

**STUDENTS' PERCEPTION OF USING EFL IN TEACHING:  
RESEARCH ABOUT STUDENT'S ABILITY IN ENGLISH  
WRITING SKILLS USING TEXT ANALYSIS**

**THESIS**



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FACULTY OF LANGUAGE, ART, AND HUMANITIES  
HAMZANWADI UNIVERSITY**

**2024**

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A Thesis

Submitted to Hamzanwadi Selong College of Teacher Training and Education in  
the Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan  
in English Language Education

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGE, ART, AND HUMANITIES  
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**2024**  
**ABSTRACT**

This study aimed to determine the effectiveness of using EFL in improving the writing ability of seventh-grade students of SMPN 1 SAKRA BARAT. A pre-experimental design using one group Pre-test and Post-test was used in this study. The sample of this study was the VII A class which consisted of 25 students. The data were collected from student's pre-test and post-test using narrative text. The data were analyzed by using SPSS version 22 Windows. After submitting the data to a paired sample t-test, it was found that there was a significant difference in the mean score between pre-test and post-test,  $t(df=24) = -18.057$  at  $p=0.000$  which meant that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, the EFL learning significantly improved the writing ability of seventh-grade students of SMPN 1 SAKRA BARAT. Considering the process and result of this study, the current researcher advised English teacher to include this material in their lessons on teaching english.

***Keywords:*** *EFL learning, Writing ability.*

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas dari Teknik mengajar menggunakan EFL dalam meningkatkan kemampuan menulis siswa kelas tujuh di SMPN 1 SAKRA BARAT. Desain pre-ekperimental menggunakan satu kelompok pre-test dan post-test dalam penelitian ini. Sampel dari penelitian ini adalah kelas VIIa yang menggunakan teks naratif. Data dianalisis menggunakan SPSS versi 22 untuk windows. Setelah memasukkan data ke tes t-test sampel yang dicampur, ditemukan bahwa ada perbedaan yang signifikan dalam skor rata-rata pre-test dan post-test,  $t(df=24) = -18.057$  pada  $p=0.000$  yang berarti bahwa hipotesis alternatif diterima dan null hipotesis ditolak. Dengan demikian, Teknik mengajar EFL secara signifikan efektif meningkatkan kemampuan menulis siswa kelas tujuh di SMPN 1 SAKRA BARAT. Berdasarkan hasil dan proses penelitian ini peneliti saat ini menyarankan pada guru Bahasa Inggris untuk memasukkan materi ini sebagai bahan pembelajaran mereka pada pelajaran Bahasa Inggris.

**Kata Kunci:** Pembelajaran EFL, Kemampuan Menulis.

## DECLARATION

I declare that this proposition doesn't contain material which has been acknowledged for the honor of some other degree or recognition in any college, nor does it contain material recently distributed or composed by some other individual, aside from where due reference is made in the text of the postulation.

Pancor, 20th september 2024



Nunenk Lanang Teguh Mahmud

## APPROVAL

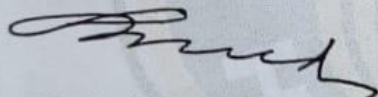
### STUDENTS' PERCEPTION OF USING EFL IN TEACHING: RESEARCH ABOUT STUDENT'S ABILITY IN ENGLISH WRITING SKILLS USING TEXT ANALYSIS

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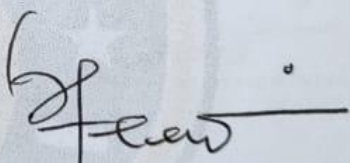
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## RATIFICATION

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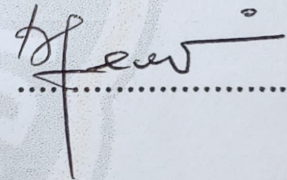
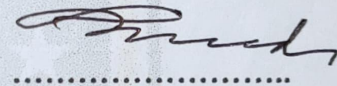
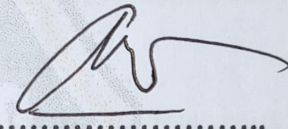
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## **DEDICATION**

1. My beloved Mother Rahmawati and Father Munawar Zuhri, S.Pd who always give their best love, pray, motivation, and support in my proses of education.
2. My beloved brother M. Bagas Ivani that always give me supports, thank you so much.
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5. My beloved friends in English Education Study Program especially my friend from B class, whom I cannot mention one by one.
6. To my friend at kantin Harvard group that always have fun with me whatever the condition is.

## **MOTTO**

**“The future is uncertain, but it is ours to shape”**

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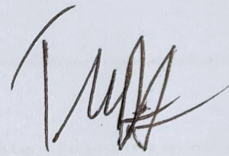
In accomplishing this thesis, the researcher has received many valuable and meaningful contributions, suggestion, and guidance from others, Therefore, the researcher would like to acknowledge the greatest appreciation to the following people who have helped, guided, and encouraged the author patiently to finish this present research. The author would be happy to extend his sincere gratitude to:

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researcher classmates in Class B.

Finally, this thesis is obviously not perfect yet, either in content or grammar. Therefore, the present researcher hopes that the reader will suggest or critique this thesis for the better. The present researcher hopes that this thesis can be useful to all people.

Rensing 20<sup>th</sup> September 2024



Nunenck Lanang Teguh Mahmud

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# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF STUDY

(Prasetyaningrum *et al.*, 2022), language is a system of communication using sounds or symbols that enable us to express our feelings, thoughts, ideas, and experiences. Another expert, Wayne Weiten, said that language consists of symbols that convey meaning and rules for combining those symbols that can be used to generate an infinite variety of messages. From the definition above, we can conclude that language is a communication tool used to give information, whether it's written, spoken, or sign language, and language can be used to provide a variable way of messages or information that combine both meaning and rules into a form of information or messages.

Communication is conveying or exchanging information, concepts, or emotions between people or groups via mutually understood signs, symbols, and semiotic norms (Fikni *et al.*, 2024). It is essential for conveying ideas, feelings, and intentions, coordinating activities, and building relationships. It encompasses both the sending and receiving of messages. Clarity, comprehension, and the capacity to adjust to various situations and audiences are necessary for effective communication.

(Surayya *et al.*, 2023) human contact depends on communication to enable the flow of thoughts, feelings, and information needed for cooperation and understanding. It includes a variety of formats—verbal, nonverbal, and visual—all of which have different functions in communicating ideas. While nonverbal

clues like gestures, facial expressions, and tone of voice can add depth or richness to verbal communication—whether spoken or written—nonverbal cues frequently reflect deeper feelings or intentions. Using pictures, charts, or videos in visual communication adds another level of comprehension and is especially helpful when presenting complex information or capturing the audience's attention. Explicit message encoding by the sender and correct message decoding by the recipient are essential components of effective communication, and feedback guarantees mutual understanding. Interpersonal communication helps people connect, work out problems, and develop trust (Wati, Maysuroh and Nazri, 2024).

Certainly, there are four major language skills in English. Listening plays an important role in communication. It is said that listening is a foundational skill for effective communication. Whether in casual conversations, lectures, meetings, or media consumption, comprehending spoken language is crucial. Strong listening skills contribute to better understanding, improved relationships, and success in academic and professional settings.

Speaking is the skill the students will be judged upon most in real-life situations. (Husnu *et al.*, 2022) say that speaking is expressing thoughts, ideas, and emotions through spoken words. It encompasses pronunciation, vocabulary choice, sentence structure, and the overall fluency of verbal expression. Speaking is the active component of communication. It allows individuals to convey their messages, participate in discussions, and engage socially. Proficient speaking

skills are essential for public speaking, presentations, negotiations, and interpersonal interactions.

