THE EFFECT OF ROUNDTABLE TECHNIQUE
ON STUDENTS' WRITING SKILLS AT 8TH GRADE
OF SMP NEGERI 1 KEJOBONG, PURBALINGGA REGENCY

AN UNDERGRADUATE THESIS PROPOSAL
Submitted to the Faculty of Tarbiya Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as the Requirement for
Writing as Undergraduate Thesis

By
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Declare that the thesis I have compiled with the title, "The Effect of Roundtable Technique on Students' Writing Skills at 8th Grade of SMP N 1 Kejobong" is truly my own work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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This thesis, entitled

THE EFFECT OF ROUNDTABLE TECHNIQUE ON STUDENTS WRITING OF NARRATIVE TEXT AT 8TH GRADE OF SMP NEGERI 1 KEJOBONG, PURBALINGGA REGENCY

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THE EFFECT OF ROUNDTABLE TECHNIQUE
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PURBALINGGA REGENCY

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ABSTRACT

The objectives of this study was to obtain the empirical evidence of the effect of roundtable technique on students' writing of narrative text at the eight grade of SMP Negeri 1 Kejobong in the academic year of 2023/2024. The objectives of this research are to find out whether roundtable technique is effective to improve students' writing skill before and after teaching writing using roundtable technique. This research applies quasi experimental research. The object of the research are two classes in the eight grade of SMP Negeri 1 Kejobong chosen purposely using purposive sampling from 232 of population. The first class is VIII A as the experimental group and the second class is VIII B as the control group. Furthermore, roundtable technique was adopted in the teaching of the experimental class, but it was not utilized in the controlled class. Moreover, the following steps were used to perform this research: providing a pre-test, implementing treatments, and providing a post-test. Additionally, the t-test statistic from the Statistical Package for Social Sciences (SPSS) 29 was used to evaluate the data. According to statistical calculations, sig. (2-tailed) and with df 62 in significance level 5% t-table = 1,675 with p-value = 0,009 and $\alpha = 0.05$, which is, p-value < α. So, it proved that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be conclude that roundtable technique is effective in teaching narrative text because it showed an effect on students' writing of narrative text at the eight grade of SMP Negeri 1 Kejobong.

Keywords: narrative text, roundtable technique, writing skill.

MOTTO

"And He has made me blessed wherever I am." (19:31)

"Hold onto anything makes you happy"

DEDICATION

With gratitude and all my love, I dedicated this thesis to:

- My family, your love and support have been my guiding light throughout this journey. Most especially to my mother, my father, my sister and my brother, I am very grateful for your endless sacrifices, prayers, patience, understanding, and encouragement, without which this achievement would not have been possible.

- My supervisor and lecturers, I am deeply grateful for your guidance, knowledge, advice, and encouragement along the journey that is truly commendable. Your dedication to excellence and passion for knowledge have left an indelible mark on my academic development. Your insightful inputs and constructive advices have contributed significantly to the refinement of this research.

- All of my friends, there's a girl I call 'Telur' who always be there for me in my ups and down for almost a decade. Moreover, my dearest friend "Sisterhood".

- Last but not least, this thesis is dedicated to myself, as a testament to the resilience, earnestness, and determination that have brought me through this difficult yet rewarding journey. To myself, I congratulate on this significant achievement, with gratitude for the journey that has brought me to this moment.

