculty  
English Education Department

Sponsor : Eka Yuniasih, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2023 M**



**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)

---

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqusah  
Ayu Permatasari**

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

*Assalamualaikum Wr. Wb.*

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

Nama : Ayu Permatasari  
NPM : 1601070071  
Judul Skripsi : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS  
WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF  
SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

**Wasallamuallikum Wr Wb.**

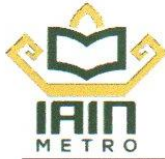
Metro, 12 Juni 2023

**Ketua Jurusan Tadris Bahasa Inggris**

**Andianto, M.Pd.**  
NIP. 198711022015031004

**Pembimbing**

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**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)

---

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosah of Ayu Permatasari**

To:  
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*


We have given guidance and enough improvement to undergraduate thesis script which is written by

Name : Ayu Permatasari  
Students Number : 1601070071  
Department : English Education  
Faculty : Tarbiyah and Teacher Training Faculty  
Title : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

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

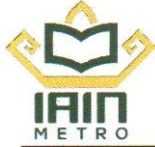
*Wassalmu'alaikum Wr. Wb*

**The Head of English Education Department**

  
**Andjanto, M.Pd.**  
NIP. 198711072015031004

Metro, 12 June<sup>th</sup> 2023  
**Sponsor**

  
**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**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)

---

**APPROVAL PAGE**

Title : **THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS AMONG THE ELEVENTH  
GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN  
CENTRAL LAMPUNG**

Name : Ayu Permatasari

Students Number : 1601070071

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

**To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State Institute of  
Islamic Studies (IAIN) of Metro.**

Metro, 12 June 2023

**Sponsor**

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



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

Jalan Ki. Hajar Dewantara Kampus 15A Inringmulyo 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. B-3772/111-28.1/D/PP-00-g/06/2023

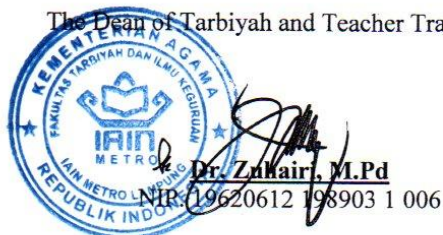
An Undergraduate thesis entitled: THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG. Written by: Ayu Permatasari, Student Number 1601070071, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday June 22, 2023, at 15:00– 17:00p.m

**BOARD OF EXAMINERS:**

Chairperson : Eka Yuniasih, M.Pd  
Examiner I : Dr. Ahmad Subhan Roza, M.Pd  
Examiner II : Andianto, M.Pd  
Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zakair, M.Pd  
NIR: 19620612 198903 1 006

# **THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG**

## **ABSTRAK**

**By:**  
Ayu Permata Sari

The goal of this research was to evaluate the positive impact and efficacy of the use of the team pair solo method on students' ability to write narrative text. The issue faced by students is the Difficulties in conveying ideas in writing, particularly in english texts. This research investigated the effectiveness of the team pair solo technique on the capacity of students to write English texts..

The model of study is quantitative. The methods used In gathering data are tests, observation and documentation. Cluster random sampling was the sampling technique used. Students received one pre-test prior to special treatment and one post-test after special treatment in this sample. As the experimental class, the subjects of this study were class XI 4 and XI 8 as the control class at SMA Negeri 1 Seputih Raman. This research uses t-test to analyze the material.

In addition, the data analysis computed by t-test, especially independent sample t-test, was obtained sig. (2-tailed) was 0.000. It was lower than  $\alpha = 0.05$  . This explains that the use of the team pair solo method has a positive significance or effectiveness on students' writing ability in class XI SMA N 1 Seputih Raman for the academic years 2022/2023.

***Keywords: Team Pair Solo Strategy on the students', writing skill, quantitative research.***

# **KEEFEKTIFAN DARI METODE DIKTE DALAM MENGAJARKAN KEMAMPUAN MENULIS DI KELAS SEPULUH SMA NEGERI 1 SEPUTIH RAMAN LAMPUNG TENGAH**

## **ABSTRAK**

**oleh :  
Ayu Permatasari**

Tujuan penelitian ini adalah untuk mengevaluasi dampak positif dan efektivitas penggunaan metode team pair solo terhadap kemampuan menulis teks narrative siswa. Permasalahan yang dihadapi siswa adalah kesulitan dalam menyampaikan ide secara tertulis, khususnya dalam teks bahasa inggris. Penelitian ini mengkaji keefektifan teknik solo berpasangan dan tim pada siswa untuk menulis teks bahasa inggris.

Model penelitian adalah kuantitatif. Metode yang digunakan dalam pengumpulan data adalah tes, observasi dan dokumentasi. Teknik pengambilan sampel yang digunakan adalah cluster random sampling. Siswa menerima satu pre-test sebelum perlakuan khusus dan satu post-test setelah perlakuan khusus dalam sampel ini. Sebagai kelas eksperimen, subjek penelitian ini adalah kelas XI 4 dan XI8 sebagai kelas kontrol di SMA Negeri 1 Seputih Raman. Penelitian ini menggunakan uji-t untuk menganalisis materi.

Selain itu, analisis data yang dihitung dengan uji-t khususnya uji-t sampel independen diperoleh sig. (2-tailed) adalah 0.000. Itu lebih rendah dari  $\alpha = 0,05$ . Hal ini menjelaskan bahwa penggunaan metode dikte berpengaruh positif atau signifikan terhadap kemampuan menulis siswa kelas X SMA N 1 Seputih Raman tahun pelajaran 2022/2023.

**Kata kunci:** *Strategi Team Pair Solo, keterampilan menulis, penelitian kuantitatif.*



**MOTTO**

**فَإِنَّ مَعَ الْعُسْرِ يُسْرًا. إِنَّ مَعَ الْعُسْرِ يُسْرًا**

**For verily after hardship there is ease, verily after hardship there is ease."**

**(Q.S. Al-Insyirah: 5-6)**

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Ayu Permatasari

Student Number : 1601070071

Study Program : S1 English Education

States that this undergraduate thesis is original except the certain parts of it quoted from bibliography mentioned.

Metro, June 2023

The researcher



Ayu Permatasari  
NPM. 1601070071

## **PERNYATAAN KEASLIAN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Ayu Permatasari

NPM : 1601070071

Jurusan : S1 TBI (Tadris Bahasa Inggris)

Menyatakan keorsinalitasan skripsi ini kecuali bagian tertentu yang sudah dicantumkan dalam daftar pustaka yang ada.

Metro, June 2023

Peneliti



Ayu Permatasari  
NPM. 1601070071

## **DEDICATION PAGE**

**I highly dedicate this undergraduate thesis to:**

1. The first is dedicated of Almighty Allah Subhanahu Wa Ta'alla, thanks God all about the precious gifts that have been given to me.
2. My beloved parents (Mr. Suediono and Mrs. Darmiati) who have sincerely done everything for their children. Who always pray and support with endless love. Thank you so much for everything. I love you so much.
3. My beloved brother (Adi Putra Tri Prasetya) . Thanks for your support, love, help, and motivation.
4. My Sponsor (Mrs. Eka Yuniasih,M.Pd.) who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
5. All my beloved friends.
6. My beloved Almamater State Institute for Islamic Studies of Metro.
7. The big family at SMA N 1 Seputih Raman, thanks for help.

## ACKNOWLEDGEMENTS

Praise to Allah the Almighty and the most merciful who has given his blessings and guidance so that the writer can complete an undergraduate thesis entitled “The Influence Of Team Pair Solo Technique On Students Writing Skills Among The Eleventh Grade Students Of Sma N 01 Seputih Raman Central Lampung”.

Considering the limitations of knowledge, got and writing ability of the writer, this undergraduate thesis is inseparable from deficiencies and is not perfect, but the writer hope that this undergraduate thesis can be useful for writer in particular and for all those who wish to use it.

The writer would like to express gratitude to the sponsor Eka Yuniasih, M.Pd. who have sincerely guide the writer to accomplish this undergraduate thesis in time. Thanks to various parties who have helped the process of preparing this undergraduate thesis, who have provided assistance, advice and encouragement, which the writer cannot mention one by one. May the deeds of worship and encouragement and prayer given to the writer sincerely get the Grace of Allah Subhanahu Wa Ta’alla, Aamiin

Metro, Mei 2023

Writer,

**Ayu Permatasari**  
ST.ID.1601070071

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Problem Identification.....	3
C. Problem Limitation .....	3
D. Problem Formulation .....	4
E. Objective and Benefit of the Study .....	4
F. Prio Research .....	5
<b>CHAPTER II THEORETICAL REVIEW.....</b>	<b>10</b>
A. Concept of Writing Narrative Text .....	10
1. Writing .....	10
2. Concept of Narrative Writing.....	16
B. Concept of Team Pair Solo (TPS).....	20
1. Definition of Team Pair Solo (TPS).....	20
2. Advantages an Disadvantages of Team-Pair-Solo.....	21
3. The Procedure of Teaching Writing though Team-Pair-Solo Technique.....	23
4. The Steps of Teaching Writing through Team-Pair-Solo Technique	25
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>27</b>
A. Research Design.....	27
B. Operational Definition Of Variables.....	28
1. Independent Variables.....	28
2. Dependent Variable (Y) .....	28
C. Population and Sampling Technique .....	29
1. Population .....	29
2. Sample .....	30
3. Sampling Technique.....	30
D. Data Collection Technique.....	31
1. Test.....	31
E. Research Instrument.....	33
1. Pre-test instrument .....	34
2. Post-test was conducted after applying the treatment. ....	34
F. Data Analysis Technique .....	34

<b>CHAPTER IV RESULT OF THE RESEARCH .....</b>	<b>36</b>
A. Description of Data .....	36
1. Research Setting .....	36
B. Result of the Research.....	40
1. The Description of Research Result.....	40
2. Result of Pre-test .....	40
3. Result of Post-test .....	43
C. Data Analysis .....	46
1. Result of Normality Test.....	46
2. Result of Homogeneity Test.....	47
3. Result of Hypothetical Test.....	48
D. Discussion .....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>51</b>
A. Conclusion.....	51
B. Suggestion.....	52
<b>BIBLIOGRAPHY .....</b>	<b>53</b>

## LIST OF TABEL

1. Tabel 1 The Students' Test Result of Narrative Writing Skill.....	2
2. Tabel 2 The Measurement Rubrics of Writing.....	13
3. Tabel 3 Teachers and Staff of SMA Negeri 1 Seputih Raman .....	37
4. Tabel 4 The Total of Classroom at SMA Negeri 1 SeputihRaman..	39
5. Tabel 5 Total Laboratory at SMA Negeri 1 Seputih Raman.....	40
6. Tabel 6 The pre-test Result of control class .....	41
7. Tabel 7 The Pre-Test Result of Control Class .....	41
8. Tabel 8 The pre-test Result of class experiment class .....	42
9. Tabel 9 The Pre-Test Result of Experimental Class .....	42
10. Tabel 10 The Post-test Result of Control Class .....	43
11. Tabel 11The Post-Test Result of Control Class .....	44
12. Tabel 12 The Post-test Result of Experiment Class .....	44
13. Tabel 13 The Pre-Test Result of Experimental Class .....	45
14. Tabel 14 Test of Normality .....	47
15. Tabel 15 Test of Homogeneity of Variances .....	47
16. Tabel 16 Independent Samples Test.....	48



# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language and almost all of national in the world know and learn it. In Indonesia, English is one of subject in the school and English as a second foreign language. The role and the function of English as a first foreign language in Indonesia are very important. It taught from junior high school until senior high school University.

Mean while, English as a language has been commonly accepted has an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, now days many people, particularly students, ought to master English Language. Mastering English language is an important value for the students to have. By mastering the language the students can improve them selves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

However, the technique that are usually used by the teacher in teaching writing is considered Ineffective. The teacher usually uses a traditional technique that asks students to work individually. It doesn't have positive and significant influence toward the students writing skill. The problems are the students still feel strange and face some difficulties in writing process especially in developing text, because they cannot find ideas to express in their writing.

The solution of those problems of learning technique is by the use of a Team Pair Solo (TPS) technique. Team Pair Solo (TPS) technique is a cooperative learning strategy where students are grouped into teams to complete a same task or related task. First, they solve a problem as a team, then they break into pair, and finally they solve the task individually. This technique are be able to solve the problem about students' difficulties in developing ideas and to solve the problem students' motivation in writing.