(Maysuroh *et al.*, 2022) Reading is a cognitive activity essential for adequate functioning and gaining information on strategies in today's communities. Nowadays, the outburst of Research in S.L. reading has been focused on readers' Research in second-language reading, suggesting that learners use a variety of strategies to assist them with acquiring, storing, and retrieving information (Prasetyaningrum *et al.*, 2022). Reading is the ability to understand and interpret written text. It involves decoding written symbols, comprehending Vocabulary and grammar, and extracting meaning from various forms of written communication. Reading is fundamental for acquiring knowledge, accessing information, and engaging with written content in diverse contexts. Strong reading skills are crucial in academic pursuits, professional Research, and staying informed in a rapidly changing world.

Nowadays, written language has an essential social and educational function and status as a high social prestige (Laila Wati *et al.*, 2022). Writing is expressing thoughts, ideas, and information through written words. It involves constructing coherent sentences, organizing content logically, and applying appropriate language conventions. Writing is an essential skill for effective communication in various settings. It is used in academic assignments, business correspondence, creative expression, and more. Strong writing skills contribute to clarity, persuasiveness, and the ability to convey information accurately.

There are also four skills that we can use: expository Writing, descriptive Writing, persuasive Writing, and narrative writing. First is expository Writing. This type of Writing exposes or sets forth facts. It is the most common writing genre you will encounter throughout the day. In an expository piece, a topic will be introduced and laid out logically without referencing the author's personal opinions. Descriptive Writing helps the reader visualize, in detail, a character, event, place, or all of these things at once. (Surayya *et al.*, 2024) Descriptive Writing allows the writer much more artistic freedom than expository Writing. Persuasive Writing, or argumentation, influences the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so the reader will agree. The last is narrative Writing, which aims to tell a real or imaginary story. Pieces in a narrative style will have characters, and the reader learns what happens to them through the narrative. Narrative Writing can also include dialogue.

It has been argued that acquiring skills in the use of foreign languages is comparable to developing competence in other skills (Husnu4 and THE, 2024). English foreign language (EFL) refers to the acquisition and utilization of English by individuals whose native language differs from English. Unlike native speakers or those in English-speaking environments, EFL learners navigate the intricacies of the language in educational settings, where English serves as a subject of study rather than a medium of everyday communication. The emphasis lies not only on linguistic proficiency but also on cultural understanding and the application of English for diverse purposes.

The primary domain for EFL is within educational institutions. English is often taught as a subject, and learners engage in activities to develop the four essential language skills: listening, speaking, reading, and Writing. The goal is to equip individuals with the language proficiency needed for academic pursuits and future career opportunities.

Some things could be improved in Writing. The first is that the students need more motivation to write. It's the main problem for them to start writing. The lack of Vocabulary and poor grammar make the students' writing skills poor. The teacher's strategy was not engaging in developing the students' abilities, which made them stuck in organizing their ideas. That made them need to learn how to express their ideas and write them correctly.

The teacher's strategy while teaching can solve the students' writing problems. Also, to solve the students' lack of writing skills, giving them a lot of Vocabulary for briefing before the start of the study can solve the problem.

## **B. SCOPE OF STUDY**

To investigate this Research sincerely, the subject of the study is aimed at junior high school students, while the object of the study is limited to junior high school students.

## **C. STATEMENT OF PROBLEMS**

To obtain such missing information, this Research is focused on the following question:

1. How high is the student's knowledge of English as a foreign language?
2. Which aspect of the student's difficulty in Writing is

3. Will this teaching method be suitable for students?

#### **D. PURPOSE OF THE STUDY**

The study aims to investigate the student's knowledge and skills in writing through English foreign language style teaching. This Research is focused based on the following points:

1. To know the student's ability to write.
2. To analyze the students' knowledge of EFL.
3. To understand how effective this teaching method is for students.

#### **E. SIGNIFICANCE OF STUDY**

The study's significance lies in understanding how students perceive English as a foreign language when teaching English writing skills. By exploring this perception, educators can gain insight into the effectiveness of the current teaching method, identify potential areas for improvement, and tailor instructional strategies to meet students' needs better. This Research contributes to the ongoing efforts to enhance language education and bridge the gap between teaching practices and student perspectives, ultimately fostering a more effective and engaging learning environment.

The relevance of this study can provide information about the study that the researcher conducted on teaching Writing using English as a foreign language. The findings of this study are expected to be used in formal or informal education as a teaching method.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND HYPOTHESIS**

#### **A. ENGLISH FOREIGN LANGUAGE (EFL)**

##### **a. Definition of English Foreign Language**

English, a language with roots entrenched in the annals of history, has evolved into a global lingua franca, transcending borders and cultures. As the world becomes more interconnected, the role of English as a Foreign Language (EFL) has grown exponentially. This essay delves into the significance of English as a foreign language, exploring its impact on education, communication, and cultural exchange (Prasetyaningrum *et al.*, 2022).

English, often called the gateway to knowledge, has become a vital education component in many non-English-speaking countries. Adopting English as a foreign language in educational curricula is driven by recognizing its global importance. Proficiency in English opens doors to many academic resources, international collaborations, and employment opportunities.

(Agustina and Zuchdy, 2020) Effective communication is paramount in an era of globalization. English facilitates international discourse by serving as a common ground for individuals from diverse linguistic backgrounds. From business negotiations to diplomatic relations, proficiency in English has become a

prerequisite for meaningful engagement on the global stage. As a foreign language, it acts as a bridge, connecting people from different linguistic spheres.

Learning English as a foreign language goes beyond mere linguistic acquisition; it is a gateway to cultural exchange. EFL learners gain insights into English-speaking cultures, fostering cross-cultural understanding and appreciation. Navigating English literature, media, and the arts allows individuals to engage with diverse perspectives, enriching their cultural tapestry.

English proficiency is often linked to economic opportunities. In a world where multinational corporations operate seamlessly across borders, employees with a command of English have a distinct advantage. EFL proficiency opens up employment prospects in sectors ranging from technology and finance to tourism and hospitality, contributing to individual career advancement and economic development (Nazri *et al.*, 2021).

However, the proliferation of English as a foreign language is not without challenges. Issues of linguistic imperialism and cultural homogenization warrant careful consideration. Efforts must be made to ensure that the teaching of English respects and preserves local languages and cultures, promoting a balanced approach to linguistic diversity.

In conclusion, English as a Foreign Language is pivotal in the contemporary global landscape. Its impact extends beyond language acquisition, influencing education, communication, cultural exchange, and economic opportunities. While acknowledging the benefits, it is imperative to approach teaching English with sensitivity to cultural diversity. As the world continues to

evolve, the significance of English as a foreign language is poised to endure, fostering connectivity and understanding in an increasingly interconnected global society.

## **B. WRITING**

### **a. Definition of Writing**

Writing is a communication that allows students to put their thoughts on paper. The pupils must have sufficient ideas, organize them effectively, and suitably articulate them while putting their thoughts into written form. The most difficult English skill, Writing, is one that pupils can use right now to communicate effectively. According to (Wahyuni Safitri, 2022), writing is an activity that is difficult for students to learn because they have to express their ideas, imaginations, or feelings to readers through Writing.

Writing is finding and organizing thoughts, putting them on paper, and reshaping and revising them into effective sentences or paragraphs, according to Meyers (Ramadan, 2019, p.6). "As a result, Writing is considered a productive skill." Spratt, Pulverness, and Williams assert that "Productive abilities are skills that involve making the language rather than receiving it" (Spratt et al., as cited in (Ramadan et al., 2019, p.142).

