

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF
CONSULTANCY PREWRITING PROTOCOL STRATEGY
ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADE
AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK
IN THE ACADEMIC YEAR OF 2023/2024**

By:

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/ 2024 M**

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

By:
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Tarbiyah and Teacher Training Faculty
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H/ 2024 M**



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APPROVAL PAGE

Title : THE INFLUENCE OF CONSULTANCY PREWRITING
PROTOCOL STRATEGY ON THE STUDENTS' WRITING
SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH
1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF
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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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PROTOCOL STRATEGY ON THE STUDENTS' WRITING
SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1
SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.



Mengetahui,
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RATIFICATION PAGE

No. B-1269/171-28.1/D/PP-00-9/02/2024

The Undergraduate Thesis entitled: THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024. Written by Anisa Ufadilah, student number 1901051006. English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Monday, February 19th 2024 at 10.00 - 12.00 a.m.

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(.....)
(.....)
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The Dean of Tarbiyah and Teachers Training Faculty



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**THE INFLUENCE OF
CONSULTANCY PREWRITING PROTOCOL STRATEGY
ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADE
AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK
IN THE ACADEMIC YEAR OF 2023/2024**

ABSTRACT

**By:
ANISA UFADILAH**

The purpose of this study to know the influence of consultancy prewriting protocol strategy on the students' writing skill of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik. The students problems are the lowness of students' writing skill. Therefore, researcher conducted quantitative research to address these problems.

The population of this study was 80 students X grade students, the sample of this study amounted to 54 students, which were determined by cluster sampling technique. Researcher used test, observation, and documentation as data collection tools, to analyze the data the researcher used the SPSS application.

The results show that the result of sig. 2-tailed is 0.003. It is clear that the probability or $\text{Sig.} < \alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means, that there is a positive significant influence of variable X on variable Y. It is investigated that t-observed is 3.107 Meanwhile, the t-value in the t-table for the 5% significant level for df 52 is 1.67469. While the significant level for 1% df 52 is 2.40022. This shows that the t-observed is higher than the t-value in the t-table. In other words, H_a is accepted and H_o is rejected. Therefore, it is concluded that there is a positive and significant influence of Consultancy Prewriting Protocol Strategy on the Students' Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik.

Keywords: *The Influence, Consultancy Prewriting Protocol Strategy, Writing Skill*

**PENGARUH
CONSULTANCY PREWRITING PROTOCOL STRATEGY
TERHADAP KETERAMPILAN MENULIS SISWA KELAS SEPULUH
DI SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK
PADA TAHUN PELAJARAN 2023/2024**

ABSTRAK

Oleh:

ANISA UFADILAH

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh consultancy prewriting protocol strategy terhadap keterampilan menulis siswa kelas sepuluh di SMA Muhammadiyah 1 Sekampung Udik. Permasalahan siswa adalah rendahnya keterampilan menulis siswa. Oleh karena itu, peneliti melakukan penelitian kuantitatif untuk mengatasi permasalahan tersebut.

Populasi penelitian ini adalah siswa kelas X sebanyak 80 siswa, sampel penelitian ini berjumlah 54 siswa yang ditentukan dengan teknik cluster sampling. Peneliti menggunakan tes, observasi, dan dokumentasi sebagai alat pengumpul data, untuk menganalisis data peneliti menggunakan aplikasi SPSS.

Hasilnya menunjukkan bahwa hasil sig.2-tailed adalah 0,003. Jelas bahwa probabilitas atau $\text{Sig.} < \alpha (0,05)$, maka hipotesis alternatif (H_a) diterima. Artinya terdapat pengaruh positif signifikan variabel X terhadap variabel Y. Diketahui t-observasi sebesar 3,107 Sedangkan nilai t-hitung pada t-tabel taraf signifikan 5% untuk df 52 adalah sebesar 1,67469. Sedangkan taraf signifikan untuk 1% df 52 adalah 2,40022. Hal ini menunjukkan bahwa t-observasi lebih tinggi dibandingkan dengan nilai t-hitung pada t-tabel. Dengan kata lain H_a diterima dan H_o ditolak. Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan dari Strategi Protokol Prapenulisan Konsultasi terhadap Keterampilan Menulis Siswa Kelas Sepuluh di SMA Muhammadiyah 1 Sekampung Udik.

Kata Kunci : Pengaruh, Consultancy Prewriting Protocol Strategy , Writing Skill

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Department : English Education
Faculty : Tarbiyah and Teachers Training

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

Metro, January 26th 2024
The Researcher



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

Metro, Januari 26th 2024
Penulis



ANISA UFADILAH
NPM.1901051006

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ... .

*Allah changeth not the condition of a folk until they (first) change that which is in
their hearts*

(Q.S. Ar-ra'du: 11)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved parents

(Mr. Tukijo and Mrs. Kartini)

My beloved brothers and sister

(Imam Mustakim, Khoirul Huda and Uswatun Khasanah)

My sponsor

(Dr. Umi Yawisah, M. Hum.)

My Beloved Lecturers Of English Education Department Of State Institute For

Islamic Studies Of Metro

My beloved Almamater of State Institute for Islamic Studies of Metro

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Praise and gratitude the researcher prays to the presence of Allah SWT for all His favors and gifts given to the researcher so that the researcher can complete the thesis entitled "The Influence of Consultancy Prewriting Protocol Strategy On The Students' Writing skill Of The Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik in the Academic Year of 2023/2024". The researcher realizes that this thesis would not have been completed without the help and support of various helpful parties. On this auspicious occasion, researcher would like to express their deepest gratitude.

First of all, the researcher would like to express her sincere thanks to her beloved parents, who always prayed endlessly and supported her tirelessly so that the researcher could quickly complete this an undergraduate thesis.

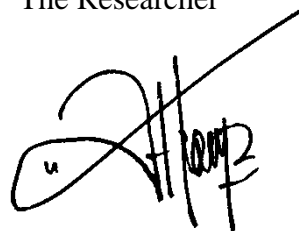
Next, The greatest gratitude would also be addressed to :

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro, Lampung.
3. Dr. Much Deiniatur, M.Pd.,B.I. as the Chief of English Education Department of IAIN Metro, Lampung.
4. Dr. Umi Yawisah, M.Hum as the advisor, for her invaluable knowledge and support in completing this thesis.
5. All the lecturers and staff in English Education Department of IAIN Metro, Lampung.

6. Headmaster, Teacher, and students of SMA Muhammadiyah 1 Sekampung Udik, who gives permission and helping to the researcher conduct the research in the school.
7. All my friends who always give me support, so I can finish this research.

The researcher realizes that this undergraduate thesis is still far from perfect, so the researcher apologizes for all short comings and errors in writing this undergraduate thesis. Researcher hope this thesis can be useful for researchers in particular, for our universities and all parties readers in general.

Metro, January 26th 2024
The Researcher

A handwritten signature in black ink, appearing to be 'ANISA UFADILAH', written over a horizontal line.

ANISA UFADILAH
NPM.1901051006

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CHAPTER I

INTRODUCTION

A. Background of the Study

Human language is a complex language. According to Victoria, language is the source of human life and power.¹ When writers know a language, writers can speak and be understood by others who know that language.

There are four types of language skills that must be mastered by students. The four language skills are listening, speaking, reading, and writing. These four skills are the goal of teaching and learning English as a foreign language. The skills themselves cannot be separated because they contribute to one another. Writing is one of the language skills used by humans to convey their message. It also expresses ideas, feelings, thoughts, etc.

Writing is an activity of expressing ideas, thoughts, experiences and knowledge in the form of notes using letters, symbols or symbols that are made systematically so that they can be easily understood by others. Writing is a complex activity that includes integrated movements of the fingers, hands, arms and eyes.

Writing means pouring one's heart into written form, so that the intent of the writing can be known or understood by others because of its physical form. In another sense, writing is an activity to express thoughts and feelings

¹ Victoria Fromkin, dkk, *An Introduction to Language* (Los Angeles: Wadsworth 2014), 1.

in written form which is expected to be understood by readers and serves as a means of indirect communication.

In order for students to have good writing skill, it is necessary to apply the right teaching strategy. The right teaching strategy contains teaching steps that achieve the success of writing learning objectives. Therefore the selection of the right teaching strategy is very important to do so that students are motivated and have a high interest in the learning process of writing. Therefore, every teacher must creatively apply innovative teaching strategies in the learning process of writing.

In connection with all of the above descriptions, the researcher conducted a pre-survey on Wednesday, January 04th 2023 in class X SMA Muhammadiyah 1 Sekampung Udik by visiting the school directly. In the pre-survey process, the researcher asked for archives of English assignments and their scores related to writing skill to find out the obstacles students got related to these skills.

The results of the pre-survey are illustrated in the following table:

Table 1.1
The Students' Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik

No.	Grade	Frequency	Percentage	Criteria
1	71-100	5 students	18 %	Good
2	36-70	21 students	78 %	Fair
3	0-35	1 student	4 %	Poor
Total		27 students	100 %	

Source: The Presurvey result, taken January 4th 2023

Based on the information listed in the pre-survey results, it can be seen that the students' writing is classified as poor. This is indicated by the percentage of students who did not good the KKM (minimum completeness criteria), which is 82%. Therefore, efforts are needed to provide a positive influence on students' writing skill.

In the pre-survey process the researcher also conducted interview with english teacher, namely Miss Maria Putri Angelina to find out the obstacles students got in learning English, especially in writing skill. From the results of the interviews it can be seen that the students' writing skill belong to the poor category. This is due to the limited english vocabulary that students have, so they have difficulty in expressing the ideas they have in mind into written form. In addition, another obstacle is the low mastery of english grammar so that they experience problems in compiling words into sentences that contain good and correct grammar. Another obstacle is their difficulty in developing written content due to the limited ideas they have in the writing process. Besides that, students also experience difficulties in understanding the concept of writing mechanisms, such as the inability to use punctuation marks, capital letters, etc.

In connection with all the descriptions above, the researcher underlines the problems of writing skill got by students which indicate that students experience problems in writing skill. The researcher intends to follow up on these problems by carrying out treatment or teaching using a

teaching strategy. In this case the researcher intends to use the consultancy prewriting protocol teaching strategy to influence students' writing skill.

In relation to the entire description above, the researcher intends to conduct quantitative research by compiling a undergraduated thesis entitled “The Influence of Consultancy Prewriting Protocol Strategy on the Students' Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik in the Academic Year of 2023/2024”. By conducting this research, it is expected that students' writing skill is better with the implementation of the consultancy prewriting protocol teaching strategy.