To identify the students' writing skills before doing the treatment, the researcher asked the English teacher for the value of writing skills. The following is the value of narrative writing skills for students of class XI SMA N 01 Seputih Raman:

Table 1  
The Students' Test Result of Narrative Writing Skill

No	Score	Category	Frequency	Percentage
1	$\geq 70$	High	4	20 %
2	$< 70$	Low	16	80 %
Total			20	100%

Source: The Students' Test Result of Narrative Writing Skill

Based on the result of pre-survey above, It can be seen that the student's narrative writing skill is still low, there are only 4 from 20 students who passed from 70 in high category and 16 students who failed from 70 as the Minimum Mastery Criteria (MMC) in fair and low category. The problem is caused by students' difficulty in developing ideas and they have low motivation in writing. Therefore, the researcher tries to apply Team Pair Solo

(TPS) technique to solve both of problems above especially and to develop the student's writing skill generally.

Based on situation above the researcher will conduct a research entitled:

“THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADERS OF SMA N 01 SEPUTIH RAMAN”.

## **B. Problem Identification**

Based on the background of he study, the identification of the problem of the research are:

1. The students are not able to write correctly.
2. Most of the students still low to understand about team pair solo technique.
3. The students do not know the specific technique that guides them in developing their ideas.

## **C. Problem Limitation**

The researcher realized that it is not possible to investigate all of the problems concerned with the students' writing skill. Therefore, researcher limits the problems only on investigating the influence of applying team pair solo technique at the eleventh graders of SMAN 1 Seputih Raman.

#### **D. Problem Formulation**

Based on the background of the problem above, the researcher formulates the problems as follows:

Is there any significant difference of using Team Pair Solo technique towards students' skill in writing narrative text at the eleventh graders of SMAN 01 Seputih Raman?

#### **E. Objective and Benefit of the Study**

##### **1. Objective of the study**

The objective of this research is intended to investigate the influence and explain more about narrative text writing by using the team pair solo at the eleventh graders of SMAN 01 Seputih Raman.

##### **2. Benefit of the study**

###### **a. For the students**

Theoretically, it may support theories that team pair solo can be applied to develop the students' narrative text writing skill.

###### **b. For the researcher**

This research can be use as reference for those that want to conduct a research in english teaching learning process.

###### **c. For the teacher**

Practically,English teachers can teach narrative text by using team pair solo in his class effectively.

## F. Prio Research

Based on a study entitled "*Using Team Pair Solo to Improve Students' Reading Comprehension toward the Eleventh Grade of Iis-4 SMAN 4 Kediri*". This research aimed to apply Team Pair Solo technique to improve students' reading problem of XI IIS-4 of SMAN 4 Kediri<sup>1</sup>. This research design is a Classroom Action Research. The researcher used several instruments; such as observation checklist, field notes, and reading comprehension test. The finding showed that by using Team Pair Solo technique can improve students' comprehension in than when they were taught by using previous method.

The improvement of students' reading comprehension is due to the use of Team Pair Solo as the technique in teaching reading. It showed that by using Team Pair Solo, students' motivation and accommodate students to be well prepared to the reading passage by discussing in team, pair with other student, and finally they have great self-esteem to stand by their self in reading class. It is suggested to all English teachers to apply this technique as one of the methods to increase students' motivation in English class and also could be used to increase students' reading skill.

In addition, a study entitled "*Team-Pair-Solo Technique to Teach Reading Comprehension Of Explanatory Text*". The purpose of this research is to investigate the level of the effectiveness of team pair-solo to teach reading comprehension of explanatory text to Year-X students of "SMA

---

<sup>1</sup> Lely Setyawati, " Using Team Pair Solo To Improve Students' Reading Comprehension Toward The Eleventh Grade Of Iis-4 SMAN 4 Kediri p. 2

Negeri 8 Pontianak” in Academic Year 2014/2015. This research is a pre-experimental research with one group pre-test and post-test design. The population of this research is students of Year-X MIA. The samples of this research were Year-X MIA1. The technique of data collecting is measurement technique. The data were collected by applying pre-test and posttest through team-pair-solo to teach reading comprehension of explanatory text. The students score on pre-test and post-test is analyzed by using SPSS. The final computation shows that the effect size of the treatment is 0.904 ( $> 0.5$ ) and considered very effective<sup>2</sup>. It proves that the use of team-pair-solo is highly-effective to teach reading comprehension of explanatory text to Year-X MIA1 students.

In another previous study conducted by Bani Amirul. The research deals with the implementation of team pair solo strategy in increasing the students' skill in writing text. The objectives of study are to find out: 1. The students' skill in writing text before and after implementation of Team Pair Solo Strategy, 2. The students' skill in writing text can be increased by implementing Team Pair Solo Strategy. This research is conducted by implementing two cycles. Each cycle consists of planning, acting, observing and reflecting. By implementing two cycles can observe the increasing of the students' skill. The subject of this study is one class of the eleventh students (XI – 1 IPS) of SMA Sista YPIS Maju Binjai consists of 35 students. The

---

<sup>2</sup> Endah Woro Hapsari et al., “*Team-Pair-Solo Technique To Teach Reading Comprehension Of Explanatory Text*” (English Language Education Study Program of FKIP UNTAN). p.3

data of this study were a sentence in writing analytical exposition text<sup>3</sup>. The data were collected through test. The finding of this study revealed that the students' skill in writing text before implementing the strategy is still low, there is not students who got score point up 65 (English passing grade). After implementing the strategy the students' skill is increased from the first cycle to the second cycle. Even, the second cycle is higher than the first cycle. And by implementing Team Pair Solo Strategy can increase significantly the students' skill in writing text especially analytical exposition text.

In addition, a study entitled *The impact Of Team Pair Solo Technique And Round Robin Technique On Students' Ability In Writing Narrative Text*. Rthis journal is besed on a study which attempts to improve the students' writing ability of the seventh grade students of SMP Negeri 1 Parakan to write narrative text using Team Pair Solo technique and Round Robin technique. The study was conucted in SMP N 1 Parrakan in the academic year 2012/2013. This reseacher used test abd scoring system as the instruments to collect the data needed. Pre-test and post test were given to both experimental group and comparison group. In treatments, the students of the experimental group were taught using team pair solo technique. In this research the writer used test and scoring system as instruments, then analyzed the result of the experiment using t-test formula. Based on the result of the study that had been discussed on previous chapter, there wwas an improvement in both comparison an experimental group after they got the

---

<sup>3</sup> Bani Amirul., "*The Implementation of Team Pair Solo Strategy In Increasing The Students' Ability In Writing Text*" (Institut Kesehatan Sumatera Utara, Indonesia).p. 119

treatment. In the experimental group which was taught using Team Pair Solo technique, their pre-test mean score 66.80 and their post-test score was 80.48. while in te comparison group which was taught using Round Robin technique,their pre-test mean score was 68.32 and their post-test mean score as 75.44.<sup>4</sup>

Based on study entitled *The Effect Of Team Pair Solo Technique on Students' Reading Comprehension of Narrative Text at Grade IX of SMPN 14 Pekanbaru*. Technique produes better reading comprehension of narrative text compared to lecture Technique. The popilation of this research was grade IX studens of SMPN 14 Pekanbaru in 2017 /2018 academic year consisting of 7 classes. The sample was selected by using cluster random sampling technique. They were IX.4 as experimental class and IX.2 as control class. Both classes consist of 27 students. The data were obtaine from score of reading test. Research data were analyzed by using t-test. The result shows that Team Pair Solo Technique produces better reading comperhension of narrative text compared to Lecture technique at grade IX students of SMPN 14 Pekanbaru. The data were take from the result of the students' reading comperhension test which was given to both classes. The test is in from of multiple choices. The test given at the end of the meeting, after giving treatment. Both classes were given diferent treatment. The experimental class

---

<sup>4</sup> Rega Depapратиwi, “ The Impact Of Team Pair Solo Technique And round Robin Technique On Students' Ability In Writing Narrative Text”,Departement of English, Faculty Language and Arts,Semarang State University,Indonesia,(2013).p.7



was taught by using Team Pair Solo Teachnique while the control class was taught by using Lecture Technique.<sup>5</sup>

Differences and similarities in previous studies. The difference between this research and previous research is in the type of research using classroom action research and quantitative research and differences in the sample and independent variables. the similarities are the same as using the team pair solo technique.

---

<sup>5</sup> Meliza Aprela Yati, Hemawati Syarif, Zul Amri, "The Effect of Team Pair Solo Teachnique on Students' Reading Comprehension of Narrative Text at Grade IX of SMPN 14 Pekanbaru", English Language Education Program, Universitas Negeri Padang, Volume 2, No 1 Desember (2018).p.192

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Writing Narrative Text

##### 1. Writing

###### a. Concept of Writing

There are four skills in English which should be mastered, they are: reading, listening, speaking and writing. It can be define that writing is one of the most important. Siahaan defines writing as a psychological action of the language user to describe information in the printed text.<sup>6</sup> In the other words, writing is a process of expressing ideas, thoughts, and feeling of the writer by using a conventional system, so that the reader understand the message or information sent.

In addition, according to Harmer stated that writing has always been used as a means of reinforcing language that has been taught.<sup>7</sup>Its mean that the teacher can askt the students to write recently material such as paragraph. It can be added that reinforcement writing guides the students to improve their performance.

Moreover, Siahaan explains that writing is the written productive language skill.<sup>8</sup> The written productive language skill is called writing. It is skill of a writer to explain information to a reader or group of readers.

---

<sup>6</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.215

<sup>7</sup> Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman), P.32

<sup>8</sup> Sanggam Siahaan, *The English Paragraph*, p.2.

Based on the explanation above, writing is a process in communication which uses a conventional graphic system learnt. In order to have good writing skill, someone should know the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some other related to another. It is also important that communication will be successful if the readers understand the message because writing is drawing the graphic symbols that people can understand.

The purpose of writing is to give information from the writer to the reader and convey the message or information accurately, effectively, and correctly. In order to attain the purpose, the purpose, the writers should be able to communicate their ideas or thought into the written language clearly, so it can be understood by the reader.

From the definition of writing the researcher have the definition of writing is very important to develop the students' performance in English because writing is one of the main parts in English. Writing is an activity of using language in written text consisting of sentences or clauses or even only phrase to express thought to the readers in written form.

Therefore, it will be easily understood by the reader as one of four language skills, writing is important because it constitutes the clarification of someone's thought and feeling. Through this skill the students can explore their own thinking, various feeling, and also the

concept by using words of papers. Indeed, in writing the students can express their ideas, thought, and fact in well-formed structure.

#### **b. Process of Writing**

In order to result the good writing, the writers must be able to maximize their effort in the writing process. Andrew P. Johnson explains that there are five types of writing process, as follows :<sup>9</sup>

##### 1) Prewriting

The goal of this step is to produce ideas, to list, to brainstorm, to outline in order to produce ideas.

##### 2) Drafting

Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained place of writing or procedure for determining whether the information that is discovered during prewriting can be shaped into a successful piece of writing.

##### 3) Revising

This is the point of writing process. Revising is a way to re-examine and reevaluate the choices that have created a piece of writing is revised and reformed many times.

##### 4) Editing

This is the step where the students correct grammar, spelling, and punctuation errors.

---

<sup>9</sup> Andrew P. Jhonshon, *Teaching Reading and Writing A guidebook for Tutoring and Recomendating Students*, ( New York: Rowman and Littlefield Education,2008), p.179.

### 5) Publishing and Sharing

In this step, students share their writing with audience. At this stage, writing becomes real and alive.

#### c. The measurement rubrics of writing

According to Reid the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing narrative text is 100<sup>10</sup>. Here is the measurement rubric according to Reid:

**Table 2.**

**The Measurement Rubrics of Writing**

Writing performance	Score	Criteria	Explanation
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic
		Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate

<sup>10</sup> Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), p.236-237

	16-13		
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	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 work/idiom form, choice, usage, meaning confused or obscured.
		Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate

	9-7		
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.
	17-11	Fair to Poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
		Fair to	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

	3	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
	2	Poor	

Source: Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993), p.236-237

In conclusion, there are some criteria to measure the students' writing recount text and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing recount text.

## 2. Concept of Narrative Writing

### a. Narrative Writing

In learning English, writing is a text which gives written information which is written in piece of paper or more. It is result of writing activity. Some kinds of texts are taught to the students and the students are expected to be able to understand, explore and apply them in form writing skill. One of kind of writing is narrative.