The complexity of writing for EFL makes it one of the most complex skills to acquire. According to Richards and Renandya (as cited in Ramadan, 2019), structuring, producing, and incorporating thoughts into written prose is the most challenging skill for second language learners. Also, pupils must pay

close attention to punctuation, word choice, and spelling. According to (Defazio et al., 2010), who have a similar perspective, one of the primary writing issues is that people often rely on abbreviations and informal language while paying less attention to punctuation, capitalization, spelling, and organization.

(Wati *et al.*, 2021)"writing is a way to produce language and express idea, feeling and opinion. Also, Abbas (2006:125), "writing skills is the ability to express ideas, opinions, and feelings to other parties through written language." There are some research studies about writing ability. The researchers are numerous, either in standard or in a specific one. This happens because writing ability is a particular concern in studying.

#### b. The Importance of Writing

Writing is critical because it can help individuals critically and profoundly reflect to produce quality writing. Moreover, Writing is essential for school, employment, and basic social functions. Students will gain more information through studying Writing, including how to write effectively, articulate their ideas, and communicate their thoughts to others.

#### c. Micro and Macro Skills of Writing

Talking about micro and macro skills helps teachers define suitable student assessment criteria. Micro skills are divided into imitative and intensive Writing, while responsive and extensive Writing are included in macro skills. Brown (as cited in Ramadan, 2019) states that in imitation writing, students should learn basic subskills, including spelling, sentences,

Vocabulary, and punctuation. Meaning and context are now incorporated into the secondary ones.

Secondly, intensive Writing is similar to imitative Writing. Other sub- subjects such as Vocabulary, idioms and collocations, and correct grammatical features are already included at this stage. Meaning and context are already concerned, but the students still focus on form.

Thirdly, responsive Writing. The students begin to participate in the conversation level. They try to arrange the sentence to be a paragraph. It relates to another paragraph in a sequential way. At this stage, the students will focus on Writing that will reach the objective. The students still focus on the form. Its meaning and context are firmly kept.

The last type of Writing is extensive Writing, which belongs to writing performance. For all purposes, it implements all processes and 10 strategies. At this stage, the students have already started to write an essay, paper, report, etc. In producing the final output, the students will focus on achieving the purpose, organizing and generating the ideas logically, using supporting details, showing syntactic and lexical variety, and drafting.

#### d. Aspect of Writing

Writers need to use some writing elements to improve their writing skills. Because the elements are writing systems that complement one another, they can be used to assess the writers' writing quality.

#### e. Content

The meaning of the content is the material in the composition, such as the topic, explanation, discussion, and the core of the main topic discussed. This should be considered well for gaining good writing results.

f. Organization

The organization is the overall structure of a piece of Writing. The organization explains coherence and cohesion, controlling ideas, and the relationship of ideas within and between paragraphs. To make a good paragraph, students must choose an appropriate title, arrange the introductory paragraph effectively that leads to the body, and conclude the paragraph wholly and logically. Supporting evidence is given besides the usage of transitional expression.

g. Vocabulary

Vocabulary shows accurate Vocabulary, is idiomatic, has word form mastery, and has an appropriate register. If students' Vocabulary is poor, they are likely to fail in Writing or have difficulty progressing in four skills. On the other hand, if the students have many vocabulary words, they will have a better chance of succeeding in their writing skills. The students are encouraged to use precise Vocabulary and parallel structure to improve the quality of expression and writing style.

h. Language Use

Language use is all about the constructions, structures, and components of language applied in written text, such as grammar and sentence complexity. Grammar is essential in Writing, and students are expected to

master it. Effective grammar instruction begins with what the students already know about grammar, and it helps them use this knowledge in their Writing.

### **C. RELEVANT STUDIES**

Many studies have been conducted on using English as a foreign language in teaching over the years, and the findings consistently support the effectiveness of this pedagogical approach. Here are a few relevant studies on EFL:

The current study has its significance. The first study was conducted by Mutie Safitri and was titled "Students' Perception of the Use of Social Media for Learning English." Eighty-three students in the eleventh grade from a science major at SMA Al-Hasra participated in this study. To gather the data, a case study design was used in this study, which used qualitative Research. This study aims to find out how social media can influence students' English learning. This study found that the students positively perceive learning English through social media since they spend more time online during this pandemic. Moreover, based on the interview findings, they felt more at ease and relaxed using social media to study English.

Ade Christianity and Yudha Bestari conducted the second study.

From the University of Nahdatul Ulama Purwekerto with the title "Students' Perception of Instagram Caption as Media English Language Teaching." The researchers took a qualitative approach to the study. During the COVID-19 pandemic, this study presents the pandemic and students' perceptions of using Instagram captions as online learning material for extended writing. All of the

participants in this study are English Language Teaching Study Program students at Nahdlatul Ulama University of Purwokerto who were studying Extended Writing during the COVID-19 pandemic. The data was analyzed by using a qualitative research method. In this study, the researchers found that Instagram captioning is an influential media learning tool for students to practice general English and English Writing. Students have many advantages of practicing English writing by using Instagram.

The third one is a study by Kamal Yusuf and Nikmatul Jazilah from the State Islamic University of Sunan Ampel Surabaya, titled "Exploring Creativity in English Writing by Using Instagram: University Students Perception." This study was conducted on thirty PBI students from UIN Sunan Ampel Surabaya. The researchers used the descriptive qualitative method to collect and analyze data. In this study, the researcher found evidence that Instagram is a social media platform that can assist learners in expressing their creative abilities in language-skilled learning. Instagram can help them increase their learning activities, such as improving their writing skills. Moreover, most students believe integrating Instagram into the teaching-learning process is beneficial.

#### **D. THEORETICAL FRAMEWORK**

Writing is an activity that is difficult for students to analyze because they should provide their ideas, imagination, or feelings to readers through Writing. Therefore, Writing is crucial for students because by Writing, students can express or transfer their feelings and messages, share and express their ideas, and share their experiences.

According to Hudri & Ryanti (as cited in Safitri, 2022, p.1), "Writing is an activity or a long process because the activities in Writing are complex or processes that involve a host of advanced skills, including critical thinking and very logical ideas development." Writing is one of the most challenging skills to understand compared to other skills. Many methods must be learned to support writing skills, one is culturally responsive teaching to make students understand writing. Wanless (2016) finds that culturally responsive teaching is beneficial as educators begin to incorporate culture into learning, improving the opportunity to build a positive classroom environment for students of diverse backgrounds. Teachers can find some problems with writing skills when helping students write in the classroom. The first problem students need help with in class is when they want to write something; they are sometimes hampered and doubtful.

Based on the statement above, the researcher applied culturally responsive teaching as a suitable method to encourage students' motivation in English writing. This made students more interested in learning writing skills because they are fun.

## **E. HYPOTHESIS**

Students can increase their writing skills and understanding of English as a foreign language through these studies. The students who actively use English as a Foreign Language in their writing tasks will experience a boost in linguistic confidence. Exposure to and practice English writing may lead to a greater sense of competence and comfort in expressing ideas and thoughts in the language, and it assumes that students who regularly use English as a foreign language in their writing activities will demonstrate higher proficiency in written communication.

This proficiency encompasses grammar usage, vocabulary expansion, and effective structuring of ideas, resulting in improved overall writing skills.

A positive perception of using English as a foreign language will contribute to a more favorable attitude towards language learning. The hypothesis posits that students who enjoy and appreciate the benefits of using English in their writing tasks are more likely to be motivated and engaged in language learning activities. Using English as a foreign language in writing tasks prepares students for effective cross-cultural communication. Exposure to diverse linguistic styles and cultural contexts through English in Writing is expected to equip students with the skills necessary for communication in a globalized world.