B. Problems Identification

Based on the problems that the researcher got from the results of the pre-survey, it can be identified, as follows:

1. Students have low writing skill.
2. Students have limited English vocabulary.
3. Students have low mastery of grammar.
4. Students experience difficulties in developing written content.
5. Students have difficulty understanding the concept of writing mechanisms.

C. Problem Limitation

Based on the problems that have been identified, the researcher limit the problems on the lowness of students' writing skill. To address the problem of writing skill, the researcher intend to respond by conducting quantitative research using a consultancy prewriting protocol strategy.

Therefore the researcher compiled a undergraduated thesis entitled the Influence of Consultancy Prewriting Protocol Strategy on the Students' Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik.

D. Problem Formulation

The problem formulation of this research “is there any positive and significant influence of Consultancy Prewriting Protocol Strategy on the Students’ Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik?”

E. Objective and Benefits of the Study

1. Objective of the Study

The objective of this research is to know whether there is a positive and significant influence of Consultancy Prewriting Protocol Strategy on the Students’ Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik.

2. Benefits of the Study

This research is expected to provide benefits, not only for researcherbut also for students, teachers, and other researchers.

a. For the Students

This research is expected to be useful for students to help them realize the writing skill they have. In addition, through this research it is hoped that students can be involved in the process of learning writing skill in an atmosphere that motivates them to focus more on the

process of learning English. Therefore it is expected that students' writing skill is better.

b. For the Teacher

This research is expected to provide benefits to teachers by providing information related to the condition of students' abilities in writing skill. In addition, this research is expected to provide information to teachers, especially English teachers regarding one of the teaching strategies that can be used as an alternative in teaching writing skill, namely the consultancy prewriting protocol teaching strategy. Through this information, the teacher is expected to be able to motivate students more in the process of learning writing skill, so that students' writing skill is better.

c. For the Other Researchers

This research is expected to provide benefits to other researchers by providing information that includes not only the theories of implementing the consultancy prewriting protocol strategy in learning writing, but also can provide information on how to conduct research on this matter. In this case, it is hoped that other researchers can follow up on the results of this study in the future so that they can provide deeper benefits to students.

F. Prior Research

This research was conducted by considering several studies that was conducted by previous researchers, The first relevant research was conducted by Wijaya with the title “English Education Master Students' Self-Regulated Learning Strategies in Academic Writing”. The research was conducted in Yogyakarta in 2013. The researcher examined graduate students and 15 English Education Master Students together with 3 others using a qualitative method. The aim of this research is to produce and publish qualified academic writing products to targeted journal articles. The qualitative results revealed that the majority of English Education Master Students have transformed into more life long and professional L2 academic researchs for they continuously showed greater resilience, efforts, commitment to accomplish various academic writing projects.²

The research that was carried out by the researcher with the relevant studies above has similarities and differences. The similarities are that they both concentrate or focus on the realm of writing/writing skill. While the difference lies in the research method used. This is because their research method is qualitative research, while the researcher research method is quantitative. Another difference lies in the research objectives. Because the research objective of the researcher is to test whether the consultancy prewriting protocol could have an effect on students' writing abilities or not.

² Kristian Florenio Wijaya, “English Education Master Students' Self-Regulated Learning Strategies in Academic Writing,” *Journal of English Teaching* 07, no.01 (2021), 1.

While the aim of the previous research is to produce and publish qualified academic writing products to targeted journal articles.

The second relevant research was conducted by Sianipar with the research title "Improving students' achievement in narrative writing through consultancy prewriting protocol". The research was conducted at one of senior high schools in Medan in 2019. The researcher examined students of the second year of one of senior high schools in Medan with a total of 43 students using the classroom action research method. The aim of this research is to improve applying students' achievement in narrative writing by Consultancy Prewriting Protocol Technique. And the results of the study show that the Consultancy Prewriting Protocol Technique can improve the students' achievement in narrative writing.³

The third relevant research was conducted by Naibaho with the title "Improving Students' Essay Writing ability through Consultancy Prewriting Protocol at Christian University of Indonesia". The research was conducted at the Christian University of Indonesia in 2016, the researcher examined the study is the sixth semester students of English Education Department at Christian University of Indonesia using the classroom action research method. The purpose of this research is to find out whether students' essay writing ability improved taught by using consultancy prewriting protocol. While the

³ Rafita Tioria Sianipar, "Improving students' achievement in narrative writing through consultancy prewriting protocol," *Jurnal Kristian Humaniora* 03, no. 02 (2019), 96.

results of the study show that the consultancy prewriting protocol improves the students' essay writing ability.⁴

The research that was carried out by the research with the 2 relevant studies above has similarities and differences. The similarity lies in the research topic, because both of these studies concentrate on the use of the consultancy prewriting protocol on students' writing abilities in teaching writing. While the difference lies in the research method. That's because their research method is classroom action research, while this research method is quantitative. Another difference lies in the research objectives. That is because the aim of their research is to improve students' writing skill, while the purpose of this research is to examine the effect of using a consultancy prewriting protocol strategy on students' writing skill.

⁴ Lamhot Naibaho, "Improving Students' Essay Writing ability through Consultancy Prewriting Protocol at Christian University of Indonesia," *The Asian EFL Journal* 03, no.1 (2016), 147.

CHAPTER II

LITERATURE REVIEW

A. Concept of Writing Skill

1. Definition of Writing Skill

Writing is the making of letters or characters that constitute readable matter with the intent to convey meaning. Writing demands that one not only knows how to read what one has written but also knows the rules of writing that dictate how characters or letters are to be written and therefore understood.¹ The written word “enables the research, perhaps for the first time, to sense the power of language to affect another. Through using, selecting and rejecting, arranging and rearranging language, the student comes to understand how language is used.”²

Hyland said writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.³ On the other hand, there is a definition that said writing is an instrument of thinking that allows students to express their thoughts and helps them understand and share their perceptions of the world around them. Teachers can give students power in their world by teaching them to write well. The writing skill are complex and sometimes

¹Sarah Kartchner Clark, *Writing Strategies for Science* (Huntington Beach: Shell Education, 2014), 5.

²Ibid.,6.

³Ken Hyland, *Second Language Writing* (New York: Cambridge University Press, 2003),

difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.⁴

Based on the explanation above, the researcher concludes that writing skill are defined as the ability to use language to express ideas, thoughts or feelings to others using written language.

2. The Process of Writing

The writing process is very important in the learning process. By writing students have provisions in the process of receiving knowledge from teachers to students.

According to Smith, the writing process includes prewriting, drafting, and revising/editing. There are different points to consider at each step of the writing process.⁵

a. Prewriting

This is the phase where all writing begins. At this stage, writer generate ideas, brainstorm topics, web ideas together, or talk and think about ideas. Teachers explain that students may get writing ideas from personal experiences, stories, pictures, magazines, newspapers, television, and a variety of other sources.

b. Drafting

At the drafting stage of the writing process, students begin to put their ideas on paper. Students need to keep in mind the genre or

⁴J.B Heaton, *Writing English Language Tests* (London: Longman Group, 1990), 135.

⁵ Sarah Kartchner Clark, *Writing Strategies for Science Second Edition* (Huntington Beach: Shell Education, 2014), 16.

format, audience, and purpose. Teachers should encourage students to write as much as they can on their own through out the writing process.

c. Revising /Editing

This phase of writing consists of two parts: revising looks at the organization and the structure of the writing while editing looks at the mechanics of the writing. Students must understand how to do both. When revising, students analyze their writing for the required traits. They also ask questions of their writing: Does it make sense? Is anything out of order? Should anything be added or deleted? Use the Self-Assessment strategy to give students an opportunity to evaluate their own writing. Use the Teacher Conference strategy to give students feedback throughout the writing process. Therefore, the writing process is a series of skill that have various design arrangements from prewriting, drafting, and revising/editing.⁶

3. Assessment of Writing

As a teacher, assessment is important. The writing grade in this research is based on Heaton. Five parts are measured in improving students' writing skill, such as content, organization, vocabulary, language use and mechanics. Content 30 points, organization 20 points, vocabulary

⁶ Ibid., 17

20 points, language use 25 points and mechanics 5 points. So students get 100 marks for all components.⁷

Table 2.1

Rubric Scoring of Writing Skill

No	Aspect	Grade	Level	Criteria
1.	Content	30-27	Excellent to very good	Knowledgeable- substantive- etc
		26-22	Good to average	some knowledge of subject-adequate range- etc.
		21-17	Fair to poor	Limited knowledge of subject-little substance-etc.
		16-13	Very poor	Does not show knowledge of subject- non- substantive- etc
2.	Organization	20-18	Excellent to very good	Fluent expression- ideas clearly stated-etc.
		17-14	Good to Average	Somewhat choppy- loosely organized but main ideas stand out- etc.
		13-10	Fair to poor	Non-fluent- ideas confused or disconnected- etc.
		9-7	Very poor	Does not communicate- no organization- etc
3.	Vocabulary	20-18	Excellent to very good	Sophisticated range- effective word/idiom choice and usage- etc.
		17-14	Good to Average	Adequate range- occasional errors of word/idiom form, choice, usage but meaning not

⁷J.B. Heaton, *Writing English Language Tests* (London: Longman Group, 1988),146.

No	Aspect	Grade	Level	Criteria
				obscured.
		13-10	Fair to poor	Limited range- frequent errors of word/ idiom, form, choice, usage- etc.
		9-7	Very poor	Essentially translation- little knowledge of English vocabulary.
4.	Language Use	25-22	Excellent to very good	Effective complex constructions-etc.
		21-19	Good to Average	Effective but simple constructions- etc.
		17-11	Fair to poor	Major problems in simple/ complex constructions-etc.
		10-5	Very poor	Virtually no mastery of sentence construction rules- etc.
5.	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions- etc.
		4	Good to Average	Occasional errors of spelling, punctuation- etc.
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization- etc.
		2	Very poor	No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paragraphing- etc.

B. Concept of Consultancy Prewriting Protocol Strategy

1. Definition of Consultancy Prewriting Protocol Strategy

The Consultancy, Originally developed as part of the Coalition of Essential Schools' National Re:Learning Faculty Program; further adapted and revised by Gene Thompson-Grove and colleagues in the National School Reform Faculty.⁸ A Consultancy is a structured process for helping an individual or a team think more expansively about a particular dilemma.⁹

A consultancy is a structured process for helping an individual or a team think more expansively about a particular concrete dilemma. Outside perspective is critical to this protocol working effectively; therefore, several participants in this group must be completely focused on the discussion topic being discussed. The preparation of this protocol is carried out directly when the discussion process is taking place in order to obtain full benefits.