Narrative is writing about characteristic features of a particular thing. According to Oshima and Hogue, narrative writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A



writer of good description is like an artist, who paints a picture that can be “seen” clearly in the mind of the reader.<sup>11</sup>

Based on explanation above, the narrative writing performance is a type of writing what a person or thing is like in particular. Therefore, in choosing a subject that will be written in the narrative text composition, the writers must focus on the topic sentence, the supporting details, and the conclusion because all of them will make impressed and will be easier to describe.

#### **b. Purpose of Narrative Writing**

The purpose of writing based on Greenville is the basic aim of getting ideas from one brain into another.<sup>12</sup> Brown stated the purpose of writing is to give some information.<sup>13</sup> Kinds of purpose in writing are provided as follow:<sup>14</sup>

##### 1) Writing to Entertain

Writing to entertain generally takes the form of so called imaginative writing or creative writing (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poem, song lyrics, plays and screenplays.

---

<sup>11</sup> Alice oshima and Ann Hogue, *Introduction to Academic Third edition*, ( The United States of American : Logman, 2007), p. 61

<sup>12</sup> Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1.

<sup>13</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy(2nd Edition)*, (Great Britain: Logman, 2001), p. 348.

<sup>14</sup> Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001), p.1-2.

## 2) Writing to inform

This kind of writing can also be “entertaining” in the sense that they a good read. But entertaining the reader is not their main purpose that just a bonus. To inform means to transmit necessary information about a subject to the readers, and usually this also means telling the readers what the facts are of what happened.

## 3) Writing to persuade

Persuade is very important things in human’s like. The writers will use persuade attempt to get someone to do something they want to achieve benefits for others, or to solve the problem.

Meanwhile, Grenville stated that any piece of writing will be trying to do at least one of the following thing:<sup>15</sup>

- a) Entertaining the readers so they laugh, at least engaging their feelings in some way.
- b) Informing the readers about something.
- c) Persuading used to convince the reader of something.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps the writers share their perceptions. As human beings, the writers have a compelling desire to connect with other people by sharing our experiences with them.

---

<sup>15</sup>*Ibid*, p.1

### c. Language Features of Narrative Writing

Description often uses 'be' and 'have'. Tense which is often used is simple present tense. The specific grammatical features of narrative text are as follow:<sup>16</sup>

- 1) Using simple present tense to describe the thing, the fact, in order to get detail and clear explanation or description. However, sometimes it uses past tense if the thing to be describe doesn't exist anymore.
- 2) Focusing on spesific participants such as the title of *My English teacher, Andini's cat, My Favourite place*
- 3) Most of the verb which is used in writing narrative text is verbs of being and having such as *Andini's cat has four short legs and two beautiful eyes.*
- 4) Using narrative adjectives such as *strong legs, white fangs* in order to describe the characteristic or the condition of the topic.
- 5) Using detailed noun phrase to give information about the subject such as *a very beautiful scenery, a sweet young lady, very thick fur.*

### d. Organization of Narrative Writing

The generic structure of narrative text consist of identification and description.<sup>17</sup>

---

<sup>16</sup> M Mursyid PW, *English Learning Handout For grade VIII Learning Narrative Text*, p.4

<sup>17</sup> Imelda Wardani, Hasan Basri, and Abdul Waris. *E-journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014- ISSN 233-1841 p.2

- 1) Identification : about introducing subject or thing that will be describe.
- 2) Description : brief detail about who, or what of the subject.

## **B. Concept of Team Pair Solo (TPS)**

### **1. Definition of Team Pair Solo (TPS)**

According to Kagan, Team-Pair-Solo is one of cooperative learning technique where students discussing a problems in a team first, next in their partner and the last on individually. This technique is considered to help student in develop motivate and ideas to attempt and succeed at problem which is initially were beyond their skill. After this all students took individual quizzes related to material, at that time they might not help each other.<sup>18</sup> It means that Team-Pair- Solo is one technique of cooperative learning in which the students discuss in a team or group, then with partner and finally solo or individually.<sup>19</sup>

There are three steps of team-pair-solo technique: first discussing and expressing ideas in a team, then with a partner and finally on their own.<sup>20</sup> The aims of teampair- solo technique are to develop thinking skills, support communication skills, and also encouraging information sharing.<sup>21</sup> Hence, by applying team-pair-solo technique, teacher can encourage the

---

<sup>18</sup> Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kaga Publishing, 2009), p. 4.8

<sup>19</sup> Santi Purwanti and Ima Chusnul, *The Effectiveness of Using Team Pair Solo in Teaching Writing Narrative Text*, SELL Journal Vol. 2, ISSN 2528-6595, (Jombang, IMI & STKIP Jombang, 2017), p.3.

<sup>20</sup> Cook Jane, *Effective Teaching Strategies that Work with All Students Session 2*, (Willimantic: EASTCONN 2007), p.9.

<sup>21</sup> Spencer Kagan and Miguel Kagan, *Op. Cit.*, p. 6.19.

students to participate in the classroom activities as well as encourage them to discussing and developing their ideas into good writing without being afraid of making mistake.

As a technique which started with teamwork, the term of “team-building” closely adhere to this technique. Robert E. Slavin states that cooperative learning (CL) refers to variety of teaching technique and method in which students work in small group to help one another learn academic content. In cooperative classroom, students are expected to help each other to discuss and help each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding, so that the interest and active students in the learning process could be improved not only individually but also in groups or together.

It can be concluded that by using “Team or group” in teaching learning process, especially writing, this technique can build students motivating in making writing and also can improve students’ knowledge and interest in learning process. Because in “team” students can shared their thinking and ideas with other students in together or groups.

## **2. Advantages an Disadvantages of Team-Pair-Solo**

There are many advantages of applying Team-Pair-Solo technique as follows:

- a. It can develop social skill, to pool students’ knowledge and skill and to construct individual accountskill.

- b. By acquiring social skill, the students become more polite, cooperative respectful, responsible and able to make their mind up conflicts and charge of their impulses.
- c. Build a sense of positive interdependences in order for everyone to succeed, they must work together and resolve each other out.
- d. Gives students the confidence to engage in problems they might now otherwise have attempted as they see their peers successes and learn from them.<sup>22</sup>

It can be concluded that, by using Team-Pair-Solo technique, the students become more active, respectful and also motivated students in writing. The students worked together to exchange their ideas on a writing topic. Writing, exchanging and correcting one another's papers in team is more interesting to students to build their knowledge or idea in their writing.

There are some disadvantages of Team-Pair-Solo as follows:

- a. The grouping can bring about some raucous in the class and it possible to disturb the teaching learning process.
- b. Some people think about negative feeling about grouping in a class.
- c. Some students are dislike to work in group with the students who are not their friends.
- d. Lack of self-confidence, along with unwillingness, sometimes outweigh a sense of security in pair or group work.<sup>23</sup>

---

<sup>22</sup> Sumarsih and Dedi Sanjaya, *Improving The Students' Achievement on Writing Narrative Paragraphs Through The Application of Team Pair Solo*, p.6

It can be drawn, there are some disadvantages of Team-Pair-Solo technique namely the grouping or teamwork activity makes in the classroom noisy and can be disturb other students. Some students are dislike working in group because the students who are not their friends. In other hand, to tackle these disadvantages of this technique, the researcher gave additional rules and agreement reached before teaching-learning process on progress.

Once this techniques start working, the teacher should monitoring the teaching-learning progress. Because it is important to know that each student make sure actively participates in the team stage and describe team members" behavior then give students feedback. Another thing which can reduce these weakness in team-pairsolo technique: the teacher asks one student as a leader in team in order to learning process work effectively, next the teacher should explain and elaborate the instruction in each stage clearly to avoid the students" confused when the technique is implemented.

### **3. The Procedure of Teaching Writing though Team-Pair-Solo Technique.**

Schurman states that there are steps in applying Team-Pair-Solo technique in teaching writing, there are main steps (Team, Pair and finally Solo) that should be followed. Those are:

---

<sup>23</sup> *Ibid.*,

**TEAM**

The team work activities were the first step during which:

- a. Groups are formed (one group consist of four until six students)
- b. Task is explained and task sheet are given (what to do/how to do it)
- c. A list of topic administered
- d. Topic are chosen by groups
- e. Discussion are carried out
- f. Finally roles are assigned

At this stage, students are engaged, through the use of quick dialogs an activities, in answering the question that divided by the teacher and what topic they would like to write about from the topic that given in questioning paper.

**PAIR**

Team work activities are followed by pair work activities and at this stage;

- a. Pairs are structured
- b. Roles are assigned
- c. Discussion are carry out
- d. Controlling idea/s are developed and selecting
- e. An outline is written

During pair work activities, students work as pair to decide a controlling idea for the topic they selected. And then they have to write



down the outline in a phrase format with two or three major supporting details in the time given.

### **SOLO**

At this stage of the assignment process, students work individually to develop and write a paragraph in class.<sup>24</sup>

#### **4. The Steps of Teaching Writing through Team-Pair-Solo Technique**

The steps of Team-Pair-Solo technique as follows:

In first meeting, the teacher explains about narrative text, generic structure, language features and also five aspects of writing and The teacher elaborates the technique that used in teaching narrative text.

##### **a. Team Stage**

- 1) The teacher forms a team or group, one group consist four until six students. The teacher formed a team by using randomselection. One team has a different role: two students as leader and secretary then another student as a member of team.
- 2) To determine the topics, the teacher writes nine topics in the whiteboard, next the teacher write the numbers of each topics in small of paper and roll it. After that the leader of each team took this small paper randomly.
- 3) The teacher explain the rule that should be done in team or group: time duration, the leader should control their friends to work and

---

<sup>24</sup> Beyhan Schurman, *The Writer Stuff'' Guiding Written Assignment from Start to Finish*. (Atilim: DELSU Atilim University, 2009).p.6

help one another in team, after the time duration has end, the leader should ask their friend to work with partner.

- 4) The teacher asked to students to discussing and generating their idea related to the topic that have selected in team.

**b. Pair Stage**

- 1) After the team stage has end. The next stage is Pair. There is students' role in pair stage: one student as secretary and another as member who help each other out in controlling and developing ideas based on the topic they selected.
- 2) The students develop the ideas which have got from the previous step and then the students have to write down the outline in a phrase format with two or three majors supporting details in the time were given and the students begin to write some sentences.

**c. Solo Stage**

- 1) The teacher asked the students to work individually. The students have to organized and develop the sentences into some paragraphs.
- 2) The students composed a narrative text through the process of writing, starting from writing the rough draft, revising, writing the second draft, then revising it, and writing the final draft.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research the researcher applied experimental research, in teaching proses the research used Team-Pair -Solo technique towards students' writing ability in narrative text. The model of the experimental design of this study is quasi-experimental research. Creswell states that quasi experiment includes assignment, but it is not random assignment of participants to groups. The experiment cannot artificially create groups for the treatment<sup>25</sup>. It means that it does not have the chance for random task of the students to special group in different situations.

The common term for this type of group of participants is intact. In other word, the researcher determined two classes of students, one class as an experimental class and the other class as a control class. 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.

---

<sup>25</sup> John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed), (Boston: Pearson Education, 2012), pp. 294-295

## B. Operational Definition Of Variables

According to Sugiyono, research variable is basically shaped that defined by the writer to be studied so that the retrieved information about the problem then pulled the conclusion.<sup>26</sup> The variables have two kinds, namely: Independent variable or variable (X), and dependent variable or variable (Y).<sup>27</sup> In this research, there were have two variables, they are as follows:

### 1. Independent Variables

In this reseach the independent variable is Team-Pair-Solo as technique (X).

Independent Variable (X) Team-Pair-Solo technique in this research is a kind of technique in teaching writing ability that will used by researcher. Team-Pair-Solo is one of cooperative learning technique where students discussing a problems in a team first, next in their partner and the last on individually.

### 2. Dependent Variable (Y)

In this reseach the dependent variable is students' writing ability of narrative text (Y).

Writing is process where the students know their writing ability to make a good writing. It is ability of each person to express ideas or information to the readers as a communication related to the topic in written form.

---

<sup>26</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2014), p.38

<sup>27</sup> John W. Cresswell, *Op. Cit.*, p. 115-116

### C. Population and Sampling Technique

SMA Negeri 1 Seputih Raman, Lampung Tengah, Lampung. It will a senior high school in Seputih Raman, chosen as the testing environment because the venue will be accessible for researchers to perform the study

#### 1. Population

Populace will entirely of the subject matter review. Populace is a community of people who share this very same characteristic<sup>28</sup>. Therefore, populace will a community of elements or cases that adhere to particular standards, whether entities, objects or events, and to which we aim to interpret the analysis findings. The populace of all students in the research at ten grade of SMA Negeri 1 Seputih Raman. The total of students is 295.