## CHAPTER III

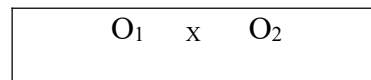
### RESEARCH METHOD

#### A. Research design

The data from this Research is quantitative. According to Basias and Pollalis (2018), Quantitative Research refers to research techniques and approaches used to collect, analyze, and interpret numerical data to understand and explain phenomena systematically and objectively. This study uses a pre-experimental design with one experimental group and no control group. The pre-experimental design is divided into a one-shot case study, a one-group pretest-posttest, and an intact-group comparison. The researcher uses one group pretest and post-test in this Research.

Table 1

#### One group Pretest and Post-test Design



Where:

O<sub>1</sub> = Before given treatment (pretest)

X = Treatment

O<sub>2</sub> = After being given treatment (post-test)

#### B. Setting of study

This study is focused on junior high school students to increase their knowledge and skills about English Foreign Language. The researcher conducted the study in *SMPN 1 SAKRA BARAT* during English classes. The researcher took time between July and August.

Table 2  
*Research Time Schedule*

NO	ACTIVITIES	JULY	AUGUST
1	Arranging proposal		
2	Making instrument		
3	Conduct Research		
4	Analyzing the data		
5	Making report		

### C. Population and sample

#### 1. Population

The Population is the whole subject that is investigated. This study's Population is the seventh-grade students at *SMPN 1 SAKRA BARAT*, which comprises 65 students in three classes.

#### 2. sample

The sample is a subset of individuals or cases. The 25 students from class VIII were selected using the random sample cluster method.

Table 3  
*Table of Population and Sample*

Population	Sample
65	25

### D. Technique of data collection

The researcher has classified the data as quantitative. The form of the test that the researcher gave students was a written test to determine the student's competence in analyzing text.

The first step was preparing the research instrument. The second step was implementing the test. In the test, the researcher used story text to measure students' writing competence by analyzing the text.

Then, the researcher collected the students' exercises and analyzed their writing to see the text they studied and explored.

## **E. Data Analysis**

### 1. Descriptive statistics

In this study, the researcher uses descriptive analysis. Descriptive statistics is used to analyze the data. They measured the mean score to find a single score that indicated the ability to master vocabulary. For this purpose, the researcher uses SPSS 22 statistics for the windows program.

### 2. Statistics Required for Hypothesis Testing

#### a. Normality Testing

Normality testing is used to determine whether the data has a normal distribution. To determine whether the data were average, the researcher performed one sample K-S using SPSS 22 for Windows. Moreover, the data are expected if the pretest and post-test significance levels are higher than the significance values ( $p = 0.05$ ).

#### b. Homogeneity Test

Homogeneity testing determines whether the sample's obtained data are homogeneous. It is performed using Levene statistics in one-way ANOVA using SPSS 22 for Windows. The data are considered

homogeneous if the level significance values are more significant than ( $p = 0.05$ ).

c. Hypothesis Test

The data that shown after the researcher compares the pre-test and post-test results. The researcher used a paired sample T-test using SPSS statistics 22 for Windows to determine whether the null hypothesis was accepted.

To determine the students' writing competence, the researcher used statistics analysis. The steps are as follows: 1. Scoring and classifying the students' writing, as Hughes in Tamrin (2012) suggested. Here are the details of the explanation above with its criteria:

Table 4  
vocabulary

No.	classification	score	criteria
1.	Excellent	96-100	- The use of Vocabulary and idioms is rarely (if at all) distinguishable from native education writers.
2.	Very good	86-95	- Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
3.	Good	76-85	- Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate Vocabulary
4.	Poor	66-75	- Limited Vocabulary and frequent errors

5.	Very poor	56-65	hinder the expression of ideas. - Vocabulary limitation so extreme as to make comprehension virtually impossible.
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(Adapted from Hughes in Tamrin, 2012:38)

Table 5  
Grammar

No.	classification	Score	criteria
1.	Excellent	96-100	- Few (if any) noticeable of grammar or word order
2.	Very good	86-95	- Some grammar or word order errors that do not interfere with comprehension.
3.	Good	76-85	- Grammar or word order errors are relatively frequent; occasional re-reading is necessary for complete comprehension.
4.	Poor	66-75	- Errors of grammar or word order are persistent; the reader often has to rely on their interpretation
5.	Very poor	56-65	- Errors of grammar or word order as severe as to make comprehension virtually impossible

(Adapted from Hughes in Tamrin, 2012:37)

Table 6

## Content

No.	classification	score	criteria
1	Excellent	96-100	- The choice of structure and Vocabulary is consistently appropriate, like that of an educated native writer.
2	Very good	86-95	- Occasional lack of consistency in choice of structure and Vocabulary, which does not, however, impair overall ease of communication.
3	Good	76-85	- Structures or vocabulary items are sometimes inappropriate and misused: little sense of ease of communication.
4	Poor	66-75	- Inappropriate or misused structures or vocabulary items often impair communication.
5	Very poor	56-65	- A "hotch-potch" of half-learned misused structures and vocabulary items, rendering communication almost impossible.

(Adapted from Hughes in Tamrin, 2012:39)

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result

The researcher analyzed the data in this study using descriptive statistics. The researcher determined the top and lowest scores among these 25 items. With a standard deviation of 5.766, the pretest results showed that the highest score was 75 out of 25 students, the lowest score was 50, and a standard deviation of 6.898; the post-test results showed that the highest score was 90, and the lowest score was 60. The result of the statistic is shown in the table below.

Table 7

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50	75	60.40	5.766
Posttest	25	60	90	78.00	6.898
Valid N (listwise)	25				

Based on the previous explanation, the present researcher concludes that the data obtained categorized the students' writing skills at SMPN 1 SAKRA BARAT as good after they were taught using EFL. That means the method the researcher used was effective in increasing the students' writing skills.

#### B. Required Statistics for Testing Hypothesis

##### 1. Normality Testing

This test aimed to determine whether the distribution of the pretest and post-test was normal. Furthermore, the distribution of pretest and post-test

was expected if the significance level was more significant than  $p = 0.05$ . In this case, the pretest and post-test distribution were not normal if the significance level was less than  $p = 0.05$ . the value of Shapiro-Wilk in the pretest was 0.101, while the value in the post-test was 0.220, as determined by the Shapiro-Will result. This showed that the data was standard, as the pretest and post-test significance levels were above 0.05.

## 2. Homogeneity

The purpose of this test was to determine whether the data was homogeneous. However, the data was homogeneous if the significance level was more significant than  $p = 0.05$ . In this case, the data was not homogeneous if the significance level was not greater than  $p = 0.05$ . The homogeneity test is conducted to determine whether the data is homogeneous. Additionally, the data was homogeneous if the significance level exceeds  $p = 0.50$ . The significance level is 0.334, as determined by the One-Way ANOVA data calculation. The data was homogeneous, as the significance level was more significant than 0.050.

## C. Hypothesis Testing

Hypothesis testing was conducted to determine whether the null hypothesis was accepted or rejected. The present researcher used a paired sample T-test to find the hypothesis's answer and analyze whether there was a significant difference in mean score between the pretest and post-test. After calculating the paired sample T-test, the present researcher found a significant difference in the main score between the pretest and post-test, where  $t(df=24) = -18.057$  at  $p=0.000$ .

The null hypothesis was rejected, and the alternative hypothesis was accepted. The result of the study discovered that EFL was effective in teaching students to increase writing at SMPN 1 SAKRA BARAT.

#### **D. Discussion**

In conducting the Research, the present researcher started with the pretest and gave the students a task paper of writing to the students. After carrying out the pretest, the researcher gave 2 treatments to see the changes produced by the researcher. The last was given the post-test to see the final result.