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In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled "The Effect of Roundtable Technique on Students' Writing Skills at 8th Grade of SMP N 1 Kejobong" could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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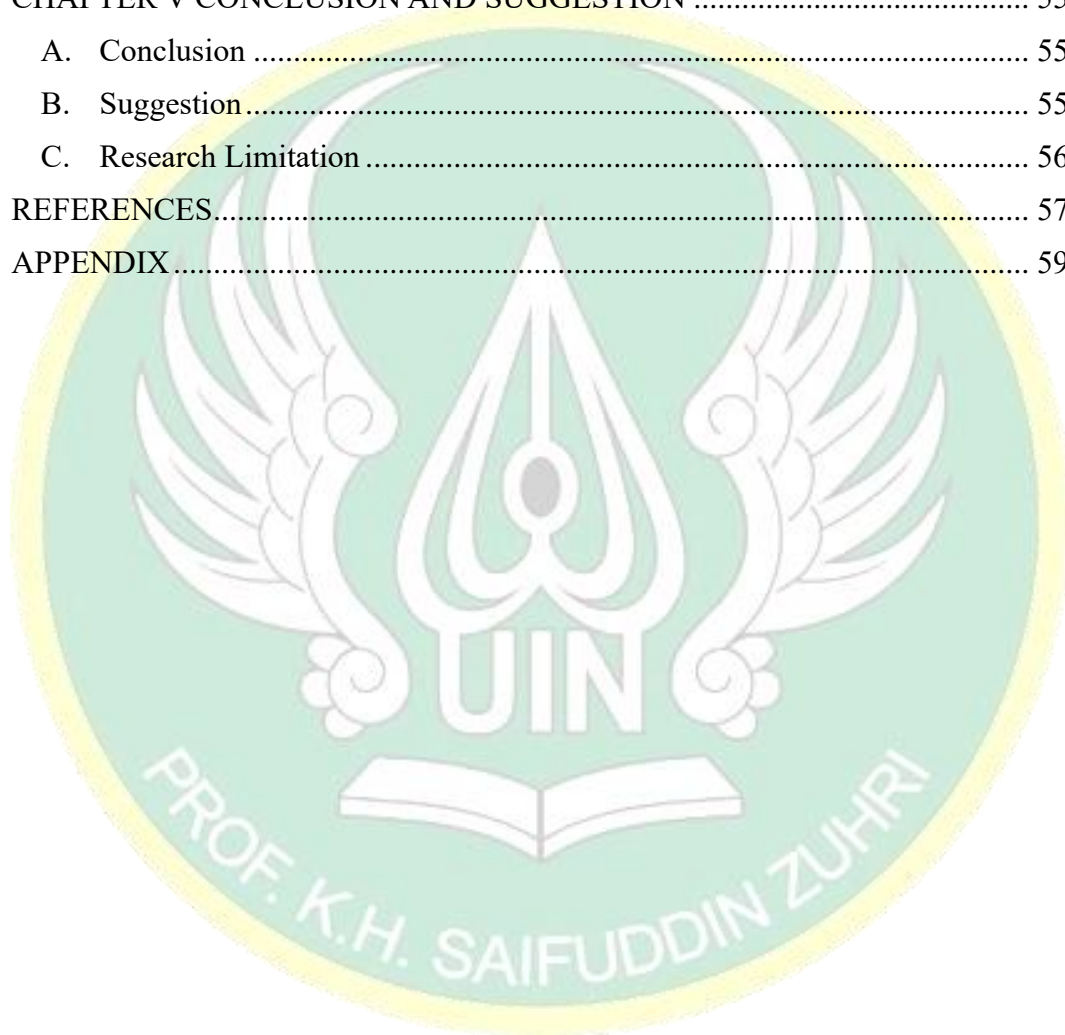*Wassalamu'alaikum Wr.Wb.*

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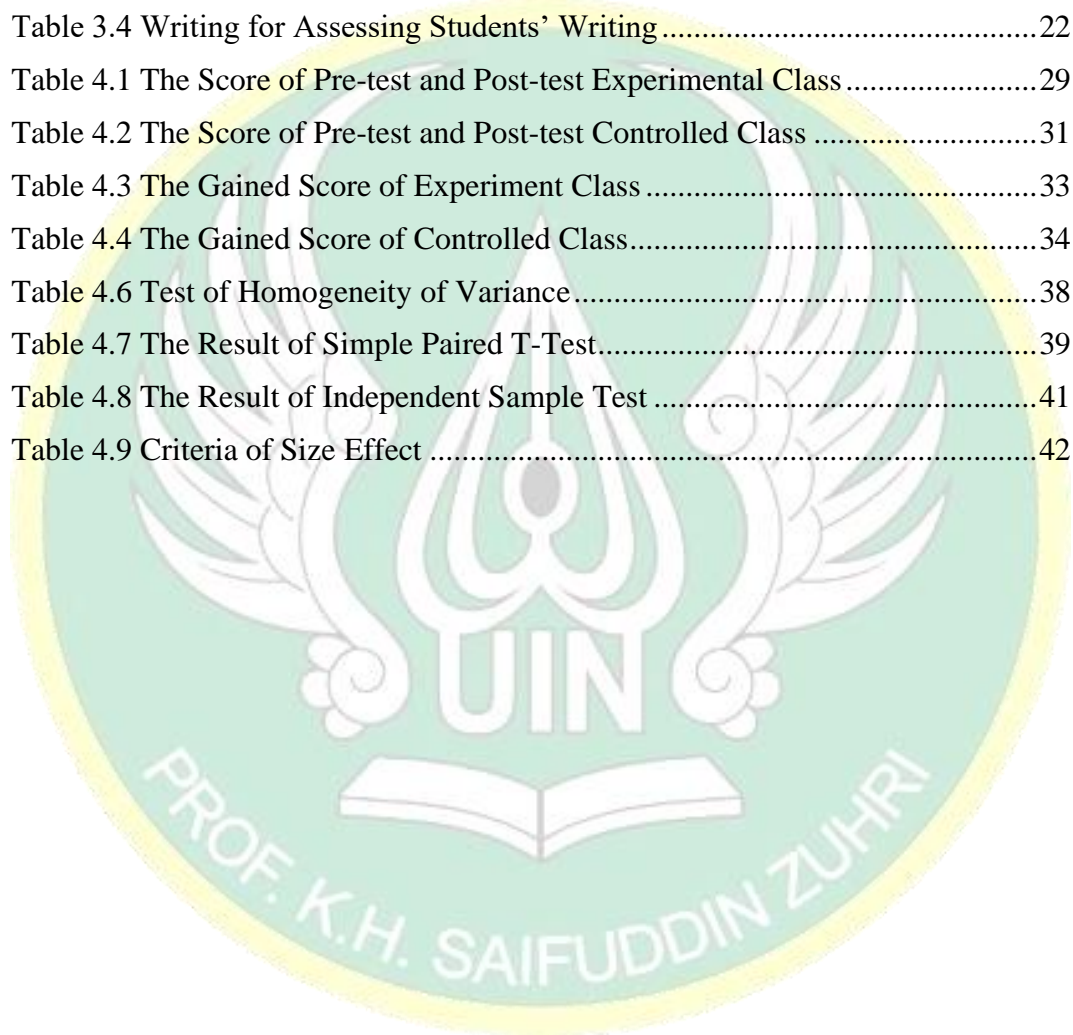
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CHAPTER I