The protocol defines the roles that the different people in the group plays (usually, the presenter, facilitator, and participants). The protocol does these things to promote conversation among the group or groups allowing them to learn about the topic being discussed.¹⁰

⁸David Allen and Tina Blythe, *The Facilitator's Book of Questions* (New York: Teachers College Press, 2004), 18.

⁹Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Virginia USA: ASCD, 2005), 87.

¹⁰David Allen and Tina Blythe, *The Facilitator's Book of Questions* (New York: Teachers College Press, 2004), 9.

Based on the explanation above, the researcher concludes that the consultancy prewriting protocol strategy is a teaching strategy that directs students to be active in a formal discussion process consisting of presenters and other students who must listen and be active in discussions to overcome problems.

2. Benefits of Consultancy Prewriting Protocol Strategy

Students often benefit from having a guide to facilitate their discussions about a specific topic. Protocols provide a structured way for students to contribute their thoughts and ideas while creating the opportunity to listen to multiple voices. Protocols also serve as useful tools to temper dominant voices. By using protocols, students participate in discussions by actively listening and responding to comments from their peers. When used correctly, protocols assist in classroom management by guarding against off-task behavior.¹¹

One purpose of this protocol is to learn how others understand a discussion topics and frame responses to it. The protocol may help the presenter address the dilemma or solve a problem, and the discourse may sound like asking for and getting advice, but the primary purpose of the Consultancy prewriting Protocol is to open up people's minds to new ways of thinking about problems and issues related to teaching and learning.¹²

Based on the explanation above, the researcher concludes that the benefit of Consultancy prewriting protocol strategy for helping an

¹¹Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Alexandria: ASCD, 2005), 85.

¹²Lois Brown Easton, *Protocols for Professional Learning* (Alexandria: ASCD, 2009), 50.

individual or team think more expansively about a particular, concrete dilemma from his/her classroom. In another words, Consultancy prewriting protocol strategy has the benefit of developing participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand the material.

3. Teaching Steps Using Consultancy Prewriting Protocol Strategy

In implementing the Consultancy Prewriting Protocol Strategy, there are several stages that is passed, the following are the stages of the Consultancy Prewriting Protocol Strategy:

Time: Approximately 60 minutes

a. Opening of the Discussion (20 minutes)

The teacher divides students into several groups, each group consists of a presenter and group members. The teacher provides descriptive text and gives each group time to read descriptive text on a certain topic and hold discussions in each group. The teacher asks the presenter from each group to come to the front of the class and present the results of each group's discussion within the specified time allocation.

b. Clarifying questions and discussion of the topics (15 minutes)

The teacher gives group members who do not come to the front of the class the opportunity to ask questions related to the discussion theme within the specified time allocation.

c. Debrief (15 minutes)

The teacher asks the presenters to take turns answering the questions by complementing each other so that the questions are answered well.

d. Conclusion (10 minutes)

The teacher asks each student to conclude the results of the discussion by rewriting the results of the discussion in the form of good written text (descriptive text).¹³

C. Theoretical Framework and Paradigm

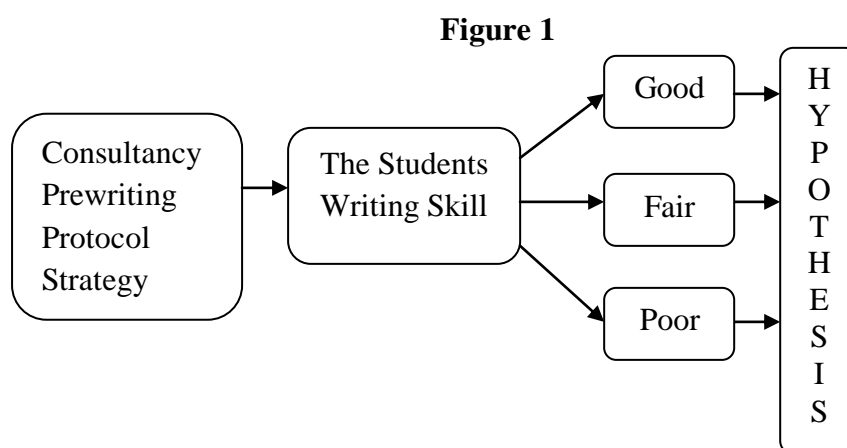
1. Theoretical Framework

This research uses quantitative research. The purpose of this research is to get information the influence between independent variable and dependent variable. There are two variables in this research, they are independent variable (X) is Consultancy Prewriting Protocol Strategy and dependent variable (Y) is Writing Skill. Therefore the explanation from the theoretical framework in this research is, If Consultancy Prewriting Protocol Strategy is applied perfectly for the process of teaching writing skill is good. Whereas, if Consultancy Prewriting Protocol Strategy is not perfectly towards process of the teaching and learning, so the students writing skill is bad/poor.

¹³ David Allen and Tina Blythe, *The Facilitator's Book of Questions: Tools for Looking Together at Student and Teacher Work* (New York: Teachers Collage Press, 2004), 18.

2. Paradigm

As we know from the theoretical framework above, the researcher describes the paradigm as follows:



Based on the paradigm above, it can be seen that if using Consultancy Prewriting Protocol Strategy is good, the grade of the Students' Writing Skill is also good, so there were any positive and significant influence of using Consultancy Prewriting Protocol Strategy on the Writing Skill of the tenth grade student at SMA Muhammadiyah 1 Sekampung Udik. Furthermore, if by using Consultancy Prewriting Protocol Strategy is fair, the grade of the students' writing skill is also fair. So that, if by using of Consultancy Prewriting Protocol Strategy is poor, the grade of students writing skill is also poor, that there is no influence or significant influence of using Consultancy Prewriting Protocol Strategy toward students writing skill.

D. Hypothesis

Based on Theoretical Framework and Paradigm, there are two kinds of hypothesis of this research as follow:

1. Hypothesis Formulation

Ha: There is a positive and significant influence of Consultancy Prewriting Protocol strategy for tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

Ho: There is no positive and significant influence of Consultancy Prewriting Protocol strategy for tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

2. Statistical Hypothesis

In determining the level of statistical significance, the research determine the Statistical Hypothesis as follows:

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

CHAPTER III

RESEARCH METHOD

A. Research Design

Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study.¹ Research design is a plan on how to collect and process data, so that it can be implemented to achieve research objectives. Research design is a set of techniques and procedures used to examine and gather data in order to identify factors that are the subject studies. One of the important research to do is quantitative research.

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.² Quantitative research is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. To conduct this inquiry, the investigator specifies narrow questions, locates or develops instruments to gather data to answer the questions, and analyzes numbers from the instruments, using statistics.

Quantitative research is a useful method for describing patterns and illuminating the connections between variables identified in the literature. Using data in the form of numbers as a tool to examine information about

¹John W.Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (London: SAGE Publications, 2018), 60.

² *Ibid.*, 51

what writers want to know. In general, experimental research consists of randomized experiments and quasi experiments.³

In this research, the researcher use type of the experimental research, namely quasi-experimental research. In quasi-experiments, units are assigned to treatment conditions.⁴ Quasi experimental research is one of the studies that provides treatment and measures the effect of treatment which aims to show a causal relationship involving the experimental class and the control class. This assists research in investigating relationships and clarifying the causes of events. There are two classes of this research including of experimental and control class.

The researcher asked the students' to do pre-test, to be active in treatment, and to do post-test to those experimental and control class. The pre-test was intended to find out the students' writing skill before giving the treatment. The treatment was conducted after pre-test, while the researcher asked the students to do post-test intended to find out the students the significant influence of Consultancy Prewriting Protocol Strategy on writing skill after the treatment has be given. In quantitative research, the researcher conducted the research of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik.

B. Operational Variable

This study consists of two variables, namely the independent variable and the dependent variable.

³ Charless S. Reichardt, *Quasi-Experimentation: A guide to design and analysis* (New York: The Guildford Press, 2019), 3.

⁴ Ibid.,

1. Independent Variable

Independent variable is variable represents the treatments or conditions that the researcher has either direct or indirect control over to test their effects on a particular outcome. An independent variable is also known as a treatment variable. It is within this context that the term is most often used. A variable that is manipulated to examine its impact on a dependent variable.⁵ Independent variable of this research is consultancy prewriting protocol strategy.

2. Dependent Variable

A dependent variable represents the measure that reflects the outcomes of a research study. A variable that is measured to see whether the treatment or manipulation of the independent variable had an effect.⁶ A dependent variable is one that is subject to the influence of the independent variable. This is the result of the effect of the independent variables. Dependent variable of this research is writing skill.

Based on the explanation above, in this research the researcher used Consultancy Prewriting Protocol Strategy on the students' writing skill to conduct a treatment for the students tenth grade at SMA Muhammadiyah 1 Sekampung Udik in the academic year of 2023/2024.

⁵ Neil J.Salkind, Exploring Research (Boston: Pearson Education, 2012), 25.

⁶ Ibid., 24

C. Population, Sample and Sampling Technique

1. Population

Bacon said the population is the potential respondents of interest.⁷

The population of this research is all students in class X, which consist of three classes, namely X¹, X², and X³. The numbers of students in the tenth grade are 80 students.

2. Sample

A sample is the respondents selected from population for study.⁸

The sample of this research includes two classes namely the control class and the experimental class. The control class is class of X¹ and the experimental class is class of X². Therefore, the total numbers of students as the sample are 54 students.

3. Sampling Technique

The researcher used cluster sampling technique in this research. In cluster sampling the total population is divided into a number of relatively small subdivisions which are themselves clusters of still smaller units and then some of these clusters are randomly selected for inclusion in the overall sample.⁹ Each member of the population in this research has an opportunity to become a sample. This research is quasi-experimental study, so samples in this research are the class of the experimental and control class.

⁷John Bacon-Shone, *Introduction to Quantitative Research Methods* (Hongkong: Graduate School, 2013), 29.

⁸ *Ibid.*,

⁹ C.R Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International, 2004), 65.