Based on normality testing, the significance level of any pretest score was more significant than ( $p=0.05$ ). According to the homogeneity test results, the data was homogenous and expected, where the considerable level value was more than level ( $p$ )= $0.05$ . Meanwhile, the current researcher discovered that the significance level was less than  $0.05$ , indicating that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. So, this Research concludes that the method the researcher used helped teach the learning process to improve students' writing skills based on what the researcher saw while treating the students in grade VII in SMPN I SAKRA BARAT.

Overall, these findings show that this method can help students improve their writing skills. They also form the foundation for future study of writing skills.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the study, the researcher concluded that EFL (English as a Foreign Language) learning is significantly effective in improving the writing skills of seventh-grade students. This conclusion is supported by the comparison between the average scores of the post-test and the pre-test. The post-test average score was 60.00, whereas the pre-test average score was 50.00. This difference indicates a significant improvement in students' writing abilities after undergoing the EFL intervention.

The study also found a significance level of 0.000, which signifies that the results are highly statistically significant. Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. This indicates strong evidence that EFL learning has a notable positive impact on enhancing students' writing skills.

Furthermore, the findings of this study suggest that EFL learning not only improves the writing process but also introduces a variety of teaching methods for English. This variety helps make the learning experience more engaging and enjoyable for students, reducing boredom and increasing their overall enthusiasm in the classroom. As a result, students become more involved and motivated in the learning process, which in turn enhances the overall effectiveness of English language instruction.

## **B. Suggestion**

Based on the findings of this Research, the researcher proposes some suggestions.

### **1. For the teacher**

Teaching English, especially writing, requires significant effort and dedication. Therefore, English instructors are advised to adopt more creative approaches. When designing instructional materials, it is crucial for teachers to consider students' needs and interests. By understanding what engages students, educators can create more relevant and motivating content. In addition to employing various teaching techniques, teachers must provide engaging media to guide students in learning English. This can include videos, podcasts, or interactive applications that capture students' interest and attention. Utilizing a range of media makes the learning process more dynamic and enjoyable. In teaching writing, incorporating tasks with unique features can significantly reduce students' boredom. For example, integrating elements of gamification or collaborative projects into writing assignments can make the activities more engaging and varied. This approach not only makes the writing process more enjoyable but also increases students' involvement and motivation

### **2. For the students**

Students should develop a greater enthusiasm for learning English, particularly in writing, by fostering a supportive and non-threatening learning environment. It's crucial for them to feel confident and less

apprehensive about making mistakes, whether they involve grammar, content, vocabulary, or organization. When students are afraid of being corrected or judged harshly, it can hinder their willingness to practice and experiment with their writing. Creating an atmosphere where mistakes are viewed as a natural part of the learning process can significantly boost students' confidence and motivation. Constructive feedback should be framed in a way that encourages improvement rather than causing anxiety. This approach helps students view corrections as valuable learning opportunities rather than as negative criticism. Additionally, regular practice is essential for developing writing skills. Providing students with frequent assignments that challenge them to apply and refine their writing abilities is beneficial. These assignments should be designed to cover various aspects of writing, including grammar, vocabulary, and organization, in a way that aligns with their learning progress.

### 3. Further researcher

To effectively identify the key factors that can enhance students' writing skills, the researcher must carefully choose an appropriate technique, method, approach, and strategy. Selecting the right technique—whether qualitative or quantitative—is crucial for addressing the specific aspects of writing being studied. The method should be well-planned, involving either experimental designs, case studies, or longitudinal tracking, depending on the research goals. The approach must comprehensively address the research questions, potentially using a mixed-methods approach for a

holistic view. Finally, the strategy for data collection and analysis should be systematic and reliable to ensure valid and actionable results. By making these thoughtful selections, the researcher can conduct a thorough investigation that effectively uncovers factors influencing writing skills and provides valuable insights for improvement.

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## Appendix 1:

### Lesson Plan

Course : English

Code :

Grade : vii junior highschool

Alloted Time : 8x45' (4 meetings)

Learning Outcomes: Being proficient in written English (general English) in the contexts of daily life, academic, and profession at post-intermediate level.

Sub-Learning Outcomes: By the end of the lesson, students are able to write narrative paragraphs. By the end of the lesson, students are able to write narrative paragraphs.

Indicators: Students are able to identify structure in narrative text.

Students are able to describing something/someone.

Learning Materials: Narrative text about legends, folktale/folklore, science fiction, and fairy tale

Methods: Class discussion, questioning, and guided writing

Media: Task-Based Learning

Criteria and Type of Evaluation: Individual

Technique: Writing test

### Instructional Steps

#### Meeting 1 (Pre-Test)

Activity	Description	Alloted time
Pre-activity	1. Teacher greets the students; 2. Teacher leads the students to pray;	10

	<p>3. Teacher checks the students presence;</p> <p>4. Teacher delivers the objective of learning;</p>	
<b>Whilst Activity</b>	<p>5. Teacher distributes worksheets to all students;</p> <p>6. Teacher explains how to do the test;</p> <p>7. Students write their name on the provided sheet</p> <p>8. Students are provided five (5) minutes to read the items in the worksheets and get prepared for the test;</p> <p>9. Students do the test individually.</p>	<b>50</b>
<b>Post Activity</b>	<p>10. When the time ends students leave the worksheets on their table;</p> <p>11. Teacher collects all the worksheets</p> <p>12. Teacher analyze the result of the pre-test</p>	<b>10</b>

## Meeting 2

<b>Activity</b>	<b>DESCRIPTION</b>	<b>Alloted time</b>
<b>PRE-ACTIVITY</b>	<p>1. Teacher greets the students;</p> <p>2. Teacher leads the students to pray;</p> <p>3. Teacher checks the student's presence;</p> <p>4. Teachers asks some questions related to the previous materials;</p> <p>5. Teacher delivers the objective of learning;</p>	<b>10</b>
<b>Whilst Activity</b>	<p>6. Students are grouped in three members;</p> <p>7. Teacher provide a lecture related to the previous materials</p> <p>8. Teacher distributes Worksheet 1 to each groupe;</p> <p>9. Teacher instructs students to</p>	<b>60</b>

	<p>write as many words as they can identify in text</p> <p>10. In the groups, students list the words they identify to gather information from the text</p> <p>11. Teacher distributes Worksheets 2 containing vocabulary focused related to the text</p> <p>12. Students in each group discuss the answers to the questions based on the text they had.</p> <p>13. Students use the words they list to answer the questions;</p> <p>14. Finished discussing, teacher leads the students to discuss the material;</p> <p>15. Teacher and students conclude the material;</p>	
<b>Post Activity</b>	<p>16. Teacher collects all the worksheets;</p> <p>17. Teacher asks students about their feeling to the today learning activities;</p> <p>18. Teacher ends the class.</p>	<b>10</b>

### Meeting 3

<b>Activity</b>	<b>Description</b>	<b>Alloted time</b>
<b>Pre-activity</b>	<p>1. Teacher greets the students;</p> <p>2. Teacher leads the students to pray;</p> <p>3. Teacher checks the students presence;</p> <p>4. Teachers asks some questions related to the previous materials;</p> <p>5. Teacher delivers the objective of learning;</p>	<b>10</b>
<b>Whilst Activity</b>	<p>6. Students are grouped in three members;</p> <p>7. Teacher provides the same materials; Narrative Text</p> <p>8. Teacher distributes Worksheet 3 to each groupe;</p>	<b>60</b>

	<p>9. Students discuss the task in Worksheet 3 containing some comprehension questions</p> <p>10. After discussing in the group, each group display the result of their works on the board;</p> <p>11. Teacher provide the students with cartoon paper to write their own narrative text</p> <p>12. Teacher and students discuss the narrattive text students has write together and ask each group their feedback</p>	
<b>Post Activity</b>	<p>13. Teacher collects all the worksheets;</p> <p>14. Teacher asks students about their feeling to the today learning activities;</p> <p>15. Teacher ends the class.</p>	<b>10</b>