The sample communities were as following:

- a. XI 1 total students is 32
- b. XI 2 total students is 29
- c. XI 3 total students is 30
- d. XI 4 total students is 29
- e. XI 5 total students is 32
- f. XI 6 total students is 30
- g. XI 7 total students is 29
- h. XI 8 total students is 29

---

<sup>28</sup> John W. Creswell, *Educational Research*, (Boston: Pearson, 2012),142 .

## 2. Sample

The sample as a smaller group from sample populace to be analyzed by the researcher to generalize the target population<sup>29</sup>. The samples of this study would divisible two groups. First group was XI 4, 25 participants are here and as an experimental group which would be taught by teaching usage Team-pair-solo technique. The others group was XI 8, which had 25 participants as a control class teaching usage dictation method.

## 3. Sampling Technique

In this research, the researcher took sample the population of the research by using Cluster Random Sampling Technique. Setyadi states that cluster random sampling is done to the population which has different group.<sup>30</sup>In other word, the researcher must random the class of all the classroom of tenth grade to get the sampling for this research.

Based on the explanation above to determine the sample, the researcher used lottery. There are steps in determining sample by using cluster random sampling, as follows:

- a. The researcher writes all of the class of the tenth grade on some small pieces of paper and rolls them.
- b. Then the researcher puts nine pieces of small paper into a bottle.

---

<sup>29</sup> *Ibid.*,142.

<sup>30</sup> Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2008), p. 141.

- c. The researcher shakes the bottle and then takes one small piece of roll paper. It was XI 8 as control class and another small piece of roll paper included into the bottle again.
- d. Finally, the bottle shakes again and takes one small piece of roll paper. It was XI 4 as experimental class.

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

In data collecting technique, there had three steps as the following:

1. Test

Test will be usually performed by using that element of the survey and determining how it works. Two tests have be used in this study as follows:

- a. Pre-test

In this research, the students will given pre-test before they were given a treatment. The researcher conducted pretest in order to know and find out the students' writing ability in narrative text. In pre-test, the researcher asked student to choose one of provided topic, they wrote narrative text related to the topics they had chosen. The composition should not less than 100 words in 60 minutes. The researcher gave pre-test to both classes: experimental class and control class before treatment.

- b. Post-test

The post-test will administered to know and to measure students' writing ability especially on narrative text after treatment

conducted by using Team-Pair-Solo technique in experimental class and Dictation technique in control class. Similar with pre-test, in post-test the students must choose one of topics which provided by researcher then the students wrote narrative text related to the topic they had chosen. The composition should not less than 100 words in 60 minutes. The topic was different from pre-test.

## 2. Observation

A significant factor will discovery of any research inquiry. Observation involves more than simply studying the world around us in the light of science to get inspiration for research. This strategy will hoped to that to get information about the process of studying, the services there and the others. On this research the writer will only one participant to observe ten graders of SMA N 1 Seputih Raman in academic years 2022/2023.

## 3. Documentation

Documentation is one of the procedures in the audit work of an organization, and all actions and information relating to an audit have been recorded in writing. The instrument used for documentation method was books, magazine, note, data from internet

- a. The history of SMA N 1 Seputih Raman.
- b. The condition teachers and officials employ 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.
- e. The regulation of SMA N 1 Seputih Raman.

## **E. Research Instrument**

Instrument is a tool of facility which is used by the writer in collecting data. An instrument is tool for measuring, observing, documenting quantitative data.<sup>31</sup>In other word, instrument is a tool of collecting data of a research. In this research, the researcher used a test as instrument. The type of instrument was instruction. In form of written test, the researcher made two instruments: pre-test and post-test. In this research, the students were asked to choose one topic for theme that provided. They wrote a narrative text based on the instructions.

Weigel states that the cultural preferences and practices of the test takers is such one of aspects to the problem of the limit. The amount of time for students will take is largely dependent upon what they are used to. It can be 30, 40, 45, 60 or 180 minutes depend on what type of text they are asked to write and how many task complete.<sup>32</sup> Thus, the researcher provided 60 minutes to the students to entire the test (in pre-test and post-test) because they asked to produce one narrative text only.

---

<sup>31</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, ( New York: McGraw-Hill, 7th ed, 2009), p. 90

<sup>32</sup> Sara Crushing Weigel, *Assesing Writing*, (New:York: Cambridge University Press, 2002), p.101.

1. Pre-test instrument

Pre-test was conducted before applying the treatment. The specification topics of pre-test:

- a) legend
- b) myth
- c) fabel

2. Post-test was conducted after applying the treatment.

The specification topics of post-test:

- a. Myth
- b. Fabel
- c. Legend

#### **F. Data Analysis Technique**

The data obtained from class control and experimental class research would be analyzed with SPSS version 16 to answer the question “Is there any significant influence of using Team Pair Solo technique towards students’ skill in writing narative text at the eleventh grade of SMA N 01 Seputih Raman”. Researchers used independent samples t-test to analysis score between control class and experimental class. Independent samples t-test was used to determine whether there is a difference in the mean of the two unpaired samples. In this research researcher used parametric statistical significance tests. The formula as follow

$$t = \frac{\text{Difference between the values of report}}{\text{Standard error of the difference between the means}}$$

Normal mistake with respect to the discrepancy between the means

or

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{X}_1 - \bar{X}_2}}$$

$\bar{X}_1$  = is the mean for sample 1

$\bar{X}_2$  = is the mean for sample

$S_{\bar{X}_1 - \bar{X}_2}$  = is the standard error of the difference between the means<sup>33</sup>

---

<sup>33</sup> Timothy C. Urdan, *Statistic in plain English* (London : Lawrence Erlbaum Associates),93.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of Data**

##### **1. Research Setting**

###### **a. Brief Story of SMAN 1 Seputih Raman**

This research was performed at SMAN 1 Seputih Raman. Depending on the document, SMA N 1 Seputih Raman is the only public high school in the Seputih Raman sub-district, Central Lampung, Lampung province. The school was located in the village of Rama Murti, Seputih Raman sub-district. Founded in 2001 or more precisely has been established for 19 years. In the history, SMA N 1 Seputih Raman has experienced 5 changes in 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- Until Now )

This school is one of the high schools that implements the Full day school system. Students enter from 7:15 a.m. to 3:15 p.m. This means that by using this system students only attend school until Friday while for Saturdays and Sundays students can continue studying at their respective home.

b. List of Teachers and Staff of SMA Negeri 1 Seputih Raman.

SMA N 1 Seputih Raman is a senior high school located in Seputih Raman. This school has a total of 38 teachers and staff.. As for the details as following:

**Table 3**

**Teachers and Staff of SMA Negeri 1 Seputih Raman**

No.	NAME
1	Drs. NYOMAN SUARMO, MM
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	NI NYOMAN MARIANTI, S.Pd.
35	YULI SETIOWATI, S.Pd
36	WIWIK FITRI HANDAYANI, S.Pd.
37	NING SUROPATI, S.Pd.
38	NI WAYAN SRI KARTINI, S.Sn

c. The Infrastructure Facilities

Overall, the facilities and infrastructure available at SMA Negeri 1 Seputih Raman was very adequate, it can be seen from the list of supporting infrastructure under the learning process below:

Electrical power : 6,000 volt

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

1) Total Classroom at SMA Negeri 1 Seputih Raman.

This school has a very large number of classes or study rooms, about twenty one. This greatly supports the learning process carried out from the educator. The totals of classroom have been seen below:

**Table 4**

The Total of Classroom at SMA Negeri 1 SeputihRaman

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

2) Total Laboratory at SMA Negeri 1 Seputih Raman.

SMA N 1 Seputih Raman has two majors, namely social and science classes. So a laboratory is needed to support the learning activity process. It was to make it easier for students to practice. This school had six laboratories. The details of the number Laboratory at SMA Negeri 1 Seputih Raman as following:

**Table 5**

Total Laboratory at SMA Negeri 1 Seputih Raman.

<b>LABORATORY</b>	<b>Total</b>
Biology	1
Chemistry	1
Physics	1
Language Laboratory	0
Social Laboratory	1
Library	1
Computer	1
Total	6

## **B. Result of the Research**

### **1. 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 Team Pair Solo Tecknique 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:

### **2. Result of Pre-test**

The pretest was performed on Monday, May 5<sup>th</sup>, 2023. The first session where the author held a pretest that presented in order to tabel out the ability of a former participant to write a narrative. The result of participant text checked in the experimental class in the pre-test have been seen on the tabel :



**Tabel 6**

The pre-test result of class control witing skill at SMA Negeri 01 Seputih Raman

NO	Name	Score	class
1	GKW	54	XI 8
2	DRA	53	XI 8
3	KAF	63	XI 8
4	IGDK	51	XI 8
5	DGL	53	XI 8
6	TW	54	XI 8
7	NRD	55	XI 8
8	MA	45	XI 8
9	CTA	47	XI 8
10	SPZ	47	XI 8
11	IKJ	57	XI 8
12	SKV	55	XI 8
13	GAP	55	XI 8
14	NWA	58	XI 8
15	NDA	48	XI 8
16	NDP	45	XI 8
17	KGY	66	XI 8
18	IGA	59	XI 8
19	ANH	61	XI 8
20	DSH	63	XI 8
21	MAF	50	XI 8
22	IWR	52	XI 8
23	EBS	57	XI 8
24	GNS	68	XI 8
25	APS	49	XI 8
	Total	1365	
	Average	54,6	

**Table 7**

The Pre-Test Result of Control Class

No	Grade	Frequency	Percentage	Criteria
1.	<75	25 students	100%	Incomplete
2.	≥75	0 students	0%	Incomplete
Total		25 students		

**Tabel 8**

The pre-test result of class experiment witing skill at SMA Negeri 01 Seutih

Raman

NO	NAME	SCORE	CLASS
1	APM	52	XI 4
2	AP	53	XI 4
3	DNA	63	XI 4
4	DV	60	XI 4
5	EP	68	XI 4
6	DW	63	XI 4
7	GAC	68	XI 4
8	GAG	68	XI 4
9	ING	59	XI 4
10	IPC	66	XI 4
11	IPG	69	XI 4
12	IPR	50	XI 4
13	IA	56	XI 4
14	L	43	XI 4
15	MIS	45	XI 4
16	MA	45	XI 4
17	MI	46	XI 4
18	NKS	55	XI 4
19	NKG	60	XI 4
20	NLP	55	XI 4
21	NMD	58	XI 4
22	NMS	60	XI 4
23	NWP	48	XI 4
24	SR	43	XI 4
25	ZEP	60	XI 4
	TOTAL SCORE	1413	
	AVERAGE	56,52	

**Table 9**

The Pre-Test Result of Experimental Class

No	Grad E	Frequency	Precentage	Criteria
1.	<75	25 students	100%	Incomplete
2.	≥75	0 students	0%	Incomplete
Total		25 students		

Based on the result of pre-test above, it was investigated that the average grade in experimental class is 56 and the average grade in control class is 54. The minimum standard criteria for English is 70, and based on data above no one got a score more than minimum mastery criteria (MMC ). this suggests that the majority of participants get a poor score. It shows the students' writing skill before the treatment. To follow up the pre-test, the researcher had done the teaching treatment using Team pair solo technique..