D. Data Collection Technique

There are three steps that must be taken in this research data collection process:

1. Test

To find out the influence of the consultancy prewriting protocol strategy on students' writing skill, the researcher organized a test to test students' abilities. The type of test is a writing test. In this study, two tests was used, and they are as follows:

a. Pre-test

Pre-test was administrated before giving a treatment to measure students' writing skill. The pre-test was in the form of writing test by asking the students to do the writing test.

b. Post-test

Post-test was done to find out the result of the treatment whether the use of consultancy prewriting protocol strategy is effective or not to teach students' writing skill. The post-test was in the form of writing test.

2. Observation

The observation method is the most commonly used method specially in studies relating to behavioural sciences. Observation is a data collection technique most often used in research to collect information about behavioural sciences. In this research, observational data collection techniques were used to collect data related to the research process,

especially teaching writing using a consultancy prewriting protocol strategy.

3. Documentation

Documentation is one of many processes accompanying audit work, and its main objective is to lay out in writing all activities and facts relating to an audit.¹⁰ Documentation is an activity of collecting data in a visual form which is also very important. Researcher use documentation as a tool to strengthen the data that researchers got from English teachers. In this research, the researcher use the documentation method to collect data regarding:

- a. The history of SMA Muhammadiyah 1 Sekampung Udik.
- b. Vision and mission of SMA Muhammadiyah 1 Sekampung Udik.
- c. The Condition of teachers at SMA Muhammadiyah 1 Sekampung Udik.
- d. The quantity of the students at SMA Muhammadiyah 1 Sekampung Udik.
- e. The Condition of Facilities and Infrastructure of SMA Muhammadiyah 1 Sekampung Udik.

¹⁰ Henning Kagermann, William Kinney, Kharlhein Kuiting, Claus-Peter Weber, Internal Audit Handbook,(Germany: Springer, 2008) 432.

E. Research Instrument

1. Writing Test

The writing test is used as an instrument to measure students' writing skill in the form of a written test that asks students to write essays in English consisting of a pre-test and a post-test.

2. Observation Sheet

The observation sheet is used as a research instrument to collect data about the implementation of the consultancy prewriting protocol strategy in the writing skills learning process in the form of an instrument to collect data about the implementation of the strategy.

3. Documentation Sheet

Documentation sheets are data that supports the completeness of research results in the form of all important information about the research.

F. Data Analysis Technique

1. Data normality test

Normality is to plot a cumulative frequency curve on special graph paper known as normal probability paper.¹¹ After the research data are obtained, the researcher conducted a normality test. To carry out the normality test, the researcher carried out the Kolmogorov-Smirnov test and the Shapiro-Wilk test. Kolmogorov-Smirnov and Shapiro-Wilk are

¹¹ James N Miller, Jane C Miller, *Statistics and Chemometrics for Analytical chemistry* (Harlow: Pearson education limited, 2010), 61.

SPSS tests used to test whether the instrument data is normally distributed.¹²

2. Data homogeneity test

Homogeneity is testing of the highest importance for the certification of reference materials, as it should demonstrate the validity of the certified values and their uncertainties in the analysis of individual units or portions.¹³ After carrying out the data normality test, the researcher conducted a data homogeneity test by applying Levene's test. Levene's test is a SPSS test that is used to determine whether the data is homogeneous or not.

3. Hypothesis test

Hypothesis is a guess made to test the logical or empirical outcome of a research. A hypothesis assists to explain the research problem and objective into a comprehensive explanation or prediction of the expected results of the study.¹⁴ Since Hypothesis is to be tested therefore it should be very specific and limited to the piece of research.

To test the hypothesis, the researcher uses an independent sample t-test via SPSS, because the researcher use a quantitative research method of quasi experimental research. The independent sample t-test is a type of

¹² Andi Field, *Discovering Statistics Using SPSS* (London: SAGE Publications, 2009), 144.

¹³ Jean Pauwels, Andree Lamberty, and Heinz Schimmel, Homogeneity testing of reference materials, *Springer-Verlag Journal* 3, no 1. (1998): 2.

¹⁴ Dr.Shanti Bhushan Mishra, Dr.Shashi Alok, *Handbook of research methodology* (New Delhi: Educreation Publishing, 2017), 7.

SPSS, t-test used to test the effect of variables between two groups, namely the experimental group and the control group.

The answer the question “can the consultancy prewriting protocol strategy give influence toward students’ in teaching writing skill of the tenth grade at SMA Muhammadiyah 1 Sekampung Udik”, the researcher applied inferential statistic to determine the significant different between pre-test and post-test in experimental group. In testing the influences of a variable to another variable SPSS (Statistical Package for the Social Science) is outer native way to computer the influence. In this case, in investigating the influence variable X to variable Y in quasi experimental study the researcher used SPSS16.0. T-test is use to compare the means of the same participants in two conditions or at two points in the time by using the following steps SPSS:

Independent Sample t-test Guidelines:

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

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Result

1. Profil of SMA Muhammadiyah 1 Sekampung Udik

a. The History of SMA Muhammadiyah 1 Sekampung Udik.

SMA Muhammadiyah 1 Sekampung Udik is located at Jl. Baru Mengandung Sari, Sekampung Udik District, East Lampung Regency, Lampung Province.

SMA Muhammadiyah 1 Sekampung Udik is one of the private high schools in Lampung province. Currently, Muhammadiyah 1 Sekampung Udik High School implements the 2013 high school learning curriculum guide. SMA Muhammadiyah 1 Sekampung Udik is led by a principal named Ashari, S.Pd.I, handled by an operator named Miftah Qurrohman Muafi'i.

b. Vision and Mission of SMA Muhammadiyah 1 Sekampung Udik

SMA Muhammadiyah 1 Sekampung Udik has a vision and mission:

1) Vision

The vision of SMA Muhammadiyah 1 Sekampung Udik is being superior in science and technology (IPTEK) and strong in faith and piety (IMTAQ).

2) Mission

The mission of SMA Muhammadiyah 1 Sekampung Udik is to form Muslim people who have noble character, love their country, master science and technology, have habit at reading and memorizing the Qur'an and being skilled in mastering Information Technology and Publications.

c. The Quantity of Teachers and Employees

SMA Muhammadiyah 1 Sekampung Udik has 28 teachers and employees. An overview of presence of teachers with various distributions can be seen as follows:¹

Table 4.1 Name of Teachers and Employees

No	Name	Occupation
1.	Ashari S.Pd.I	Principal
2.	Eva Oktaviani S.Pd.I.,Gr.	Assistant principal of Curriculum
2.	Emha Ainun Najib, S.Kom Dedi	Assistant principal of school finance and operations
4.	Broto Waskito, S.Pd.I	Assistant principal of the student affairs
5.	Susi Mulyani, S.Pd	Head of laboratory
6.	Yulianto, S.Pd	Assistant Principal of public relations
7.	Zeny Purwati, S.Pd.I	Teacher
8.	Suyitno, S.Pd.I	Teacher
9.	Ahmad Fahrodin, S.Pd	Teacher

¹ Source: The Condition of teachers got from English the researcher at SMA Muhammadiyah 1 Sekampung Udik.

10.	Zulkarnain, S.Pd.,Gr	Teacher
11.	Drs. Sriyono, M.Si	Teacher
12.	Drs. Maridi M.Mpd	Teacher
13.	Darsah, S.Pd	Teacher
14.	Titin Haryani, S.Pd	Teacher
15.	Siti Mutmainah S.T.P., S.Pd	Teacher
16.	Mahmud Hamdi Zauzaqi, S.Kom	Teacher
17.	Hema Mailini, S.Pd	Teacher
18.	H. Ahmad Zaini, M.Pd	Teacher
19.	Yulianto, S.Pd	Teacher
20.	Indah Purwati, S.Pd	Teacher
21.	Asri Sefdi Widiastuti, S.Pd	Teacher
22.	Datu Purwonugroho, S.T	Teacher
23.	Meileni Apriyanti, S.Si	Teacher
24.	Dodi Irawan, S.Pd	Teacher
25.	Catur Setiawan, A.Md	Teacher
26.	Miftah Qurrohman Muafi'i, S.Pd	Operator/Teacher
27.	Agam Darusman	Employees
28.	Suryo Atmoko	Employees

- c. The quantity of students at SMA Muhammadiyah 1 Sekampung Udik is illustrated on the table below:

Table 4.2 Quantity Of Students

No	Grade	The Students
1	X	80
2	XI	55
3	XII	54
	Total of the Students	189

4. The Condition of Facilities and Infrastructure

The facilities and infrastructure at SMA Muhammadiyah 1 Sekampung Udik are presented on the table below:²

Table 4.3 Condition of Facilities and Infrastructure

1) Facilities

No	Facilities	Total
1	Table of Students	27/class
2	Chair of Students	27/class
3	Table of teachers	1/class
4	Chair of teachers	1/class
5	Whiteboard	1/class
6	Cupboard	1/class
7	Wall clock	1/class
8	Wastafle	1/class
9	Trash box/Dump	1/class

² Source: *The Condition of Facilities and Infrastructure of SMA Muhammadiyah 1 Sekampung Udik.*

2) Infrastructures

No	Infrastructures	Total
1	Classroom	9
2	Teacher's Room	1
3	Principal's Office	1
4	Library	1
5	Laboratory of Computer	1
6	Laboratory of physics	1
7	Laboratory of chemistry	1
8	The Internal School Organization Room	1
9	Administration Room (TU)	1
10	School Healthy Serves (UKS)	1
11	Mosque	1
12	Sports Fields	1
13	Parking Lots	1
14	Canteen	2
15	Toilet of Teacher	4
16	Toilet of Students	6
17	Warehouse	1

2. Description of Research Data

The research was conducted to achieve the research objective, namely to find out whether is there any positive and significant influence of Consultancy Prewriting Protocol Strategy on the Students' Writing Skill at the tenth grade at SMA Muhammadiyah 1 Sekampung Udik. The result of this research includes a description of

the students' pre-test scores, treatment and post-test scores. The explanation of each research is as follow:

a. Pre-Test Result

The researcher conducted a pre-test on November 17th, 2023 by giving writing test to the tenth grade at SMA Muhammadiyah 1 Sekampung Udik. This type of writing test is carried out by asking students to compose descriptive text on the topic of Way Kambas National Park.

In the pre-test process, the students worked seriously, and each student partially wrote descriptive text in form of English.