#### Meeting 4: Post-Test

<b>Activity</b>	<b>Description</b>	<b>Alloted time</b>
<b>Pre-activity</b>	<p>13. Teacher greets the students;</p> <p>14. Teacher leads the students to pray;</p> <p>15. Teacher checks the student's presence;</p> <p>16. Teacher delivers the objective of learning;</p>	<b>10</b>
<b>Whilst Activity</b>	<p>17. Teacher distributes worksheets to all students;</p> <p>18. Teacher explains how to do the test;</p> <p>19. Students write their name on the provided sheet</p> <p>20. Students are provided five (5) minutes to read the items in the worksheets and get prepared for the test;</p> <p>21. Students do the test individually.</p>	<b>50</b>
<b>Post Activity</b>	<p>22. When the time ends students leave the worsheets on their table;</p> <p>23. Teacher collects all the</p>	<b>10</b>

	worksheets 24. Teacher analyzed the result of the pre-test	
--	--	--

## Appendix 2:

### Research instrument

#### Pre-test of narrative text

##### Directions:

1. Write down your name on your answer sheet!
2. Read the instruction before and answer the question carefully!
3. You may not discuss with your friend!
4. Check your answer before submitting!

##### Question:

1. Choose one theme of narrative text below!
2. Write down your answer based on the theme you picked!
3. Make a paragraph based on the theme you picked!

Make a narrative text based on these four themes below:

1. Narrative text folktale/folklore
2. Narrative text legend
3. Narrative text science fiction
4. Narrative text fairy tale

#### Post-test of narrative text

##### Directions:

5. Write down your name on your answer sheet!
6. Read the instruction before and answer the question carefully!
7. You may not discuss with your friend!
8. Check your answer before submitting!

##### Question:

4. Choose one theme of narrative text below!

5. Write down your answer based on the theme you picked!
6. Make a paragraph based on the theme you picked!

Make a narrative text based on these four themes below:

5. Narrative text folktale/folklore
6. Narrative text legend
7. Narrative text science fiction
8. Narrative text fairy tale

### Appendix 3:

#### 1. The result of pre-test and post-test

No.	pre-test	post-test
1	55	70
2	65	90
3	55	75
4	60	70
5	60	77
6	65	78
7	60	80
8	65	80
9	60	75
10	50	70
11	55	75
12	75	90
13	60	70
14	60	75
15	50	75
16	60	88
17	50	60
18	60	75
19	65	80
20	66	80
21	60	75
22	60	82
23	60	85
24	55	75
25	70	85

#### 2. The result of data analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	50	75	60.40	5.766

Posttest	25	60	90	78.00	6.898
Valid N (listwise)	25				

3. The result of Normality on pre-test and post-test

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.208	25	.007	.933	25	.101
Posttest	.172	25	.055	.948	25	.220

a. Lilliefors Significance Correction

4. Test of Homogeneity variances

Levene Statistic	df1	df2	Sig.
.952	1	48	.334

5. The result of testing Hypothesis

**Paired Samples Test**

Pair	Pretest - Posttest	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
1		-17.600	4.873	.975	-19.612	-15.588	-18.057	24	.000

## Appendix 4

### Teaching Module

#### PENYUSUNAN MODUL AJAR

Mata Pelajaran : BAHASA INGGRIS  
Fase : D

#### MODUL AJAR (MODAR)

##### A. INFORMASI UMUM

Nama Sekolah : SMPN 1 SAKRA BARAT  
Mapel : Bahasa Inggris  
Fase : D  
Domain/Topik : Teks Naratif  
Kelas/Smt. : VII/Ganjil  
Aloktu : 3 x 40 Menit  
Tapel : 2023 – 2024  
Nama Penyusun : ARNAWATI, S.Pd  
Kompetensi Awal : Memahami Teks Naratif  
(Prasyarat)  
P3 :  
✓ Beriman, Bertawa, Kepada Tuhan YME, dan Berakhlak Mulia  
✓ Bergotong Royong  
✓ Mandiri  
✓ Bernalar Kritis  
Sarpras :  
✓ Laptop  
✓ LCD  
✓ Internet  
✓ Perangkat Gawai  
Taget Peserta Didik : Reguler  
Model Pembelajaran : Genre Based Instruction (GBI)

##### B. KOMPONEN INTI

- Tujuan Pembelajaran : ✓ Peserta didik (A) dapat **menunjukkan (F1) kata kerja, dan/atau kata sifat dalam teks naratif tentang orang (B)** melalui Model Genre Based Instruction (GBI) (C) dengan tepat (D).
- ✓ Peserta didik (A) dapat **menggunakan (F3) kosa kata dalam teks naratif tentang orang (B)** melalui Model Genre Based Instruction (GBI) (C) dengan 44atiha (D).
- ✓ Peserta didik (A) dapat **membandingkan (F4) struktur kalimat pada teks naratif tentang orang (B)** melalui Model Genre Based Instruction (GBI) (C) dengan akurat (D).
- ✓ Peserta didik (A) dapat **menjelaskan (F1) ide utama dan detil terkait teks naratif tentang orang (B)** melalui Model Genre Based Instruction (GBI) (C) dengan benar (D).
- ✓ Dst....
- Pemahaman Bermakna : Peserta didik mampu mendeskripsikan tentang orang-orang disekitarnya.
- Pertanyaan Pemantik : ✓ Apa fungsi sosial dari teks naratif itu?  
 ✓ Apa saja stuktur teksnya?  
 ✓ Apa saja cirri-ciri kebahasaannya?
- Persiapan Pembelajaran : ✓ Modar  
 ✓ LKPD  
 ✓ Media (Gambar, Video)  
 ✓ Instrumen asesmen (Diagnostik Kognitif, Formatif, dan Sumatif)
- Kegiatan Pembelajaran : **Kegiatan Pendahuluan**
- Guru memberi salam.
  - Guru meminta peserta didik merapikan kelas.
  - Guru meminta peserta didik berdoa.
  - Guru mengecek kehadiran.
  - Guru mengajukan berbagai pertanyaan terkait materi (Apersepsi) melalui gambar.
  - Guru menyampaikan tujuan pembelajaran, cakupan materi, dan 44 atiha penilaian.

**Kegiatan Inti**  
**Building Knowledge of the Text (BKOF)**

- Guru menyajikan video terkait teks naratif (Orang).
- Guru menanyakan berbagai hal terkait video.

#### ***Modelling of the Text (MOT)***

- Guru membagikan teks naratif (Orang) kepada peserta didik.
- Guru meminta perwakilan kelas membaca teks tersebut.
- Guru 45atihan peserta didik membahas makna kata, pengucapan kata, dan tata 45atiha terkait teks naratif (Orang).

#### ***Joint Construction of the Text (JCOT)***

- Guru membagi kelas menjadi beberapa kelompok kecil.
- Peserta didik secara berkelompok mengerjakan berbagai 45atihan terkait teks naratif (Orang) (*Sesuai LKPD dan tujuan pembelajaran*)

#### ***Independent Construction of the Text (ICOT)***

- Peserta didik diminta membuat teks naratif (Orang) sederhana secara individu.
- Peserta didik diminta menyajikan hasil kerjanya di depan kelas.