### 3. Result of Post-test

The post-test was performed on Monday, May 8<sup>th</sup>, 2023. The scores of the text of the students tested in the experimental class and control class pos-ttest have been seen on the tabel. The type of writing skill test is composition text in the form of factual narrative text in English based on the topic. In the the pre-test process, the researcher given a contruction the students to write type of text absolutly narrative text. The students rewrite the text with their style. The pre-test results are illustrated in the following table:

**Table 10**

The Post-test Result of Control Class Students' Writing Skill

The Eleventh Graders XI 8 of SMAN 1 Seputih Raman

NO	Name	score	class
1	GKW	54	XI 8
2	DRA	73	XI 8
3	KAF	63	XI 8
4	IGDK	61	XI 8

5	DGL	63	XI 8
6	TW	68	XI 8
7	NRD	64	XI 8
8	MA	63	XI 8
9	CTA	73	XI 8
10	SPZ	77	XI 8
11	IKJ	71	XI 8
12	SKV	68	XI 8
13	GAP	75	XI 8
14	NWA	70	XI 8
15	NDA	68	XI 8
16	NDP	68	XI 8
17	KGY	79	XI 8
18	IGA	59	XI 8
19	ANH	61	XI 8
20	DSH	63	XI 8
21	MAF	70	XI 8
22	IWR	77	XI 8
23	EBS	75	XI 8
24	GNS	68	XI 8
25	APS	79	XI 8
	TOTAL	1710	
	AVERAGE	68	

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

No	Grade	Frequenc y	Precentag e	Criteria
1.	<75	19 students	76%	complete
2.	≥75	6 students	24%	Incomplete
Total		25 students		

**Table 12**  
The Post-test Result of Experiment Class Students' Writing Skill  
The Eleventh Graders XI 4 of SMAN 1 Seputih Raman

NO	NAME	SCORE	CLASS
1	APM	78	XI 4

2	AP	81	XI 4
3	DNA	74	XI 4
4	DV	79	XI 4
5	EP	76	XI 4
6	DW	81	XI 4
7	GAC	83	XI 4
8	GAG	79	XI 4
9	ING	76	XI 4
10	IPC	77	XI 4
11	IPG	81	XI 4
12	IPR	83	XI 4
13	IA	72	XI 4
14	L	76	XI 4
15	MIS	76	XI 4
16	MA	79	XI 4
17	MI	80	XI 4
18	NKS	73	XI 4
19	NKG	78	XI 4
20	NLP	69	XI 4
21	NMD	76	XI 4
22	NMS	83	XI 4
23	NWP	81	XI 4
24	SR	81	XI 4
25	ZEP	80	XI 4
	TOTAL	1952	
	AVERAGE	78	

**Table 13**  
The Post-Test Result of Experimental  
Class

No	Grade	Frequenc y	Precentag e	Criteria
1.	<75	4 students	16%	Incomplete
2.	≥75	21 students	84%	complete
Total		25 students		

Based on the result of post-test above, it was investigated that the average grade in experimental class is 68 and the average grade in control class is 78. It shows the students' writing skill after the treatment. The

minimum standard criteria for English is 75, and based on data above control class only 6 students got score more than minimum mastery criteria (MMC ) and 19 students got score fail. This suggests that the majority of participants get a poor score. it could be seen that participants of control class got values score  $<75$  (76%) is 19 students 6 students got values  $>$  (24%).

Basd on the result of eksperiment class only 21 students got score more than minimum mastery criteria (MMC ) and 4 students got score fail Then that participants of experiment class got values score  $>75$  (84%) is 21 students 4 students got values  $<75$  (16%). After getting the complete data, the researcher investigated the influence of Team pair solo technique on writing skill by using SPSS.

## C. Data Analysis

### 1. Result of Normality Test

The researcher the normality measure reported after the learners were graded in the pre and posttest of narrative in writing ability. The test for normality should be used to determine if any or not the residual value is naturally transferred.

a. These are hypotheses as following:

**Ha:** The normal distribution for a data if sig value  $> 0,050$ .

**Ho:** There was no normal distribution of the data, if sig value  $< 0,050$ .

**Tabel 14****Tests of Normality**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
post-test	post-test control class	.203	28	.005	.937	28	.094
	post-test exsperiment class	.166	28	.046	.906	28	.016

Dependent on the data, have been seen Sig. (p value) on the sheet below Kolmogrov-Smirnov<sup>a</sup> in control class was 0.005 then in experimental class is 0.046 and  $\text{Sig} > \alpha = 0.050$ . This suggests that Sig. (p value)  $H_a$  is accepted and  $H_0$  is rejection. The assumption from data is the population in the ordinary delivery.

**2. Result of Homogeneity Test**

The Homogeneity Test is test performed the populace has the same variations to classify two or three of the data samples. (homogeny).

a. The evaluation parameters are followed:

**$H_0$**  : The data variation is not homogeneous, when  $\text{sig} < \alpha = 0.050$

**$H_a$**  : The data variation is homogeneous when  $\text{sig} > \alpha = 0.050$

**Tabel 15****Test of Homogeneity of Variances**

post-test			
Levene Statistic	df1	df2	Sig.
7.426	1	54	.009

Dependent on the data table, It could be used in the homogeneity testing of the sheet variances that Sig. (P value) = 0,009 and sig value is  $> \alpha = 0.05$ . So, based on the data we can conclude It was homogenous data.

### 3. Result of Hypothetical Test

On the basis of the former description, the test of normality and homogeneity was fulfilled. The author then the t-test that follows was included from an unbiased t-test to hypothesize.

Hypotheses formulate as following:

**H<sub>0</sub>** : The Team Pair Solo technique is not effective to apply in teaching writing especially in narattive at grade of SMA Negeri 1 Seputih Raman.

**H<sub>a</sub>** : The Team pair Solo Technique is effective to apply in teaching writing especially in recount at grade first of SMA Negeri 1 Seputih Raman .

The acceptance or rejection conditions for the hypothesis for the Hypothetical T-Test were:

Ha is accepted if Sig value  $< \alpha$  0.050.

Ho is rejected if Sig value  $> \alpha$  0.050.

**Tabel 16**

#### 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	7.426	.009	26.277	54	.000	29.893	1.138	27.612	32.174
	Equal variances not assumed			26.277	47.826	.000	29.893	1.138	27.605	32.180



Dependent on the data table tables achieved in the independent t-test sample on the section that produced the quality of the valuable Sig. (P value) = 0.000 and standard value is  $< \alpha = 0.050$ . So, the conclusion  $H_a$  was accepted because the T-Test value is 0.000 was smaller than  $\alpha = 0.05$ . So, there is also a significant gap in students' learning outcome at the experimental class that used a treatment dictation method between the control class that does not got treatment.

#### **D. Discussion**

The researcher listed multiple techniques used to assess the writing skill of students in the narrative text at the beginning of the study. Several experiments have been carried out for comparison purposes of pre and posttest, to gather results. Initial assessments have been offered in order to evaluate consistency of the writing of students in narrative text before the researcher takes care of it.

To determine the effect of using the team pair solo technique on students.. The researcher was carried out in three treatments. At first treatment performed on May 5<sup>th</sup>, 2023. The next meeting was performed on May 08<sup>th</sup>, 2023. From the data obtained, have been seen that the results of the students' pre and post values show a graph of improvement students' post was higher than the pre.

Focused on the data and hypothesis testing, the results of the null hypothesis t-test ( $H_a$ ) is received because score of T-test was 0.000 was smaller

than  $\alpha = 0.05$  . It means the treatment is already the effect of using the team pair solo method on learner writing narrative text.

In addition, the team pair solo method had effect to learner' writing cause used the team pair solo method as learning environment will increase student writing ability to helping students improvement of small period of time memory students attempt maintaining valuables phrases or entire phrases when you write on another hand. It will inspire student to write Foreign languages..

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis result the author can answered the problem formulation of this research is there any significant difference of using Team Pair Solo technique towards students' skill in writing narrative text at the eleventh graders of SMAN 01 Seputih Raman. The results of the analysis can be seen as follows:

The posttest was offered from the final scene on study to assess the efficacy of the Team Pair Solo procedure in comparison to the capacity of students narrative text in writing following treating in all groups were administered. The average posttest for experimental group was 78,07. Therefore, the average posttest at the control group was 68,81.

This revealed that the posttest value of students in the experimental group was greater between the posttest values of students in the control group. The outcome is easy to see from the sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.000. In addition, it is inferior to  $\alpha = 0.050$  and this indicates that  $H_a$  is accepted.

Depending on the results of data collection the author made a summary that the method of team pair solo was effective and there is a difference in the use of the team pair solo technique for the development of students skills and ideas in writing a narrative text in the eleventh gardes from SMA Negeri 1 Seputih Raman.

#### B. Suggestion

The writer suggested solutions as follows in reference to the aforementioned conclusion:

1. Simple suggestion to the trainer

On this study, the author discovered that the Tem Pair Solo Technique was useful for students in teaching the ability to write, specifically narrative text. The English educator is supposed to use the method of Team Pair solo as kind of the methods of teaching training writing, particularly Narrative.

2. Simple suggestion to the learners

To develop their writing ability, students can study with seriously and conduct writing training in English as a second tongue. In preparation to render a good author directly in narrative, they should also be involved and imaginative

3. Any Other Authors' Recommendation

The author using Team Pair Solo method for the research to assist students at Senior High School in process learning especially in the ability of recount text. Next, on various person levels or other talents in English, such as communicating, reading and listening, writers may execute this process.

## BIBLIOGRAPHY

- Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2008).
- Alice oshima and Ann Hogue, *Introduction to Academic Third edition*, ( The United States of American : Logman, 2007).
- Andrew P. Jhonshon, *Teaching Reading and Writing A guidebook for Tutoring and Rekomending Students*, ( New York: Rowman and Littlefield Education,2008).
- Bani Amirul.,*“The Implementation of Team Pair Solo Strategy In Increasing The Students’ Ability In Writing Text”* (Institut Kesehatan Sumatera Utara, Indonesia).
- Beyhan Schurman, *The Writer Stuff” Guiding Written Assignment from Start to Finish*. (Atilim: DELSU Atilim University, 2009).
- Cook Jane, *Effective Teaching Strategies that Work with All Students Session 2*, (Willimantic: EASTCONN 2007).
- Endah Woro Hapsari et al., *“Team-Pair-Solo Technique To Teach Reading Comprehension Of Explanatory Text”* (English Language Education Study Program of FKIP UNTAN).
- H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy(2nd Edition)*, (Great Britain: Logman, 2001), p. 348.
- Imelda Wardani, Hasan Basri, and Abdul Waris. *E-journal of English Language Teaching Society (ELTS)* Vol. 2 No. 1 2014- ISSN 233-1841.
- Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, ( New York: McGraw-Hill, 7th ed, 2009).
- Jeremi Harmer, *How to Teach Writing* (England: Pearson Longman).
- John W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitive and Qualitative Research (4th ed)*, (Boston: Pearson Education, 2012).
- Joy M. Reid, *Teaching ESL Writing*, (USA: Prentice Hall Regent, 1993).
- Kate Grenville, *Writing From Start to Finish: a six-step guide*, (Australia: Allen & Unwin, 2001).
- Lely Setyawati, ” Using Team Pair Solo To Improve Students’ Reading Comprehension Toward The Eleventh Grade Of Iis-4 SMAN 4 Kediri.
- M Mursyid PW, *English Learning Handout For grade VIII Learning Narrative Text*.
- Meliza Aprela Yati,Hemawati Syarif, Zul Amri, ”*The Effect of Team Pair Solo Teachnique on Students’ Reading Comprehension of Narrative Text at Grade IX of SMPN 14 Pekanbaru”*,English Language Education Program, Universitas Negeri Padang, Volume 2, No 1 Desember (2018).

- Rega Depaprawati, “ The Impact Of Team Pair Solo Technique And round Robin Technique On Students’ Ability In Writing Narrative Text”,Departement of English, Faculty Language and Arts,Semarang State University,Indonesia,(2013).
- Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008).
- Santi Purwanti and Ima Chusnul, *The Effectiveness of Using Team Pair Solo in Teaching Writing Narrative Text*, SELL Journal Vol. 2, ISSN 2528-6595, (Jombang, IMI & STKIP Jombang, 2017).
- Sara Crushing Weigel, *Assesing Writing*, (New:York: Cambridge University Press, 2002).
- Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kaga Publishing, 2009).
- Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2014).
- Sumarsih and Dedi Sanjaya, *Improving The Students’ Achievement on Writing Narrative Paragraphs Through The Application of Team Pair Solo*,.
- Timothy C. Urdan, *Statistic in plain English* (London : Lawrence Erlbaum Associates).