The pre-test results are illustrated in the following table:

Table4.3
The Pre-Test Result of Control Class of the Students' Writing Test

No	Name of Students	Grade
1	AKZ	71
2	AAP	65
3	AM	57
4	AN	68
5	AS	70
6	AP	68
7	DF	65
8	DS	72
9	GAM	67
10	G	69
11	HFA	65
12	KRFR	70
13	KA	69

14	MR	65
15	NN	62
16	PJGS	52
17	RA	49
18	RSR	57
19	RAAR	58
20	RAK	56
21	R	56
22	SAD	62
23	SA	59
24	SZ	58
25	TDN	62
26	JAS	58
27	SAR	56
Total		1.686
Average of the students' grade		62

Note:

1) Interval (Pre-Test Control Class)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,7$$

$$K = 5,7$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 72 - 49$$

$$R = 23$$

$$I = R/K$$

$$I = 23/6$$

$$I = 3,8$$

$$I = 4$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 4

Table 4.4

The Frequency of Distribution of Students' Score in Pre-Test of Control Class

No	Class Interval	Frequency	Percentage %
1.	69-72	6	22
2.	65-68	7	26
3.	61-64	3	11
4.	57-60	6	22
5.	53-56	3	11
6.	49-52	2	8
Total		27	100%

Figure 3.1
The Pre-Test Result of Control Class

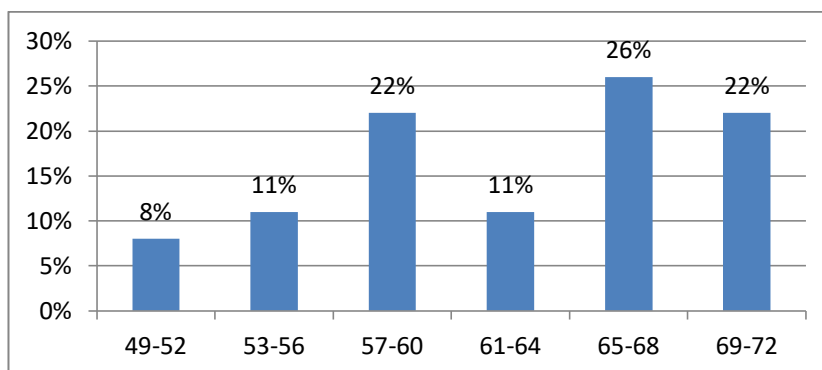


Table 4.5
The Pre-Test Result of Experimental Class of the Students' Writing Test

No	Name of Students	Grade
1	AWAN	66
2	AFA	68
3	AZZ	65
4	APR	65
5	AKP	68
6	ALL	68
7	AZIJ	74
8	CFH	72
9	DRD	72
10	EDR	65
11	EBD	68
12	FKJS	66
13	HA	70
14	I	51
15	LVJ	54
16	MH	58

No	Name of Students	Grade
17	MOA	59
18	MG	67
19	NF	70
20	NZM	65
21	NA	60
22	OP	63
23	RAG	57
24	RIF	57
25	SRA	74
26	TRP	59
27	YF	60
	Total	1.741
	Average of the students' grade	65

Note:

a) Interval (Pre-Test Experimental Class)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,71$$

$$K = 5,7$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 74 - 51$$

$$R = 23$$

$$I = R/K$$

$$I = 23/6$$

$$I = 3,83$$

$$I = 4$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

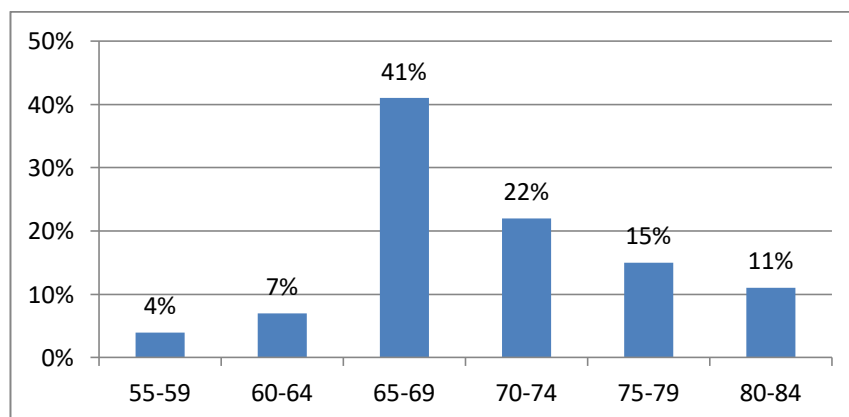
N = total students

Total of interval class (I) in this research was 4

Table 4.6
The Frequency Distribution of Students' Score in Pre-Test
of Experimental Class

No	Interval Class	Frequency	Persentage %
1.	71-74	4	15
2.	67-70	7	26
3.	63-66	7	26
4.	59-62	4	15
5.	55-58	3	11
6.	51-54	2	7
Total		27	100%

Figure 2
The Pre-Test Result of Experimental Class



b. Treatment by using Consultancy Prewriting Protocol Strategy

In this research, the researcher conducted treatment by cooperating with the English teacher, Miss Maria Putri Angelina. The English teacher handled the teaching process in each treatment by using Consultancy Prewriting Protocol Strategy in the research process. In conducting the treatment, the English teacher did treatment in the two meetings. The first treatment of this research was carried out on November 20th, 2023 which was carried out directly by the English teacher. In the first treatment, the English teacher guided the students to write a descriptive text in English using Consultancy Prewriting Protocol Strategy related to the topic of “Parangtritis Beach”. In the second treatment, the English teacher conducted the teaching process on November 21st, 2023 by asking the students to write a description text with the topic of “National Monument”.

c. Post Test

The researcher conducted a Post-Test on November 24th, 2023 by giving a writing test to students in class X² as the experimental class and class X¹ as the control class at SMA Muhammadiyah 1 Sekampung Udik. The type of writing test is that the students are asked to compose a description text in English with the topic of Borobudur Temple or National Monument. The researcher asked the students to compose a description text and choose one topic. Post-test result are illustrated in the following table:

Table 4.7

The Post-Test Result of Control Class of the Students' Writing Test

No	Name of Students	Grade
1	AKZ	72
2	AAP	70
3	AM	60
4	AN	68
5	AS	68
6	AP	72
7	DF	67
8	DS	73
9	GAM	72
10	G	64
11	HFA	68
12	KRFR	80
13	KA	72
14	MR	66
15	NN	63

16	PJGS	62
17	RA	56
18	RSR	69
19	RAAR	69
20	RAK	65
21	R	62
22	SAD	64
23	SA	60
24	SZ	59
25	TDN	63
26	JAS	59
27	SAR	58
Total		1.781
Average of the students' grade		66

Note:

a) Interval (Post-Test Control Class)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,71$$

$$K = 5,7$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 80 - 56$$

$$R = 24$$

$$I = R/K$$

$$I = 24/6$$

$$I = 4$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

N = total students

Total of interval class (I) in this research was 4

Table 4.8
The Frequency Distribution of Students Score in Post-Test of Control Class

No	Interval Class	Frequency	Percentage %
1.	76-80	1	4
2.	72-75	5	18
3.	68-71	6	22
4.	64-67	5	18
5.	60-63	6	22
6.	56-59	4	15
Total		27	100%

Figure 3

The Post-Test Result of Control Class

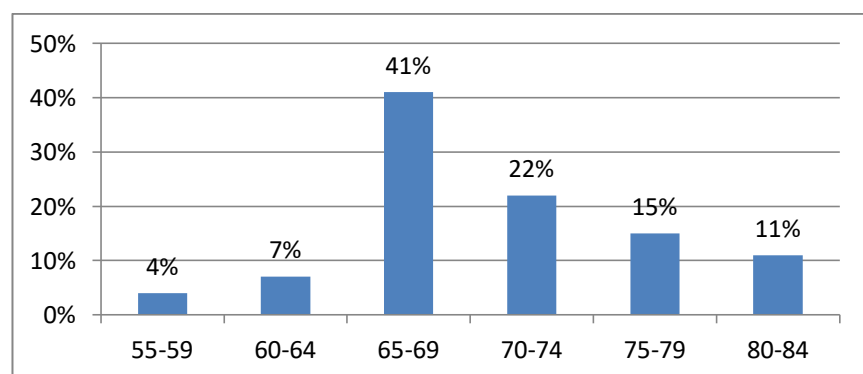


Table 4.9
The Post-Test Result of Experimental Class of the Students’
Writing Test

No	Name of Students	Grade
1	AWAN	73
2	AFA	73
3	AZZ	67
4	APR	67
5	AKP	71
6	ALL	75
7	AZIJ	84
8	CFH	72
9	DRD	84
10	EDR	66
11	EBD	82
12	FKJS	77
13	HA	77
14	I	57
15	LVJ	63
16	MH	65
17	MOA	68
18	MG	69
19	NF	73
20	NZM	68
21	NA	69
22	OP	72
23	RAG	69
24	RIF	68
25	SRA	77
26	TRP	67
27	YF	66
Total		1.919
Average of the students’ grade		71

Note:

a) Interval (Post-Test Experimental Class)

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 27$$

$$K = 1 + 3,3 \times 1,43$$

$$K = 1 + 4,71$$

$$K = 5,7$$

$$K = 6$$

R = the highest score – the lowest score

$$R = 84 - 57$$

$$R = 27$$

$$I = R/K$$

$$I = 27/6$$

$$I = 4,5$$

$$I = 5$$

Note:

K = number of interval class

R = distance of maximum and minimum scores

I = length of interval class (total of interval class)

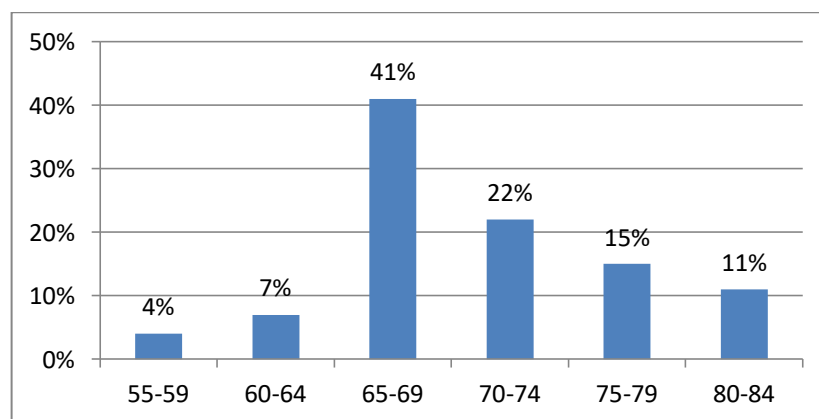
N = total students

Total of interval class (I) in this research was 5

Table 4.10
The Frequency Distribution of Students' Score in Post-Test of Experimental Class

No	Interval Class	Frequency	Percentage %
1.	80-84	3	11
2.	75-79	4	15
3.	70-74	6	22
4.	65-69	11	41
5.	60-64	2	7
6.	55-59	1	4
Total		27	100%

Figure 4
The Post-Test Result of Experimental Class



Based on the data post-test above, it was investigated that the average grade in control class is 66 and the average grade in experimental class is 71. It explained the students' writing test after the treatment. After getting the complete data, the researcher investigated the influence of

using Consultancy Prewriting Protocol Strategy toward students' writing test on description text by using SPSS.