#### **Kegiatan Penutup**

- a. Guru memberikan kesempatan kepada peserta didik untuk menyampaikan hal-hal yang belum dipahami.
- b. Guru dan /atau peserta didik memberikan kesimpulan terhadap materi yang telah didiskusikan.
- c. Guru memberikan refleksi.
- d. Guru memberikan tindak lanjut.
- e. Guru menyampaikan kegiatan yang akan 45atiha.
- f. Guru menutup pembelajaran

Asesmen :

Pengayaan & Remedial

- ✓ Diagnostik Non-Kognitif
- ✓ Diagnostik Kognitif
- ✓ Formatif
- ✓ Sumatif
- ✓ Peserta didik mengerjakan tugas/soal yang tingkat kesulitannya lebih tinggi.
- ✓ Peserta didik mengerjakan tugas/soal

yang tingkat kesulitannya lebih rendah.

- Refleksi Guru :
  - Apakah penjelasan dan instruksi yang disampaikan dapat dipahami oleh peserta didik?
  - Bagaimana tanggapan peserta didik terhadap materi?
  - Apakah materi yang disampaikan sesuai dengan yang diharapkan?
  - Bagaimana tanggapan peserta didik terhadap 46 atihan dan penilaian yang telah dilakukan?
  - Apakah dalam kegiatan pembelajaran telah sesuai dengan alokasi waktu yang direncanakan?
  - Apakah semua peserta didik telah mencapai penguasaan sesuai tujuan pembelajaran yang ingin dicapai?
- Refleksi untuk Peserta Didik
  - Pada bagian mana dari materi “Teks Naratif” yang dirasa kurang dipahami?
  - Apa yang akan kalian lakukan untuk memperbaiki hasil belajar pada materi ini?
  - Kepada siapa kalian meminta bantuan untuk lebih memahami materi ini?

### **C. LAMPIRAN**

- Lembar Kerja Peserta Didik (LKPD) : Terlampir  
Bahan Bacaan Guru & Peserta Didik : Terlampir  
Glosarium : Terlampir  
Daftar Pustaka : Terlampir

Mengetahui  
Kepala Sekolah

Rensing Raya, 18 September 2024  
Guru Mapel

**SAIFUL AKBAR, S,Pd**

**BAIQ ARNAWATI, S.Pd.**

## PENYUSUNAN ATP

<b>Mata Pelajaran</b>	:	BAHASA INGGRIS
<b>Fase</b>	:	D
<b>CP Fase</b>	:	<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>
<b>Elemen CP</b>	:	<p><b><i>Menyimak-Berbicara</i></b>            Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><b><i>Membaca-Memirsa</i></b>            Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> <p><b><i>Menulis- Mempresentasikan</i></b>            Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui</p>

	paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
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No	TP	Tema/Topik (Konten)	Kelas /Smt	Kompetensi	Perkiraan Jumlah JP	Profil Pelajar Pancasila (P3)	Pendekatan/ Model/ Metode	Potensi Sekolah Terkait Topik
1	<ul style="list-style-type: none"> <li>✓ Peserta didik dapat <b>menunjukkan (F1) kata kerja, dan/atau kata sifat dalam teks naratif tentang orang.</b></li> <li>✓ Peserta didik dapat <b>menggunakan (F3) kosa kata dalam teks naratif tentang orang.</b></li> <li>✓ Peserta didik dapat <b>membandingkan (F4) struktur kalimat pada teks naratif tentang orang.</b></li> <li>✓ Peserta didik</li> </ul>	Teks Naratif Legend (orang)	VIII/1	<ul style="list-style-type: none"> <li>✓ <b>Menunjukkan</b></li> <li>✓ <b>Menggunakan</b></li> <li>✓ <b>Membandingkan</b></li> <li>✓ <b>Menjelaskan</b></li> </ul>	3 JP	<ul style="list-style-type: none"> <li>✓ Beriman, Bertawa, Kepada Tuhan YME, dan Berakhlak Mulia</li> <li>✓ Bergotong Royong</li> <li>✓ Mandiri</li> <li>✓ Bernalar Kritis</li> </ul>	<i>Genre Based Instruction:</i> <ul style="list-style-type: none"> <li>✓ <i>BKOF</i></li> <li>✓ <i>MOT</i></li> <li>✓ <i>JCOT</i></li> <li>✓ <i>ICOT</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Buku Paket</li> <li>✓ Laptop</li> <li>✓ LCD</li> <li>✓ Internet</li> </ul>

	dapat menjelaskan (F1) <i>ide utama dan detil terkait teks naratif tentang orang.</i>							
--	---	--	--	--	--	--	--	--

Mengetahui  
Kepala Sekolah

**SAIFUL AKBAR, S. Pd**

Rensing Raya, 18 September 2024  
Guru Mapel

**BAIQ ARNAWATI S.Pd**

## ANALISIS CP DAN PERUMUSAN TP

Mata Pelajaran : BAHASA INGGRIS

Fase : C

CP Fase/Mapel	Elemen CP	Kompetensi Yang Dituju CP Fase & Elemen CP	Konten (Tema/Topik)	Kelas/ Smt.	Perumusan TP
<p>Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti</p>	<p><b>Menyimak-Berbicara</b>            Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam</p>	<p><b>CP Fase:</b>            ✓ Menggunakan            ✓ Berkomunikasi            ✓ Menyampaikan keinginan/perasaan            ✓ Memahami            ✓ Memproduksi</p> <p><b>Elemen CP:</b>  <b>Menyimak-Berbicara</b>            ✓ Menggunakan (F3)            ✓ Memahami (F1)            ✓ Memberikan pendapat (F1)            ✓ Membuat perbandingan (F4)            ✓ Menyampaikan preferensi (F1)            ✓ Menjelaskan (F1/2)</p>	<p><b>CP Fase:</b>            ✓ Narasi            ✓ Deskripsi            ✓ Prosedur            ✓ Pesan singkat            ✓ Iklan            ✓ Teks otentik</p> <p><b>Elemen CP:</b>  <b>Menyimak-Berbicara</b>            ✓ Kosakata            ✓ Ide utama dan detil            ✓ Struktur kalimat            ✓ Kata kerja</p> <p><b>Membaca-Memirsa</b>            ✓ Struktur</p>	VIII/1-2	<p>✓ Peserta didik dapat menunjukkan (F1) kata kerja, dan/atau kata sifat dalam teks naratif tentang orang.</p> <p>✓ Peserta didik dapat menggunakan (F3) kosa kata dalam teks naratif tentang orang.</p> <p>✓ Peserta didik dapat membandingkan (F4) struktur kalimat pada teks naratif tentang orang.</p> <p>✓ Peserta didik dapat menjelaskan (F1)</p>

<p><i>narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik</i> menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik <b>menggunakan</b> bahasa Inggris untuk berdiskusi dan <b>menyampaikan keinginan/perasaan</b>. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan <i>inferensi</i> mulai tampak ketika <b>memahami informasi tersirat</b>.</p>	<p>konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya <b>memberikan pendapat, membuat perbandingan dan menyampaikan preferensi</b>. Mereka <b>menjelaskan</b> dan memperjelas jawaban mereka <b>menggunakan struktur kalimat dan kata kerja sederhana</b>.</p>	<p><b>Membaca-Memirsa</b></p> <ul style="list-style-type: none"> <li>✓ Membaca</li> <li>✓ Merespon</li> <li>✓ Mencari</li> <li>✓ Mengevaluasi</li> <li>✓ Mengidentifikasi</li> <li>✓ Melakukan inferensi</li> <li>✓ Memahami</li> </ul> <p><b>Menulis-Mempresentasikan</b></p> <ul style="list-style-type: none"> <li>✓ Mengkomunikasikan</li> <li>✓ Menggunakan perencanaan</li> <li>✓ Menulis, Menyajikan</li> <li>✓ Menyusun</li> <li>✓ Menjelaskan</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Kosa Kata</i></li> <li>✓ <i>Ide utama</i></li> <li>✓ <i>Informasi spesifik</i></li> <li>✓ <i>Tujuan Teks</i></li> <li>✓ <i>Informasi Tersirat</i></li> </ul> <p><b>Menulis-Mempresentasikan</b></p> <ul style="list-style-type: none"> <li>✓ <i>paragraf sederhana dan terstruktur</i></li> <li>✓ <i>Kosa kata spesifik</i></li> <li>✓ <i>Struktur kalimat sederhana</i></li> <li>✓ <i>Kalimat sederhana dan majemuk</i></li> </ul>	<p><i>ide utama dan detil terkait teks naratif tentang orang.</i></p> <ul style="list-style-type: none"> <li>✓ Dst....</li> </ul>
	<p><b>Membaca-Memirsa</b></p> <p>Pada akhir fase D, peserta didik <b>membaca</b> dan <b>merespon</b> teks familiar dan tidak familiar yang mengandung <i>struktur</i> yang telah dipelajari dan <i>kosakata</i> yang familiar secara mandiri. Mereka <b>mencari</b> dan <b>mengevaluasi ide utama dan informasi spesifik</b> dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, <b>multimodal</b> atau interaktif. Mereka</p>			