# APPENDICES

## SILABUS PEMBELAJARAN

**Mata Pelajaran : Bahasa Inggris**

Satuan Pendidikan : SMA N. I SEPUTIH RAMAN

Kelas : XI (Sebelas)

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should</i> , <i>can</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p><i>those, my, their, dsb.</i></p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>tertulis kemudian dibacakan ke kelas</p> <ul style="list-style-type: none"> <li>- Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i> )	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan menyatakan pendapat <i>I think, I suppose, in my opinion</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> </ul>
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> <li>- Sapaan</li> <li>- Isi</li> <li>- Penutup</li> </ul> <p>• Unsur Kebahasaan</p> <ul style="list-style-type: none"> <li>- Ungkapan dan istilah yang digunakan dalam undangan resmi</li> </ul>	<ul style="list-style-type: none"> <li>- Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar</li> </ul>
<p>4.3 Teks undangan resmi</p> <p>4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja</p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> <p>• Topik</p> <p>Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> <p>• Multimedia</p> <p>Layout yang membuat tampilan teks lebih menarik.</p>	<ul style="list-style-type: none"> <li>- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan</li> <li>- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai</li> <li>- Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya</li> <li>- Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya</p>	<p>• Fungsi Sosial</p> <p>Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis</p> <p>• Struktur Teks</p> <p>Dapat mencakup</p> <ul style="list-style-type: none"> <li>- Pendapat/pandangan</li> <li>- Argumentasi secara analitis</li> <li>- Kesimpulan</li> </ul> <p>• Unsur Kebahasaan</p>	<ul style="list-style-type: none"> <li>- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda.</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya</li> </ul>
<p>4.4 Teks eksposisi analitis</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan</p>	<ul style="list-style-type: none"> <li>- Ungkapan seperti <i>I believe, I think</i></li> <li>- Adverbia <i>first, second, third ...</i></li> <li>- Kata sambung <i>Therefore, consequently, based on the arguments</i></li> <li>- Nomina singular dan plural</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dan tulis, terkait isu aktual</p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar</li> <li>- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya.</li> <li>- Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<p>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)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam passive voice</li> <li>- Preposisi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beberapa negara dengan banyak menggunakan kalimat pasif</li> <li>- Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar</li> <li>- Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
<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</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi</li> <li>• Struktur Teks Dapat mencakup <ul style="list-style-type: none"> <li>- Tempat dan tanggal</li> <li>- Penerima</li> <li>- Sapaan</li> <li>- Isi surat</li> <li>- Penutup</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan keakraban yang lazim digunakan dalam surat pribadi</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Pengalaman, informasi, hal lain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.</li> <li>- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya</li> <li>- Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya</li> <li>- Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
<p>dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i>)</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb.</li> <li>• Struktur Teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Kata yang menyatakan hubungan sebab akibat: <i>because of ...</i>, <i>due to ...</i>, <i>thanks to ...</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a</i>, <i>the</i>, <i>this</i>, <i>those</i>, <i>my</i>, <i>their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan sebab akibat</li> <li>- Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud</li> <li>- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda</li> <li>- Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan penerapan sebab akibat dan kemudian dibacakan ke kelas</li> <li>- Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> <li>• Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul>	
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena</li> <li>• Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> <li>- fenomena</li> <li>- identitas gejala</li> <li>- rangkaian penjelasan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX</li> <li>- Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan               <ul style="list-style-type: none"> <li>- Adverbial <i>first, then, following, finally</i></li> <li>- Hubungan sebab-akibat (<i>if – then, so, as a consequence, since, due to, because of, thanks to</i>)</li> <li>- Kalimat pasif, dalam tenses yang <i>present</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI</li> </ul>	<ul style="list-style-type: none"> <li>- Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda</li> <li>- Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana.</li> <li>- Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya</li> <li>- Mempresentasikan teksnya kepada teman-teman yang datang membaca</li> <li>- Melakukan langkah yang sama dengan topik fenomena sosial</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI		
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca</li> <li>- Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya</li> <li>- Menyimak, dan menirukan guru membaca lirik lagu secara bermakna</li> <li>- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu</li> <li>- Membahas pemilihan kata tertentu terkait dengan tema lagu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>
4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK		

RENCANA PELAKSANAAN PEMBELAJARAN  
SMA NEGERI 01 SEPUTIH RAMAN LAMPUNG TENGAH

<b>RPP RENCANA PELAKSANAAN PEMBELAJARAN</b>		<b>SMA NEGERI 1 SEPUTIH RAMAN</b>	
Mata Pelajaran	: Bahasa Inggris	Materi Pokok	: <b>Narrative Text (Cerita Rakyat)</b>
Kelas/Semester	: XI IPA/ 2 (Genap)	Alokasi Waktu	: 2 x 45 menit

**TAHUN PELAJARAN 2022/2023**

**Tujuan Pembelajaran :**

Melalui metode pembelajaran *Jigsaw* dengan pendekatan model pembelajaran *Saintifik learning*, siswadapat :

Attitude/ Sikap	<ul style="list-style-type: none"> <li>mempresentasikan hasil diskusi, siswa berlatih bersikap percaya diri.</li> </ul>
Skill/ Keterampilan	3.7 Dengan merumuskan sebuah cerita rakyat, siswa dapat memperbaiki susunanparagraf dari sebuah cerita rakyat dengan tepat.
Knowledge/ Pengetahuan	4.7 Dengan melakukan diskusi kelompok, siswa dapat menentukan alur cerita darinarrative text dengan tepat.

**Langkah-langkah Pembelajaran**

<i>Tahapan/ Sintak</i>	<b>DISKRIPSI KEGIATAN</b>	<i>Nilai-nilai Karakter</i>
<b>PENDAHULUAN ( 10 MENIT)</b>		
	Apersepsi: <ol style="list-style-type: none"> <li>Guru memberi salam dan menyapa siswa.</li> <li>Guru mengajak berdoa sebelum kegiatan pembelajarandimulai.</li> <li>Mengecek kehadiran siswa</li> <li>Memberikan pertanyaan awal sebagai pengantar pembelajaran atau pertanyaan materi yang telah dilewati.</li> <li>Guru memberikan gambaran tentang materi yang akan dipelajari yaitu <b>Narrative Text</b> dan menjelaskan metode pembelajaran yang akan digunakan hari ini.</li> </ol>	<b>Religius Disiplin</b>

	6. Memberikan motivasi dalam belajar bahasa inggris	
<b>KEGIATAN INTI (65 MENIT)</b>		
	<p>Langkah-langkah pembelajaran sesuai kebutuhan:</p> <ol style="list-style-type: none"> <li>1. Siswa menyimak text yang ada di buku pegangan siswa dengan memperhatikan struktur text yang terdiri dari orientasi, Complication, Resolution, Re-orientation, contohnya: <p style="text-align: center;"><b>The Lake Toba</b></p> <p>A long time ago, there lived a young orphan farmer in the northern part of the island of Sumatra. The area is very dry. Syahdan, the young man lived from farming and fishing. One day he was fishing a fish so beautiful. The color is golden yellow. So, holding, the fish turned into a lovely princess. The daughter of a woman who was condemned for violating a ban. He will turn into a kind of creature that first touch. Therefore, human touches it, it turns into a princess. Fascinated by her beauty, the young farmer's daughter asked her to be his wife. The proposal is accepted on condition that the young man would not tell its origin from the farmer ikan. Pemuda the terms agreed. After a year, the couple blessed with a boy. He has a bad habit that is never satiated. He ate all the food.</p> </li> <li>2. Siswa diberikan stimulus untuk melakukan tanya jawab terkait materi pembelajaran.</li> <li>3. Siswa dibagi dalam beberapa kelompok</li> </ol>	<b>Rasa ingin tahu Percaya diri, Jujur, berkarakter, dan kerja sama.</b>

Media dan Alat:

Text Cerita Rakyat

Sumber belajar:

Buku bahasa inggris

kelas XI

**Teknik Penilaian:**

**1. Penilaian Sikap: Observasi dalam proses pembelajaran**

**2. Penilaian Pengetahuan: Tes lisan dan tes tulis.**

**3. Penilaian Keterampilan: Tulisan dan Praktek.**



**A. Penilaian Hasil Pembelajaran****The Experimental Class**

No.	Nama siswa	Aspek Menulis					Nilai
		Vocabulary	mechanic	Language structure	Organization	content	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

### The Control Class

No.	Students'Name	Writing Aspects					Grade
		Vocabulary	mechanic	Langauge structure	Organization	content	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

Seputih Raman, Mei 2023

Guru Mata Pelajaran,

Mengetahui  
Kepala Sekolah,

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

**Ni Nyoman Marianti**

**Table of List Document Point at the Senior High School 1 Seputih Raman**

**Central Lampung**

<b>No</b>	<b>Documentation Points</b>	<b>Availability</b>
1	Profil Of Senior High School 1 Central Lampung, Lampung	✓
2	Condition Of The Teacher And Official Employers In Senior High School 1 Central Lampung,Lampung	✓
3	Organization structure of Senior High School 1 Central Lampung,Lampung	✓
4	Facilities	✓
5	Location Sketch	✓

Note.

() Tick for each positive availability

**Tes**

## 1. Pre-test

Pre-test instrument

(Co

Name:

Class:

Subject : English

Class : XI IPA

Sub matter : Writing

Sub subject : Descriptive Text

Time allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on your paper.
2. Write your answer on the answer sheet provided
3. Use your allotted time adequately and properly
4. Work in groups consist of 4 students

Direction :

1. Make short descriptive text that consist of approximately 80-100 words
2. Make short descriptive text using punctuation mark, capital letter and spelling correctly
3. Do no use the electronic devices when working on questions
4. Write your descriptive text by choosing the topic given bellow:
  - a. legend
  - b. myth

## 2. Post-test

## Post-test Instrument (Control Class)

Name:
Class:

Subject : English

Class : XI IPS

Sub matter : Writing

Sub subject : Descriptive Text

Time allocation : 60 minutes

Instruction :

1. Write your name and your class clearly on your paper.
2. Write your answer on the answer sheet provided
3. Use your allotted time adequately and properly
4. Work in groups consist of 4 students

Direction :

1. Make short descriptive text that consist of approximately 80-100 words
2. Make short descriptive text using punctuation mark, capital letter and spelling correctly
3. Do no use the electronic devices when working on questions
4. write the text after the teacher has finished dictating with the topic "*holiday*"

## Result of post test class control

No	Name	Content	organization	vocabulary	language Use	mechanics	score total
1	GKW	10	10	10	10	2	42
2	DRA	15	10	10	13	2	50
3	KAF	17	10	10	13	3	53
4	IGDK	15	12	10	10	4	51
5	DGL	15	10	10	9	3	47
6	TW	14	10	13	13	3	53
7	NRD	13	10	15	13	2	53
8	MA	15	15	10	12	2	54
9	CTA	13	10	10	15	3	51
10	SPZ	12	15	12	10	4	53
11	IKJ	13	10	13	13	4	53
12	SKV	13	12	10	10	3	48
13	GAP	13	9	10	12	2	46
14	NWA	13	9	10	10	2	44
15	NDA	15	10	12	10	3	50
16	NDP	15	9	15	12	3	54
17	KGY	10	10	10	10	2	42
18	IGA	10	9	10	10	3	42
19	ANH	15	12	10	10	2	49
20	DSH	10	9	10	10	3	42
21	MAF	15	10	7	9	3	44
22	IWR	10	9	10	10	2	41
23	EBS	15	10	10	10	3	48
24	GNS	13	10	10	10	2	45
25	APS	10	9	8	9	4	40
26	AM	9	10	8	9	4	40
27	IKL	13	10	13	13	4	53
28	GAP	14	15	10	13	3	55

## Result of post test ekperiment class

No	Name	Content	organization	vocabulary	language Use	mechanics	score total
1	APM	25	18	15	17	3	78
2	AP	25	18	17	18	3	81
3	DNA	23	15	15	18	3	74
4	DV	25	15	15	20	4	79
5	EP	23	17	15	15	4	74
6	DW	25	18	15	20	3	81
7	GAC	25	20	15	20	3	83
8	GAG	20	18	17	20	4	79
9	ING	23	18	15	17	3	76
10	IPC	23	18	15	17	4	77
11	IPG	23	25	17	13	3	81
12	IPR	25	18	17	20	3	83
13	IA	23	16	15	15	4	73
14	L	25	15	15	18	3	76
15	MIS	20	15	17	20	3	75
16	MA	25	18	15	18	3	79
17	MI	22	18	17	20	3	80
18	NKS	20	15	17	18	3	73
19	NKG	25	15	15	20	4	79
20	NLP	20	15	16	15	3	69
21	NMD	20	18	15	18	3	74
22	NMS	25	18	15	20	3	81
23	NWP	25	15	17	18	4	79
24	SR	25	18	15	20	3	81
25	ZEP	22	18	17	20	3	80
26	IDK	25	15	15	20	4	79
27	NRL	20	15	18	20	3	76
28	NMK	22	18	17	20	3	80



## Document in class

Nama : MELIA ANGGREANI  
 Kelas : XI-B  
 No.Absen : 22

1. Timun mas adalah seorang gadis Pemberani dan Cantik.
2. Timun mas berusaha melarikan diri dan melawan raksasa yang sedang mengejarnya dan berusaha untuk memakani dirinya.
3. Namun Usaha raksasa Untuk menangkap timun mas gagal karena timun mas berhasil mengalahkan raksasa dan akhirnya raksasa itu mati dan timun mas hidup dengan tenang dan nyaman.

---

1. Timun mas is a brave and beautiful girl
2. Timun mas tried to run away and fight the giant who was chasing her and trying to eat her.
3. But the giant's attempt to catch Timun mas failed because Timun mas managed to beat the giant and finally the giant died and Timun mas lived in Peace and Comfort.