Before processing data use independent sample t-test, the researcher first tested normality and homogeneity students' score. The normality test result is illustrated in the following table:

Table 4.11
The Normality Test Result

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Experimental Class	.145	27	.154	.957	27	.318
	Control Class	.085	27	.200 [*]	.971	27	.636

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the results of the table regarding the test of normality, it is known that the value of Sig. obtained is 0.154. It means that the value of Sig. > 0.05. That is because according to Andy Field, data is called normal if the Sig. > 0.05.³ Therefore, it can be concluded that the data from this study were normally distributed.

After the normality test, the researcher continued the test by testing the data with the homogeneity test. The researcher carried out the homogeneity test using SPSS use the Levene test to tests the hypothesis that the variances in different groups are equal. To know is that if Levene's test is significant at sig. \leq 0.05 then we can conclude that the null

³ Andi Field, *Discovering Statistics Using SPSS* (London: SAGE Publications, 2009), 147.

hypothesis is incorrect, therefore, the assumption of homogeneity of variances has been violated. If, however, Levene's test sig.>0.05, then alternatif hypothesis is tenable.⁴

Table 4.12
The Homogeneity the Result
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.099	1	52	.755
	Based on Median	.045	1	52	.833
	Based on Median and with adjusted df	.045	1	46.336	.833
	Based on trimmed mean	.093	1	52	.762

Based on the homogeneity research data, it is known that the value of Sig. Research is (.755). That means the value of Sig. Research results > 0.05. If the value Sig. > 0.05 then the research data is homogeneous. Therefore, it can be concluded that the data from this study are homogeneous. The researcher found that the research data were normally distributed and homogeneous, so the researcher continued to process the data parametrics test, namely by applying the independent sample t-test. Independent sample t-test is the test used when there are two experimental conditions and different participants are assigned to each condition.

Based on the basis of decision making in the sample t-test, If Sig.2-tailed is less than 0.05, so the H_a is accepted. It means, the hypothesis is that there is a positive and significant effect from the use of applying

⁴ Ibid., 150.

variable X to variable Y. The following is the SPSS result of independent sample t-test.

Table 4.13

The SPSS Computation Result about the Influence of Consultancy Prewriting Protocol Strategy Toward Students Writing Test on Descriptive Text

Independent Sample Test

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	
Hasil	Equal variances assumed	.099	.755	3.107	52	.003	5.074	1.633	1.797	8.351
	Equal variances not assumed			3.107	51.329	.003	5.074	1.633	1.796	8.352

Based on the table above, it is known that the Sig.2-tailed is .003.

It means that the Sig.2-tailed resulting $.003 < 0.05$, so H_a is accepted and H_o is rejected. It means that there was a positive and significant influence of consultancy prewriting protocol strategy on students' writing skill.

Table 4.14
Critical Value of t-table

Level of Significant	5%	1%
<i>Df</i>	1.67469	2.40022

- 1) The critical value of t-test (t-table) for the 5% level is 1.67469.
- 2) The critical value of t-test (t-table) for the 1% level is 2.40022.

For all the data analysis is above, it can be found that:

- 3) "t-observed" = 3.107
- 4) "t-table" level of significant 5% = 1.67469.
- 5) "t-table" level of significant 1% = 2.40022.

It means that “t-observed” is higher than “t-table” or it can be written as $1.67469 < 3.107 > 2.40022$. Based on the value above, there was any positive and significant influence of Consultancy Prewriting Protocol Strategy on Students’ Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik can be seen from the result of the students pre-test and post-test.

- 1) If $t\text{-observed} > t\text{-table}$. H_a is accepted and H_o is rejected.
- 2) If $t\text{-observed} < t\text{-table}$. H_a is rejected and H_o is accepted.

The researcher has formulated the alternative Hypothesis (H_a) such as: “There is a positive and significant influence of Consultancy Prewriting Protocol Strategy on Student Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik. Finally, the data confirmed that “t-observed” = 3.107 was higher than “t-table” level of significant 5% = 1.67469 and “t-table” level of significant 1% = 2.40022. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there was a positive and significant the influence of Consultancy Prewriting Protocol Strategy on Student Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik.

B. Discussion

The study was conducted on the basis of a problem that researcher found out from a pre-survey of incomplete English skill particularly associated with writing skill. The researcher conducted quantitative research into quasi experiment with a Consultancy Prewriting Protocol Strategy. In conducting

this study, the researcher involved two classes of experimental and control class. Before treatment the researcher pre-test first and after treatment the researcher already has a post-test in both classes. After doing the data processing, based on the basis of decision making in the sample t-test, it was investigated that the result of *sig.2-tailed* value is 0.003. It is clear that if the probability or $Sig.<\alpha$ (0.05), the alternative hypothesis (H_a) is accepted. It means that there is a positive and significant influence of Consultancy Prewriting Protocol Strategy on the students' writing test. In the other words, H_a is accepted and H_o is rejected.

Furthermore, it was investigated that the t-observed is 3.107, and value in t-table for the 5% significant level for df 52 is 1.67469, while the significant level of 1% df 52 is 2.40022. This shows that the t-observed is higher than the t-value in the t-table. Therefore, the statistical hypothesis shows that the Consultancy Prewriting Protocol Strategy can have a positive and significant influence toward students' writing test. In addition, this strategy is useful in developing their ideas in the writing process through deep reflection. Therefore, it is concluded that there is a positive and significant influence of Consultancy Prewriting Protocol Strategy on the Students' Writing Skill of the Tenth Grade at SMA Muhammadiyah 1 Sekampung Udik.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher concludes this research. It was investigated that the result of sig.*2-tailed* value is 0,003. It is clear that if the probability or sig. $<\alpha$ (0,05), the alternative hypothesis H_a is accepted. It means that there is positive and significant influence of consultancy prewriting protocol strategy on the students' writing skill. In the other words, H_a is accepted, and H_o is rejected.

The researcher concluded that consultancy prewriting protocol strategy can influence students' writing skill. By the use of the consultancy prewriting protocol strategy, the students can specifically be given the opportunity to develop good writing skill.

B. Suggestion

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

1. To the Students

It is suggested that the students to be more active in learning English, particularly in writing the English text. Therefore, the students can compose a descriptive text in form of English.

2. To the Teacher

It is recommended for teachers to be more creative in motivating the students to learn English with a variety of learning strategy. One of them is consultancy prewriting protocol strategy in the teaching process, especially in writing skill to engage the students to be active in the learning process.

3. To the Headmaster

It is recommended to headmaster to support teachers in motivating the teachers to implement the effective learning strategy. In addition, the headmaster can facilitate the English learning process by various learning sources and media because they can be used in teaching the students' writing skill, so the students become more active.

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APPENDICES



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

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Nomor : B-5016/In.28/J/TL.01/11/2022
Lampiran :-
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala sekolah SMA
MUHAMMADIYAH 1 SEKAMPUNG
UDIK
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: ANISA UFADILAH
NPM	: 1901051006
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON STUDENTS WRITING SKILL OF THE TENTH GRADE AT THE SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2021/2022

untuk melakukan prasurvey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 November 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH LAMPUNG
SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK
TERAKREDITASI " B "**

NPSN : 10805986 Alamat : Jl. Baru Mengandungsari Kec. Sekampung Udik Lampung Timur Kode Pos : 34385
Telp. 0857-7043-1502, E-Mail : Smamuhammadiyahs@gmail.com Web : smamuhsatusekampungudik.sch.id

SURAT KETERANGAN
Nomor : 001/KET/III.4.AU/F/2023

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-5016/In.28/J/TL.01/11/2022, hal : Izin Prasurvey tertanggal 23 November 2022, maka Kepala SMA Muhammadiyah 1 Sekampung Udik dengan ini menerangkan mahasiswi dibawah ini :

Nama : ANISA UFADILAH
NPM : 190105006
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris

Benar telah melaksanakan Prasurey di SMA Muhammadiyah 1 Sekampung Udik pada tanggal 04 Januari 2023 untuk menyelesaikan penyusunan Skripsi yang berjudul : " THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON STUDENTS WRITING SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2021/2022 ". Kami selaku pihak sekolah memberikan izin kepada Mahasiswi tersebut diatas untuk melakukan penelitian di SMA Muhammadiyah 1 Sekampung Udik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Sekampung Udik, 04 Januari 2023

Kepala Sekolah

[Signature] S.Pd.I.

No. 835 280



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-5007/In.28.1/J/TL.00/10/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	: ANISA UFADILAH
NPM	: 1901051006
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON THE STUDENTS` WRITING SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024

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, 30 Oktober 2023
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-5297/In.28/D.1/TL.00/11/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1
SEKAMPUNG UDIK
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5298/In.28/D.1/TL.01/11/2023, tanggal 16 November 2023 atas nama saudara:

Nama : **ANISA UFADILAH**
NPM : 1901051006
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON THE STUDENTS` WRITING SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024".