<p>Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.</p>	<p>mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p>				
	<p><b>Menulis-Mempresentasikan</b>  Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.</p>				

Mengetahui  
Kepala Sekolah

**SAIFUL AKBAR, S.Pd**

SMPN 1 SAKRA BARAT, 18 september 2023  
Guru Mapel

**BAIQ ARNAWATI.S.Pd**

## Appendix 5 Documentasion











# UNIVERSITAS HAMZANWADI

Jalan TGKH. Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP. 83612  
Telp./Fax: +6237622954 Website: <http://hamzanwadi.ac.id> E-mail: [universitas@hamzanwadi.ac.id](mailto:universitas@hamzanwadi.ac.id)

## KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

- BULAN PERTAMA : untuk Pendaftaran Proposal
- BULAN KEDUA : untuk Instrumen Penelitian
- BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pancor, 6 May 2021

Pihak Pertama  
Pembimbing Petama

..... S.Pd. M.Pd

Pembimbing Kedua

.....

Pihak Kedua  
Mahasiswa Bimbingan

.....

Mengetahui

DEKAN FBSH UNIV. HAMZANWADI

Dr. Drs. H. Mohzana, S.Pd., M. Pd.  
NIP 19611231 198301 1 071

A.n. Dekan  
Wadele FBSH

.....  
Hamzani Wathoni M.Pd



# UNIVERSITAS HAMZANWADI

Jalan TGKH. Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP. 83612  
Telp./Fax: +6237622954 Website: <http://hamzanwadi.ac.id> E-mail: [universitas@hamzanwadi.ac.id](mailto:universitas@hamzanwadi.ac.id)

## BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Nuneha lanang ayuh nca, mhd
2. Nomor Pokok Mahasiswa : 200202050
3. Semester : 8
4. Fakultas : FRPH
5. Jurusan/ Program Studi : Prodi Pendidikan Bahasa Inggris
6. Dosen Pembimbing : 1. Usuiuddin Spd. Mpd  
2. Hajranur Arsyah Mpi
7. Judul Skripsi :

1. Students Perception of Using English Foreign Language in Teaching  
Research about what student's knowing about english writing skill  
using ~~interactive/participative~~ method. Text Analysis.

### 8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
				I	II
	06/03 2024	Verifikasi judul du			
	11/03 2024	Detail <u>du</u> Lanjutan ke sub <u>II</u>			

24/05 2024	grammar				✓
02/06 2024	grammar				✓
09/06/2024	chapter 1-3				✓
12/06/2024	Chapter 1-3				✓
21/06 2024	chapter 1-3				✓
03/07 2024	chapter 1-3				✓
09/07 2024	<u>Acc</u> lanjut ke pembimbing I				✓
21/07 2024	Proposal - Background of Study Lushell				✓
29/07 2024	Proposal				✓

27/07 2024	Proposal di scc		And	
29/07 2024	Instruksi	scc	to conduct research	<del>And</del>

Pancor, 29 Agustus 2024  
 Koordinator Program Studi

(M. Adip Narti, M.Pd.)  
 NIDN. 0829038801

09/08 2024	grammar		
11/08 2024	Abstrak		
20/08 2024	chapter IV Acc — lanjut !		
21/08 2024	Thesis Chapter I - III Revise as suggested		f
23/08 2024	Thesis Chapter - IV		f
25/08 2024	Revise as suggested Thesis Chapter V		f
27/08 2024	acc <del>work</del>		

	lanjutan halaman sebelumnya			

Pancor, 29-09-2024

Koordinator Program Studi



(M. Adib Nazri, M.Pd.)

NIDN. 0824038801



# UNIVERSITAS HAMZANWADI

## FAKULTAS BAHASA, SENI, DAN HUMANIORA

Jalan TGKH. Muhammad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP: 83612  
Telp./Fax: +6237622954 Website: <http://fbsh.hamzanwadi.ac.id>. E-mail: [fbsh@hamzanwadi.ac.id](mailto:fbsh@hamzanwadi.ac.id).

Nomor : 317 /UH.FBSH/LT/2024  
Lampiran : 1 (Satu) Eks.  
Hal : **Mohon Izin Penelitian**

05 Agustus 2024

Yth. Kepala BAPPEDA Kab. Lombok Timur  
di-  
Tempat

*Bismillahirrahmanirrahim.*

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : NUNENK LANANG TEGUH MAHMUD  
NPM : 200202050  
Fakultas : Bahasa, Seni dan Humaniora  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi/Karya Ilmiah : STUDENTS PERCEPTION OF USING EFL IN TEACHING :  
RESEARCH ABOUT STUDENTS ABILITY IN ENGLISH  
WRITING SKILLS TEXT ANALYSIS

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di lombok timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

*Wallahul Muwaffiqu Walhadi Ila Sabilirrasylad.*

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*



Dekan  
**Dr. Drs. H. Mohzana, S.Pd., M.Pd**  
NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



PEMERINTAH KABUPATEN LOMBOK TIMUR  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH  
(BAPPEDA)**

Jl. Prof. M. Yamin No. 57 Komplek Kantor Bupati Lombok Timur Blok G Lt. 3 Tlp. (0376) 21371

Selong, 07 Agustus 2024

Nomor : 070/1322/PD/VIII/2024  
Lampiran : -  
Hal : Permakluman Penelitian

Yth. Kepala SMPN 1 Sakra Barat  
di Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Menunjuk surat Dekan Fakultas Bahasa, Seni dan Humaniora Universitas Hamzanwadi Nomor : 317/UH.FBSH/LT/2024, Tanggal 05 Agustus 2024, perihal permohonan izin penelitian. Untuk itu, dipermaklumkan bahwa kegiatan Penelitian dilaksanakan di Wilayah Kerja Bapak/Ibu/Saudara oleh:

Nama : **NUNENK LANANG TEGUH MAHMUD**  
NIM : 200202050  
Alamat : Rensing Raya  
Pekerjaan : Mahasiswa  
Instansi / Badan : Universitas Hamzanwadi  
Tujuan / Keperluan : Untuk memperoleh data  
Judul / Tema : Students Perception of Using in Teaching: Research About  
Students Ability in English Writing Skill Text Analysis  
Tanggal Pelaksanaan : 07 Agustus s/d 07 November 2024  
Nomor Telpon : 081918232762

Untuk kelancaran pelaksanaan perihal dimaksud kiranya kepada yang bersangkutan dapat dibantu seoptimal mungkin dan atas bantuan serta kerja sama yang baik kami sampaikan terima kasih.

*Billahittaufig Walhidayah*  
*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

KEPALA BAPPEDA  
KABUPATEN LOMBOK TIMUR,