65 //

Nama : HADEK JOTA ANGGRA SAPUTRA  
 Kelas : XI B  
 No.Absen : 15

- Malin Kundang, Sosok anak Durhaka yg konon berasal dari Padang Sumatera Barat. Ia memiliki sifat yg sopan satu, jujur, rendah hati, sombong, dan angkuh
- Malin Kundang di kutuk oleh ibunya menjadi batu lantaran Durhaka
- ibunya marah. DIA berpacat bahwa dia akan mengubanya menjadi batu karang. dia memintak maaf malin kundang laughed dan ~~permanen~~ malin kundang jauh ke laut tenang

Transcript

- malin kundang, the figure of a disobedient child who is said to have come from Padang, West Sumatera, has a polite, honest, humble arrogant and arrogant character
- malin kundang was cursed by his mother to ~~be~~ become a stone because of disobedience
- His mother was angry - she sheated that she would turn him into stone unless he apologized. malin kundang laughed and ~~then~~ started to sail away into the ~~the~~ calm sea

75

Nama : 1. ANGGI PRAMUDITA  
2. DEWI FATMASARI  
Kelas : XI.1  
No. Absen : 03  
05

(85)

(3)

once upon a time there was a widow with a child named Mbok Srinir. when he went to the forest, he was visited by a giant who gave him cucumber seeds. the giant said that he would have children through a cucumber seed.

in short, timun mas had grown up. one night Mbok Srinir dreamed that a giant visited her. The giant will pick up timun mas in a week. Mbok Srinir was frightened and meet a powerful hermit. The hermit gave me four small packets containing cucumber seeds, needles, salt and salted prawns.

On the appointed day, Mbok Srinir asked timun mas to leave. The giant chased him. Timun mas opened the first package, and a field of cucumber immediately confronted the giant. Threatened with being taken back, timun mas opened the second package. in an instant, the surroundings turned into a forest of spiky bamboo. The giant, though wounded, continued to chase. Timun mas opened the third package. The surroundings area had become a vast ocean. But the giant was able to pass it. Frightened, timun mas threw the last package. The surroundings turned into a sea of boiling mud. The giant fell and died. Finally timun mas came home and lived happily with Mbok Srinir.

Nama : I Watan Raditta, 1 Putu Sandhita Desta Wardhana  
Kelas : XI.1  
No. Absen : 14  
15

(70)

7

One day there was a boy named main kundang who was very devoted to his mother.

When main kundang grew up main went to the city to look for work and also migrated out of town. After a long time, the mother who waited for main did not come home. Returning to his hometown using luxury ship with his wife, main's mother heard this and immediately approached main kundang, but main kundang he was ashamed to admit his mother ~~was~~ because and said "who are you, ~~am~~ a woman like you is not my mother"

Main's mother, who heard this, was very hurt and cursed main to ~~be~~ become ~~one~~ a rock. Main turned into stone. His luxury ship was destroyed and sank





**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)

---

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Pengajuan Munaqusah  
Ayu Permatasari**

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

*Assalamualaikum Wr.Wb.*

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

Nama : Ayu Permatasari  
NPM : 1601070071  
Judul Skripsi : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

Sudah kami dapat setuju dan dapat dimunaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.


**Wasallamuallikum Wr Wb.**

Metro, 12 Juni 2023

**Ketua Jurusan Tadris Bahasa Inggris**

  
**Andianto, M.Pd.**  
NIP. 198711022015031004

**Pembimbing**

  
**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**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)

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : **In order to hold the munaqosah of Ayu Permatasari**

To:  
The Honorable the Dean of Faculty of Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*


We have given guidance and enough improvement to undergraduate thesis script which is written by

Name : Ayu Permatasari  
Students Number : 1601070071  
Department : English Education  
Faculty : Tarbiyah and Teacher Training Faculty  
Title : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

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

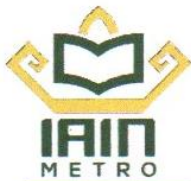
*Wassalmu'alaikum Wr. Wb*

**The Head of English Education Department**

  
**Andjanto, M.Pd.**  
NIP. 198711072015031004

Metro, 12 June<sup>th</sup> 2023  
**Sponsor**

  
**Eka Yuniasih, M.Pd.**  
NIDN. 0210078702



**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)

**APPROVAL PAGE**

Title : **THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS AMONG THE ELEVENTH  
GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN  
CENTRAL LAMPUNG**

Name : Ayu Permatasari  
Students Number : 1601070071  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

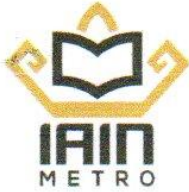
**APPROVED BY:**

**To be examined in *munaqosah* in Tarbiyah Faculty and Teachers Training of State Institute of Islamic Studies (IAIN) of Metro.**

Metro, 12 June 2023

**Sponsor**

**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



INSTITUT AGAMA ISLAM NEGERI  
(IAIN)  
METRO LAMPUNG

MODEL : C



## KARTU RENCANA STUDI

Nama : AYU PERMATA SARI  
NPM : 1601070071  
Semester : 14  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Pembimbing Akademik : Dr. Widhiya Ninsiana, M.Hum  
Tahun Akademik : 2022/2023  
IP Sebelumnya : 0,00

KOLOM DI BAWAH DIISI PA	
Kredit yang direncanakan	6 SKS
IP Semester Lalu	0,00
Tanda Tangan PA	

No	Kode Mata Kuliah	Mata Kuliah	SKS	Smtr	Kelas	Keterangan
1	STA.1.10.0	Skripsi	6	8	A	Program
<b>Jumlah</b>			6			



882030140601

Metro, 28 Januari 2023  
Mengesahkan,  
Ketua Jurusan,



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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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

## TRANSKRIP NILAI SEMENTARA

Nama : **AYU PERMATA SARI**  
 NPM : 1601070071  
 Tempat/Tanggal Lahir : RAMA MURTI, 20 Agustus 1997  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris

No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai			Ket
				Huruf	Angka	Jumlah	
1	PBI.2.01.1	Critical Reading	2	B	3,00	6,00	
2	PBI.2.02.2	Extensive Reading: Islamic Text	2	B	3,00	6,00	
3	PBI.2.03.3	Extensive Reading: Scientific Text	2	A	4,00	8,00	
4	PBI.2.04.4	Extensive Reading: Journal	2	A	4,00	8,00	
5	PBI.2.05.1	Speaking for Informal Interactions	2	B	3,00	6,00	
6	PBI.2.06.2	Speaking for Formal Interactions	2	C	2,00	4,00	
7	PBI.2.07.3	Speaking for Islamic Speech	2	C	2,00	4,00	
8	PBI.2.08.4	Speaking for Academic Purpose	2	C	2,00	4,00	
9	PBI.2.09.1	Literal Listening	2	A	4,00	8,00	
10	PBI.2.10.2	Interpretive Listening	2	C	2,00	4,00	
11	PBI.2.11.3	Listening for TOEFL 1	2	A	4,00	8,00	
12	PBI.2.12.4	Listening for TOEFL 2	2	A	4,00	8,00	
13	PBI.2.13.1	Pharagraph Writing	2	A	4,00	8,00	
14	PBI.2.14.2	Essay Writing	2	B	3,00	6,00	
15	PBI.2.15.3	Argumentative Writing	2	A	4,00	8,00	
16	PBI.2.16.4	Writing for Academic Purpose	2	B	3,00	6,00	
17	PBI.2.17.1	Basic Structure and Grammar	2	B	3,00	6,00	
18	PBI.2.18.2	Complex Structure and Grammar	2	B	3,00	6,00	
19	PBI.2.19.3	Structure and Grammar for TOEFL 1	2	B	3,00	6,00	
20	PBI.2.20.4	Structure and Grammar for TOEFL 2	2	B	3,00	6,00	
21	PBI.2.21.1	English-Indonesia Translation	2	B	3,00	6,00	
22	PBI.2.22.2	Indonesia-English Translation	2	B	3,00	6,00	
23	PBI.2.23.0	English Phonology	2	A	4,00	8,00	
24	PBI.2.24.0	English Morphology	2	A	4,00	8,00	
25	PBI.2.25.0	English Syntax	2	B	3,00	6,00	
26	PBI.2.26.0	English Semantics	2	B	3,00	6,00	
27	PBI.2.27.0	Sociolinguistics	2	C	2,00	4,00	
28	PBI.2.28.0	Psycholinguistics	2	A	4,00	8,00	
29	PBI.2.29.3	Statistics for Linguistics	2	A	4,00	8,00	
30	PBI.2.30.0	Discourse Analysis	2	C	2,00	4,00	
31	PBI.2.30.1	TEFL1	2	B	3,00	6,00	
32	PBI.2.32.2	TEFL 2	2	A	4,00	8,00	
33	PBI.2.33.3	Seminar on TEFL	2	B	3,00	6,00	



No	Komponen dan Kode Mata Kuliah	Mata Kuliah	SKS	Nilai			Ket
				Huruf	Angka	Jumlah	
34	PBI.2.34.0	Cross Cultural Understanding	2	B	3,00	6,00	
35	PBI.2.35.0	English For Academic Purpose	2	A	4,00	8,00	
36	PBI.2.36.0	English for Young Learners	2	B	3,00	6,00	
37	PBI.4.01.0	English for Business	2	B	3,00	6,00	
38	PBI.4.02.0	Course Management	2	A	4,00	8,00	
39	STA.1.01.0	Pancasila	2	A	4,00	8,00	
40	STA.1.02.0	Kewarganegaraan	2	A	4,00	8,00	
41	STA.1.03.0	Bahasa Indonesia	2	A	4,00	8,00	
42	STA.1.04.0	Baca Tulis Al-Qur`an	3	B	3,00	9,00	
43	STA.1.05.0	Metodologi Studi Islam	3	B	3,00	9,00	
44	STA.1.06.0	Filsafat Umum	2	A	4,00	8,00	
45	STA.1.07.0	IAD/ISBD	3	A	4,00	12,00	
46	STA.1.08.0	Teknologi Informasi dan Komunikasi (TIK)	2	A	4,00	8,00	
47	STA.1.09.0	Kuliah Kerja Nyata (KKN)	4	A	4,00	16,00	
48	TAR.1.09.1	Statistik Dasar	2	B	3,00	6,00	
49	TAR.1.13.0	Bahasa Arab	2	A	4,00	8,00	
50	TAR.1.14.0	Akhlak Tasawuf	2	B	3,00	6,00	
51	TAR.1.16.0	Fiqh Ibadah	2	B	3,00	6,00	
52	TAR.1.18.0	Tauhid dan Ilmu Kalam	2	B	3,00	6,00	
53	TAR.2.01.0	Ilmu Pendidikan Umum	3	A	4,00	12,00	
54	TAR.2.02.0	Evaluasi Pembelajaran	3	C	2,00	6,00	
55	TAR.2.03.0	Media Pembelajaran	2	C	2,00	4,00	
56	TAR.2.04.0	Pengembangan Kurikulum	2	B	3,00	6,00	
57	TAR.2.05.0	Strategi Pembelajaran	2	A	4,00	8,00	
58	TAR.2.06.0	Perencanaan Pembelajaran	3	B	3,00	9,00	
59	TAR.2.07.0	Psikologi Pendidikan	2	B	3,00	6,00	
60	TAR.2.08.0	Administrasi Pendidikan	2	A	4,00	8,00	
61	TAR.2.10.2	Metodologi Penelitian Pendidikan	3	A	4,00	12,00	
62	TAR.2.11.1	Praktek Profesi Lapangan (PPL) 1	2	A	4,00	8,00	
63	TAR.2.12.2	Praktek Profesi Lapangan (PPL) 2	4	A	4,00	16,00	
64	TAR.3.17.0	Kewirausahaan/Enterpreneurship	2	A	4,00	8,00	
65	TAR.4.05.0	Perpustakaan	2	B	3,00	6,00	
<b>JUMLAH</b>			<b>141</b>			<b>471,00</b>	

JUMLAH NILAI = 471,00  
 SKS TOTAL = 141  
 INDEKS PRESTASI = **3,34**  
 (*Tiga Koma Tiga Empat*)  
 PREDIKAT = **SANGAT MEMUASKAN**

DIKELUARKAN DI : METRO  
 PADA TANGGAL : 06 Februari 2023

Kasubag Akademik, Kemhs. & Alumni,



Musri Hartini, M.M  
 NIP 197005071994032001

THE INFLUENCE OF TEAM PAIR  
SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS  
AMONG THE ELEVENTH GRADE  
STUDENTS OF SMA N 01  
SEPUTIH RAMAN CENTRAL  
LAMPUNG