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 November 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN WILAYAH MUHAMMADIYAH LAMPUNG
SMAMUHAMMADIYAH 1 SEKAMPUNG UDIK
TERAKREDITASI “ B ”

NPSN : 10805986 Alamat : Jl. Baru Mengandungsari Kec. Sekampung Udik Lampung Timur Kode Pos : 34385
Telp. 0857-7043-1502, E-Mail : Smamuhammadiyahs@gmail.com Web : smamuhsatusekampungudik.sch.id

SURAT KETERANGAN

Nomor : 167/KET/III.4.AU/F/2023

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor : B-5297/In.28/D.1/TL.00/11/2023, Hal : Izin Research tertanggal 16 November 2023, maka Kepala SMA Muhammadiyah 1 Sekampung Udik dengan ini menerangkan nama mahasiswi dibawah ini :

Nama : ANISA UFADILAH
NPM : 1901051006
Semester : IX (Sembilan)
Jurusan : Tadris Bahasa Inggris

Nama tersebut diatas telah diberikan Izin untuk melaksanakan Penelitian di SMA Muhammadiyah 1 Sekampung Udik untuk menyelesaikan penyusunan Skripsi yang berjudul : “THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON THE STUDENTS’ WRITING AKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Sekampung Udik, 28 November 2023

Kepala Sekolah

Asyari, S.Pd.I.
No. 835 280



**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

SURAT TUGAS

Nomor: B-5298/In.28/D.1/TL.01/11/2023

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

Nama : **ANISA UFADILAH**
NPM : 1901051006
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF CONSULTANCY PREWRITING PROTOCOL STRATEGY ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG UDIK IN THE ACADEMIC YEAR OF 2023/2024".
 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 : 16 November 2023

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



Mengetahui,
Pejabat Setempat



**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.iaim@metrouniv.ac.id

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

Nama : Anisa Ufadilah
NPM : 1901051006

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 15/6-2023	✓	typos → revise Data collecting technique Evaluasi	
	Senin 19/6-2023	✓	revisi is OK (chapter 5 & 6)	
	Jumat 23/6-23	✓	ACE for seminar	

Mengetahui
Ketua Program Studi TBI



Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

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

Nama : Anisa Ufadilah
NPM : 1901051006

Program Studi : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jul. 'at 10/10-23	✓	Acc for research instrument	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Anisa Ufadilah
NPM : 1901051006

Program Studi : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jum'at 26/2024 01	✓	Chapter 5 → elaborate	
2.	Rabu, 31/2024 01	✓	abstract (Ind. + Eng. revisi	
3.	Jum'at, 02/2024 02	✓	- Revisi is OK - ACC for magang	

Mengetahui
Ketua Program Studi TBI

Dr. Much Dejiatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

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NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-65/ln.28/S/U.1/OT.01/02/2024**

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

Nama : ANISA UFADILAH
NPM : 1901051006
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1901051006

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, 01 Februari 2024
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**

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SURAT KETERANGAN BEBAS PUSTAKA

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

Nama : ANISA UFADILAH
NPM : 1901051006
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 02 Februari 2024
Ketua Program Studi TBI

Dr. Much Deniatur, M.Pd.B.I.
NIP. 198803082015031006

ANISA UFADILAH 1901051006
(CONSULTANCY PREWRITING
PROTOCOL STRATEGY ON THE
STUDENTS' WRITING SKILL OF
THE TENTH GRADE AT SMA
MUHAMMADIYAH 1
SEKAMPUNG UDIK IN THE
ACADEMIC YEAR OF 2023/2024)

Submission date: 05-Feb-2024 04:15PM (UTC+8709) by TBRAIN Metro

Submission ID: 2249845166

File name: 41._ANISA_UFADILAH-1901051006.docx (1.35M)

Word count: 13105

Character count: 71701

Metro, 06 Feb 2024



Much Dehriatur

ANISA UFADILAH 1901051006 (CONSULTANCY PREWRITING
 PROTOCOL STRATEGY ON THE STUDENTS' WRITING SKILL OF
 THE TENTH GRADE AT SMA MUHAMMADIYAH 1 SEKAMPUNG
 UDIK IN THE ACADEMIC YEAR OF 2023/2024)

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SILABUS BAHASA INGGRIS UMUM

Satuan Pendidikan : SMA Muhammadiyah 1 Sekampung Udik

Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang di anutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong-royong, kerjasama, toleran, damai), bertanggungjawab, 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.
- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal 	- Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan

<p>dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<p>dengan teman dan guru</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya 	<p>hubungan keluarga, dengan ucapan dan tekanan kata yang benar.</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada. - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal. - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan
---	---	---

	<p><i>Who? Which?</i> <i>How? Dst.</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none"> • Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>teman-temannya.</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya.
<p>4.4 Teksdeskriptif</p> <p>4.4.1Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p>	<ul style="list-style-type: none"> -Melakukan refleksi tentang proses dan hasil belajar.

<p>bangunan bersejarah terkenal</p> <p>4.4.2Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite</i>, <i>very</i>, <i>extremely</i>, <i>dst.</i> - Kalimat deklaratif dan interogatif 	
--	--	--

	<p>dalam tense yang benar</p> <ul style="list-style-type: none">- Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <ul style="list-style-type: none">• Topik <p>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	
--	--	--

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Muhammadiyah 1 Sekampung Udik
Mata pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok : Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah Terkenal
Alokasi Waktu : 2x40 menit

A. Kompetensi Inti

KI-1 dan **KI-2**: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleransi, damai), bertanggungjawab, 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.

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	<ul style="list-style-type: none"> • Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<ul style="list-style-type: none"> • Siswa mampu menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Mengarahkan siswa agar mampu menangkap makna terkait tempat wisata dan bangunan bersejarah terkenal.
2. Mengarahkan siswa agar mampu menyusun teks deskriptif sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

D. Materi Pembelajaran

1. Descriptive Text

A text to describe the particular place, person or things.

2. Social Function

- a. To give information about a particular entity by describing its

features, history, and special characteristics.

- b. To give information about things by describing general information and their parts, uses, etc.

3. Text Structure

Generic Structure	Function
Identification	Identifies phenomenon to be described
Description	Describes parts, qualities, or characteristics

E. Language Feature

- Simple Present Tense
- Specific Participant
- Noun Phrase
- The use of adjective

F. Topik

Deskripsi tempat wisata dan bangunan bersejarah terkenal yang dapat menumbuhkan perilaku yang termuat di KI

G. Media Pembelajaran

Buku cetak bahasa Inggris

H. Langkah-Langkah Pembelajaran

TAHAP	KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan kondisi belajar). (Orientasi) • Guru memberitahukan manfaat materi terhadap kehidupan mereka. (Motivasi) 	10 menit

	<ul style="list-style-type: none"> • Guru menyampaikan topik, kegiatan dan agenda pembelajaran (Pemberian Acuan) 	
Inti	<ul style="list-style-type: none"> • Guru membagi siswa dalam beberapa kelompok, masing-masing kelompok terdiri dari presenter dan anggota kelompok. • Guru memberikan teks deskriptif dan memberikan waktu pada masing-masing kelompok untuk membaca teks deskriptif dengan topik tertentu dan melakukan diskusi di masing-masing kelompok. • Guru meminta presenter dari masing-masing kelompok untuk maju kedepan kelas dan mempresentasikan hasil diskusi masing-masing kelompok dengan alokasi waktu yang ditentukan. • Guru memberikan kesempatan kepada anggota kelompok yang tidak maju kedepan kelas untuk memberikan pertanyaan-pertanyaan yang berkaitan dengan tema diskusi dengan alokasi waktu yang ditentukan. • Guru meminta presenter secara bergiliran menjawab pertanyaan-pertanyaan tersebut dengan saling melengkapi agar pertanyaan terjawab dengan baik. • Guru meminta masing-masing siswa untuk menyimpulkan hasil diskusi dengan menulis ulang hasil diskusi tersebut dalam bentuk teks tertulis yang baik. 	60 menit
Penutup	<ul style="list-style-type: none"> • Guru dan siswa memberikan kesimpulan dan refleksi pembelajaran. <i>What Have You Learn Today?</i> • Guru Dan Siswa Menutup Pembelajaran. 	10 menit

THE BLUE PRINT OF THE WRITING TEST

No	Basic Competence	Indicators	Test Items
1.	<p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>•Siswa mampu menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>•Siswa mampu menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>a. Pre-Test Students are asked to compose the written descriptive text in English consists of 3 paragraphs about Way Kambas National Park</p> <p>b. Post-test Students are asked to compose the written descriptive text in English of 3 paragraphs based on one of the following topics:</p> <ol style="list-style-type: none"> 1) Borobudur Temple 2) National Monument

The Schedule of Research

No	Research Activities	Time
1	Pre-Survey	January 04 th , 2023
2	Pre-Test	November 17 th , 2023
3	Treatment 1 Treatment 2	November 20 th , 2023 November 21 st , 2023
4	Post Test	November 24 th , 2023

TABLE OF TEST SPECIFICATION
PRE-TEST
Writing Test

Outcomes to Assess		Item Types (with item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.4.2 Performing oral and written descriptive texts, short and simple, regarding tourist attractions and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly and according to context.	Students are able to compose oral and written descriptive texts, short and simple, regarding tourist attractions and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly and according to context.	Please write a descriptive text that consists of 3 paragraphs about Way Kambas National Park	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English Teacher at the Tenth Grade of SMA Muhammadiyah 1 Sekampung Udik.

**TABLE OF TEST SPECIFICATION
POST-TEST
Writing Test**

Outcomes to Assess		Item Types (with item numbers)	
Content Standard	Indicator	Essay Test	Total Points
4.4.2 Performing oral and written descriptive texts, short and simple, regarding tourist attractions and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly and according to context.	Students are able to compose oral and written descriptive texts, short and simple, regarding tourist attractions and famous historical buildings, taking into account social function, text structure and linguistic elements, correctly and according to context.	Please write a descriptive text that consists of 3 paragraphs based on one of the following topics: a. Borobudur Temple b. National Monument (Monas)	0-100
Total Point			100

Source: Syllabus of English Subject Provided in 2013 Curriculum Used by English Teacher at the Tenth Grade of SMA Muhammadiyah 1 Sekampung Udik

The Answer of Pre-Test in Experimental Class

PRE-TEST WRITING TEST

Name : Okta Putri
 Class : X 2
 Student's Number : 22

Please write a descriptive text that consists of 3 paragraphs about Way Kambas National Park

Way Kambas is located in Labuhan Ratu District, East Lampung

I once visited there with my family. Elephants likes to eat coconut leaves. They also like bananas. if you visit there, don't forget to buy bananas for them. with 10.000 rupiah we can buy 2 bananas combs

Currently, the National park is starting to have difficulty getting young coconut leaves. They have to take a truck around Lampung to be able to feed the elephant. We can't ^{set} aside money to donate to them.

C : 22

O : 12

V : 13

L : 13

M : 3 +

63

"Good Luck"

The Answer of Pre-Test in Experimental Class

PRE-TEST WRITING TEST

Name : Rizky Agung Gumelar
 Class : XII
 Student's Number : 23

Please write a descriptive text that consists of 3 paragraphs about Way Kambas National Park

Way Kambas National Park is in East Lampung, Lampung Province.
 Way Kambas is famous as a Conservation area for Sumatran elephants. The Place is Very Spacious, Cool Green Grass, beautiful trees, and a Very interesting elephants Show.

C : 19

D : 17

V : 13

L : 11

M : 3

57

"Good Luck"

The Answer of Pre-Test in Control Class

PRE-TEST WRITING TEST

Name : Muhammad Reyhan
 Class : X1
 Student's Number : 14

Please write a descriptive text that consists of 3 paragraphs about Way Kambas National Park

Way kambas is located in East Lampung, Indonesia.
 One of the districts in Lampung province which has various tourist destinations that you can visit is East Lampung. Way Kambas National Park is a natural tourist destination located in this district, one of the top tourist attractions is the Sumatran Elephant at the Elephant Training Center. These large mammals are animals that are classified as protected and endangered animals, so their use must prioritize the preservation of these animals.

C : 21

O : 13

V : 14

L : 13

M : 4 +

65

“Good Luck”

The Answer of Post Test in Experimental Class

POST-TEST WRITING TEST

Name : Ayu lita liana
 Class : X₂
 Student's Number : 06

Please write a descriptive text that consists of 3 paragraphs based on one of following topics:

- Borobudur Temple
 b. National Monument

Borobudur temple is the largest Buddhist temple in magelang, central java.

Borobudur Temple consists of 3 levels. The first /bottom level is called Kamadhatu. At the end of this section there are 160 reliefs

At the second level, namely Rupadhatu. At the rupadhatu level there are 1300 reliefs. while the top level is arupadhatu. Especially for this level, there are no reliefs on the walls at all

C : 24

D : 16

V : 15

L : 15

M : 5 +

75

"Good Luck"

The Answer of Post Test in Experimental Class

POST-TEST WRITING TEST

Name : Alhisa Karika Putri
 Class : X2
 Student's Number : 5

Please write a descriptive text that consists of 3 paragraphs based on one of following topics:

a. Borobudur Temple

National Monument

- Monas Monument is a monument in the city of Jakarta. The monument was erected to preserve and commemorate the tenacity of the Indonesia people
- The monas monument is 132 meters high. There are embossed reliefs in the Outer Courtyard surrounding the monument depicting Indonesia history
- There is an amphitheater - shaped Independence Room on the monument's top, which can be reached via rotating stairs at the north and south side doors. At the south side door there is an elevator that will take visitors to the peak courtyard and the Independence Atrium which measures 11 x 11 meters

C : 24

O : 14

V : 15

L : 14

M : 4 +

71

"Good Luck"

The Answer of Post Test in Control Class

POST-TEST WRITING TEST

Name : Gisela Amanda Marsaling
 Class : x 1
 Student's Number : 9

Please write a descriptive text that consists of 3 paragraphs based on one of following topics:

a. Borobudur Temple

b. National Monument

Monas is a monument in the city of Jakarta

Monas height reaches 139 meters. The height from the base of Monas to the lower courtyard is 17 meters. In this section, visitors can see Monas Park which is beautiful urban forest.

To reach the park area, visitors can use the elevator and the journey takes around 3 minutes.

Around the elevator there are emergency stairs. From the park of Monas, visitors can see the skyscrapers in the city of Jakarta.

C : 23

D : 15

V : 15

L : 14

M : 5 +

72

is

"Good Luck"

WRITING RUBRIC

Pre-Test Result of Control Class

No	Name of Students	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AKZ	23	13	15	15	5	71
2	AAP	22	12	13	14	4	65
3	AM	19	10	12	12	4	57
4	AN	23	11	15	14	5	68
5	AS	23	13	15	15	4	70
6	AP	23	12	14	14	5	68
7	DF	22	12	13	13	5	65
8	DS	23	15	15	14	5	72
9	GAM	21	13	13	15	5	67
10	G	23	14	14	14	4	69
11	HFA	21	12	14	14	4	65
12	KRFR	22	14	15	14	5	70
13	KA	23	13	14	14	5	69
14	MR	21	13	14	13	4	65
15	NN	20	12	13	12	5	62
16	PJGS	17	11	11	10	3	52
17	RA	16	9	10	10	4	49
18	RSR	17	12	13	12	3	57
19	RAAR	17	12	12	12	5	58
20	RAK	19	11	12	11	3	56
21	R	17	12	12	11	4	56
22	SAD	21	13	13	12	3	62
23	SA	20	12	12	12	3	59
24	SZ	19	11	12	12	4	58
25	TDN	21	13	12	12	4	62
26	JAS	19	12	12	12	3	58
27	SAR	18	12	12	11	3	56

WRITING RUBRIC

Pre-Test Result of Experimental Class

No	Name of Students	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AWAN	22	14	13	13	4	66
2	AFA	22	14	14	4		68
3	AZZ	21	14	14	12	4	65
4	APR	22	14	13	13	3	65
5	AKP	22	15	15	13	3	68
6	ALL	21	13	14	15	5	68
7	AZIJ	23	15	16	15	5	74
8	CFH	23	15	15	15	4	72
9	DRD	23	15	15	14	5	72
10	EDR	22	13	14	13	3	65
11	EBD	23	14	14	13	4	68
12	FKJS	22	13	13	13	5	66
13	HA	22	15	15	13	5	70
14	I	18	10	9	10	4	51
15	LVJ	19	11	11	10	3	54
16	MH	20	12	12	11	3	58
17	MOA	20	12	12	12	3	59
18	MG	22	14	14	13	4	67
19	NF	23	15	14	13	5	70
20	NZM	21	13	14	13	4	65
21	NA	21	12	12	12	3	60
22	OP	22	12	13	13	3	63
23	RAG	19	11	13	11	3	57
24	RIF	19	12	12	11	3	57
25	SRA	23	15	16	15	5	74
26	TRP	20	12	12	12	3	59
27	YF	20	12	13	12	3	60

WRITING RUBRIC

Post Test Result of Control Class

No	Name of Students	Writing Aspects					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AKZ	23	13	15	16	5	72
2	AAP	23	13	15	14	5	70
3	AM	20	12	12	12	4	60
4	AN	23	12	14	14	5	68
5	AS	23	12	15	13	5	68
6	AP	23	14	15	15	5	72
7	DF	22	12	14	14	5	67
8	DS	23	16	15	14	5	73
9	GAM	23	15	15	14	5	72
10	G	21	13	13	12	5	64
11	HFA	22	13	14	14	5	68
12	KRFR	26	17	16	16	5	80
13	KA	24	14	15	15	4	72
14	MR	22	13	14	13	4	66
15	NN	20	13	13	12	5	63
16	PJGS	20	12	13	12	5	62
17	RA	18	11	12	11	4	56
18	RSR	23	14	14	13	5	69
19	RAAR	22	14	14	14	5	69
20	RAK	22	13	13	13	4	65
21	R	22	12	12	12	4	62
22	SAD	23	12	13	12	4	64
23	SA	21	12	12	11	4	60
24	SZ	21	11	12	11	4	59
25	TDN	21	13	13	12	4	63
26	JAS	19	12	13	12	3	59
27	SAR	20	12	12	11	3	58

WRITING RUBRIC

Post Test Result of Experimental Class

No	Name of Students	Writing Aspect					Grade
		Content	Organization	Vocabulary	Language Use	Mechanics	
1	AWAN	24	15	14	15	5	73
2	AFA	24	15	14	15	5	73
3	AZZ	23	14	14	13	3	67
4	APR	22	14	14	14	3	67
5	AKP	24	14	15	14	4	71
6	ALL	24	16	15	15	5	75
7	AZIJ	27	18	17	17	5	84
8	CFH	23	15	15	15	4	72
9	DRD	27	17	18	17	5	84
10	EDR	22	13	14	13	4	66
11	EBD	26	17	17	17	5	82
12	FKJS	25	16	16	15	5	77
13	HA	25	16	16	15	5	77
14	I	19	12	11	11	4	57
15	LVJ	20	13	13	12	4	63
16	MH	22	14	13	13	3	65
17	MOA	23	14	14	13	4	68
18	MG	23	15	14	13	4	69
19	NF	24	13	15	14	5	73
20	NZM	22	14	14	14	5	68
21	NA	23	14	14	13	5	69
22	OP	24	15	14	14	5	72
23	RAG	23	14	14	14	4	69
24	RIF	23	14	13	13	5	68
25	SRA	25	15	16	16	5	77
26	TRP	22	14	14	13	4	67
27	YF	23	13	13	13	4	66

Final Score the Pre-Test and Post Test of Control Class

No	Name of Students	Pre-Test	Post Test
1	AKZ	71	72
2	AAP	65	70
3	AM	57	60
4	AN	68	68
5	AS	70	68
6	AP	68	72
7	DF	65	67
8	DS	72	73
9	GAM	67	72
10	G	69	64
11	HFA	65	68
12	KRFR	70	80
13	KA	69	72
14	MR	65	66
15	NN	62	63
16	PJGS	52	62
17	RA	49	56
18	RSR	57	69
19	RAAR	58	69
20	RAK	56	65
21	R	56	62
22	SAD	62	64
23	SA	59	60
24	SZ	58	59
25	TDN	62	63
26	JAS	58	59
27	SAR	56	58

Final Score the Pre-Test and Post Test of Experimental Class

No	Name of Students	Pre-Test	Post Test
1	AWAN	66	73
2	AFA	68	73
3	AZZ	65	67
4	APR	65	67
5	AKP	68	71
6	ALL	68	75
7	AZIJ	74	84
8	CFH	72	72
9	DRD	72	84
10	EDR	65	66
11	EBD	68	82
12	FKJS	66	77
13	HA	70	77
14	I	51	57
15	LVJ	54	63
16	MH	58	65
17	MOA	59	68
18	MG	67	69
19	NF	70	73
20	NZM	65	68
21	NA	60	69
22	OP	63	72
23	RAG	57	69
24	RIF	57	68
25	SRA	74	77
26	TRP	59	67
27	YF	60	66

DOCUMENTATIONS OF RESEARCH









CURRICULUM VITAE



The name of the researcher is Anisa Ufadilah. She was born in Mengandungsari, on April 07th 2000. She is the third child of Mr. Tukijo and Mrs. Kartini. She got her study kindergarten education at Ma'arif Mengandung Sari completed in 2006/2007. She continued to Elementary Education at SD Negeri 03 Mengandung Sari and finished in 2012/2013. She continued the Education at SMP Muhammadiyah 1 Sekampung Udik and completed in 2015/2016. In addition, she continued at SMA Muhammadiyah 1 Sekampung Udik and completed in 2018/2019. At the same year she registered as S-1 in English Education Department of IAIN Metro, Lampung.