*by* AYU PERMATASARI

**Submission date:** 11-Jun-2023 10:36AM (UTC+0900)

**Submission ID:** 2113339973

**File name:** skripsi\_ayu\_ada\_normality\_Copy.docx (191.18K)

**Word count:** 11433

**Character count:** 58019



**AN UNDERGRADUTE THESIS**

**8**  
**THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON  
STUDENTS WRITING SKILLS AMONG THE ELEVENTH  
GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN  
CENTRAL LAMPUNG**

**By :**

**AYU PERMATASARI  
STUDENT.ID : 1601070071**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H/2023 M**

# THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

## ORIGINALITY REPORT

<b>18%</b>	<b>18%</b>	<b>4%</b>	<b>3%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

<b>1</b>	<b>repository.metrouniv.ac.id</b> Internet Source	<b>3%</b>
<b>2</b>	<b>123dok.com</b> Internet Source	<b>3%</b>
<b>3</b>	<b>repository.radenintan.ac.id</b> Internet Source	<b>3%</b>
<b>4</b>	<b>Submitted to IAIN Metro Lampung</b> Student Paper	<b>1%</b>
<b>5</b>	<b>jurnal.untan.ac.id</b> Internet Source	<b>1%</b>
<b>6</b>	<b>eprints.iain-surakarta.ac.id</b> Internet Source	<b>1%</b>
<b>7</b>	<b>repository.uinbanten.ac.id</b> Internet Source	<b>1%</b>
<b>8</b>	<b>sismik.metrouniv.ac.id</b> Internet Source	<b>&lt;1%</b>

9	Submitted to The Hong Kong Polytechnic University Student Paper	<1 %
10	digilib.ikipgriptk.ac.id Internet Source	<1 %
11	eprints.walisongo.ac.id Internet Source	<1 %
12	jurnal.uisu.ac.id Internet Source	<1 %
13	ensani.ir Internet Source	<1 %
14	etheses.iainponorogo.ac.id Internet Source	<1 %
15	media.neliti.com Internet Source	<1 %
16	ejournal.uniska-kediri.ac.id Internet Source	<1 %
17	repository.uin-suska.ac.id Internet Source	<1 %
18	id.123dok.com Internet Source	<1 %
19	core.ac.uk Internet Source	<1 %
20	jurnal.unimed.ac.id	<i>A</i>

	Internet Source	<1 %
21	mail.mjltm.org Internet Source	<1 %
22	Submitted to Sriwijaya University Student Paper	<1 %
23	docslide.us Internet Source	<1 %
24	lib.unnes.ac.id Internet Source	<1 %
25	Ni Putu Ayu Dian Anggraeni, Dedi Turmudi. "THE COMPARISON OF STUDENTS' WRITING DESCRPTIVE TEXT ABILITY BY USING JIGSAW AND SCAFFOLDING TECHNIQUE IN EVEN SEMESTER AT GRADE X STATE SENIOR HIGH SCHOOL 1 SEPUTIH RAMAN ACADEMIC YEAR 2012/2013", PREMISE JOURNAL:ISSN online: 2442-482x, ISSN printed: 2089-3345, 2013 Publication	<1 %
26	Submitted to Universitas Muria Kudus Student Paper	<1 %
27	journal.unnes.ac.id Internet Source	<1 %
28	repository.iainpalopo.ac.id Internet Source	<1 %

29	<a href="http://repository.iainpare.ac.id">repository.iainpare.ac.id</a> Internet Source	<1 %
30	<a href="http://digilib.unila.ac.id">digilib.unila.ac.id</a> Internet Source	<1 %
31	<a href="http://eprints.ukmc.ac.id">eprints.ukmc.ac.id</a> Internet Source	<1 %
32	<a href="http://digilib.uin-suka.ac.id">digilib.uin-suka.ac.id</a> Internet Source	<1 %
33	<a href="http://kipdf.com">kipdf.com</a> Internet Source	<1 %
34	<a href="http://www.ohiolink.edu">www.ohiolink.edu</a> Internet Source	<1 %
35	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	<1 %

Exclude quotes  On

Exclude matches  Off

Exclude bibliography  On

A



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

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

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

Nomor : B-4703/In.28.1/J/TL.00/12/2019  
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 : **AYU PERMATA SARI**  
NPM : 1601070071  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADERS OF SMA N 1 SEPUTIH RAMAN

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, 27 Desember 2019  
Ketua Jurusan  
Tadris Bahasa Inggris

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





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 : 421.3/003/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-4704/In.28.1/J/TL.00/12/2019 tanggal 27 Desember 2019 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	Ayu Permata Sari	1601070071	PENDIDIKAN BAHASA INGGRIS

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

Seputih Raman, 08 Desember 2020

Kepala SMAN 1 Seputih Raman

Kabupaten Lampung Tengah



**Drs. NYOMAN SUARMO, MM**

060412 199103 1 014



**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.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

Nomor : B-1720/In.28.1/J/TL.00/04/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

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

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **AYU PERMATA SARI**  
NPM : 1601070071  
Semester : 14 (Empat Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG

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, 10 April 2023

Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004

6/17/23, 12:27 PM

IZIN RESEARCH



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

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

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

Nomor : B-1828/In.28/D.1/TL.00/04/2023  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

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

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1829/In.28/D.1/TL.01/04/2023, tanggal 13 April 2023 atas nama saudara:

Nama : **AYU PERMATA SARI**  
 NPM : 1601070071  
 Semester : 14 (Empat Belas)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEPUTIH RAMAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 13 April 2023  
 Wakil Dekan Akademik dan  
 Kelembagaan,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003

4/13/23, 10:12 AM

SURAT TUGAS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH 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

**SURAT TUGAS**

Nomor: B-1829/In.28/D.1/TL.01/04/2023

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

Nama : **AYU PERMATA SARI**  
NPM : 1601070071  
Semester : 14 (Empat Belas)  
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 TEAM PAIR SOLO TECHNIQUE ON STUDENTS WRITING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA N 01 SEPUTIH RAMAN CENTRAL LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro  
Pada Tanggal : 13 April 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

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



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



NSS. 301120207036 – NPSN 10802068 – AKREDITASI "A"

Alamat : JL. Raya Seputih Raman Kecamatan Seputih Raman Kabupaten Lampung Tengah 34155

Website : [www.sman1seputihraman.sch.id](http://www.sman1seputihraman.sch.id)

Nomor : 421.3/147/V.01/SMA /2023

Lampiran : -

Perihal : Balasan Izin Research

Yth.

Dekan Institut Agama Islam Negeri Metro

Di Tempat

Dengan hormat,

Menindaklanjuti surat Nomor B-1828/In.28/D.1/TL.00/04/2023 tanggal 04 Mei 2023 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
1	AYU PERMATA SARI	1601070071	TADRIS BAHASA INGGRIS

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

Seputih Raman, 04 Mei 2023

Kepala SMA Negeri 1 Seputih Raman

Kabupaten Lampung Tengah



**YOMAN SUARMO, MM**

NIP. 19660412 199103 1 014



**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

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ayu PermataSari  
NPM : 1601070071


Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 30/2021 6.			<ul style="list-style-type: none"><li>- Run Background,</li><li>- Make cohesue, cohesion in paragraph.</li><li>- Match problem (anti- factual).</li><li>- Reuse prior research.</li><li>- Distingsi,</li><li>- Check grammar.</li><li>- Punctuation, Capital letter.</li><li>- Underline all.</li></ul>	

Mengetahui  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP.19871102201531 004

Dosen Pembimbing II

  
**Eka Yuniasih, M.Pd**  
NIDN. 0210078702



**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 (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Ayu Permatasari  
 NPM : 1601070071

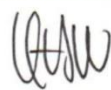
Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	17/2022 3			<ul style="list-style-type: none"> <li>- Def books, jurnal.</li> <li>- How to quote.</li> <li>- Paraphrase</li> <li>- focus.</li> </ul>	

Mengetahui  
 Ketua Jurusan TBI

  
Andianto, M.Pd  
 NIP. 19871102201531 004

Dosen Pembimbing

  
Eka Yuniasih, M.Pd.  
 NIDN. 0210078702



**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 (0725) 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)


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Ayu Permatasari  
 NPM : 1601070071

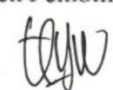
Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	24/2en 3			<ul style="list-style-type: none"> <li>- Post note</li> <li>- Indicator of unby</li> <li>- Procedure. take clear.</li> </ul>	

Mengetahui,  
 Ketua Jurusan TBI

  
**Andiarto, M.Pd**  
 NIP. 19871102201531 004

Dosen Pembimbing

  
**Eka Yuniasih, M.Pd.**  
 NIDN. 0210078702





**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 (0725) 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)


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Ayu Permatasari  
NPM : 1601070071

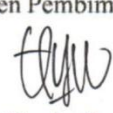
Jurusan : TBI  
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	1/7/2022 4			<ul style="list-style-type: none"> <li>- Fokus pada Record Design</li> <li>- Jelaskan jenis Experimen yg digunakan</li> <li>- Pelajari Cara Menentukan Sample.</li> <li>- Sediakan Rumus dg kis experimennya.</li> </ul>	

Mengetahui,  
Ketua Jurusan TBI

  
**Andianto, M.Pd**  
NIP. 19871102201531 004

Dosen Pembimbing

  
**Eka Yuniasih, M.Pd.**  
NIDN. 0210078702



**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 (0725) 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)

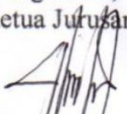
**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Ayu Permatasari  
 NPM : 1601070071

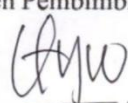
Jurusan : TBI  
 Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 24/02/2022 6			<ul style="list-style-type: none"> <li>- Kind of research.</li> <li>- Understand about every single word that you write.</li> <li>- Understanding about research methodology.</li> <li>- Describe what will you do to conduct your research.</li> </ul>	
	Rabu 1/03/2023 1			<ul style="list-style-type: none"> <li>- Review Chapter III</li> <li>- Complete with table content and Bibliography</li> </ul>	
	Jumat 6/03/2023 1			<ul style="list-style-type: none"> <li>- Ace for seminar</li> </ul>	

Mengetahui,  
 Ketua Jurusan TBI

  
**Andianto, M.Pd**  
 NIP. 19871102201531 004

Dosen Pembimbing

  
**Eka Yuriasih, M.Pd.**  
 NIDN. 0210078702



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) Email: [jainmetro@metrouniv.ac.id](mailto:jainmetro@metrouniv.ac.id).

**KARTU KONSULTASI BIMBINGAN SKRIPSI**  
**MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Ayu Permatasari  
 NPM : 1601070071

Jurusan : TBI  
 Semester :

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
	Kamis 05/02/23 5		<ul style="list-style-type: none"> <li>- Review Chapter IV</li> <li>- Conclusion menjawab Problem formulation / Pertanyaan penelitian pada Chapter I.</li> <li>- Complete all. (abstrak Bibliography, table of Content, motto, acknowledgment, originalities etc.</li> <li>- Revisi: abstract &amp; motto</li> </ul> <p style="text-align: center;">Ace For Munagoryoh</p>	
	Jumat 09/02/23 6			

Mengetahui  
 Ketua Jurusan TBI,

**Andianto, M.Pd.**  
 NIP. 198711022015031004

Dosen Pembimbing,

**Eka Yuniasih, M.Pd**  
 NIDN. 0210078702



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

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-737/ln.28/S/U.1/OT.01/06/2023**

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

Nama : AYU PERMATA SARI  
NPM : 1601070071  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070071

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, 09 Juni 2023  
Kepala Perpustakaan



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



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

Jl. Ki. Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.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 : AYU PERMATASARI  
NPM : 1601070071  
Jurusan : Tadris Bahasa Inggris

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, Juni 2023  
Ketua Jurusan TBI

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

## **CURICULUM VITAE**



The name of a researcher is Ayu Permatasari She was born in Rama Murti on December 20th, 1997. She is the second child of happy couple Mr. Suediono and Mrs. Darmiati She has graduated from Elementary school (SDN 2 Rukti Harjo) on 2009. Then, she continued her study in Junior High School (SMP Negeri 1 Seputih Raman) and graduated on 2012. After graduated from Junior High School, she continued to Senior high school (SMAN 1 Seputih Raman) and graduated on 2015. And on 2016 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies Metro (IAIN Metro).