INTRODUCTION

This chapter presents background of the research, research question, objective of the study, significance of the study, and structure of the paper.

A. Background of the Research

One of the four language skills that students must master in order to acquire English as a foreign language is writing (Dirga, 2019). Writing is the most challenging ability for students to learn and master because there are so many concepts needed to understand, such how to think through ideas carefully before putting into writing and how to reassure the reader of writer viewpoints (Agustini & Sianipar, 2020). According to the findings of study on the Program for International Student Assessment, literacy conditions in Indonesia rank 64th out of 65 countries assessed. This is significant that Indonesian literacy culture ranks second poorest among 65 countries evaluated worldwide (PISA, 2010). Student low skills in writing are caused by a variety of reasons, including instructor accuracy in selecting and applying learning approaches, learning models, and factors in selecting learning media that is more appealing to students.

Based on observation and interview with the English teacher at SMP Negeri 1 Kejobong, there are a number of issues that students must deal with. First, students are unable to come up with new ideas. Students struggle with how to start a piece of writing, how to put their thoughts into words, and how to expand on their ideas. This statement is supported by research conducted by (Puspasari, 2019), students are confronted with the problems in writing. For instance, students are unable to produce ideas. It indicates that students are unsure about how to begin writing, how to express their ideas in written form, and how to develop their ideas.

A lack of motivation can also be a problem in writing abilities. Most students consider writing to be a boring task, which makes them feel lethargic. Students are often distracted with their personal business, which creates an unattractive classroom environment. English teachers need to pay more attention to the students. In actuality, the teachers nowadays mainly focuses on theory as a result of which students are less motivated. The same issue also found in (Yana, 2020)

research, students are still having difficulty with writing various types of text in English. This is due to a variety of factors, one of many factors is lack of motivation in learning to write because the learning techniques are still monotonous

To solve the issues, teachers must give students the opportunity to express themselves in writing without worry about making mistakes, encourage students to express themselves in writing, and teachers must pay attention to student motivation as well. The teacher can utilize numerous approaches to teach writing during the learning process, such as roundtable technique.

Roundtable is a teaching method where students show initiative by coming up with their own responses, figuring out difficulties, or contributing to a project (Kagan, 2005). The roundtable technique, according to (Barkley, 2005) requires students to respond to a question with one or two words or phrases before passing the paper to a different student who does the same. It is a writing-related round-robin brainstorming activity. As a consequence, students may become more invested and responsible in their group. As a result, everyone in the group is responsible for following directions.

The roundtable technique proven ability effect in writing skills. In line with research conducted by (Romadhoni et al., 2022) titled " The Effectiveness of Simultaneous roundtable in Teaching Writing at EFL Setting". This study shows that teaching descriptive writing in junior high school may be successfully accomplished using the simultaneous roundtable technique. Another previous studies is from (Flora et al., 2020) by the title "A Modified roundtable Technique based on Process Approach to Promote the Students Writing Achievements in Foreign Language Setting". The findings showed that the students writing abilities had significantly improved. Except for mechanics, all parts of writing saw a huge boost.

The roundtable approach can help students enhance their speaking skills as well as their writing skills. According to (Gisma, 2019), the roundtable technique is proposed for teachers to employ as an alternate technique to improve students speaking skills. Because teaching speaking using the roundtable technique has been shown to improve students speaking ability. Based on the findings of these studies,

this research was concentrated on the writing skill ability in narrative text using roundtable technique.

Regarding to the explanation above, it encourages to conducting research entitled *"The Effect of Roundtable Technique on Students Writing of Narrative Text at 8th Grade of SMP Negeri 1 Kejobong, Purbalingga Regency"*.

B. Research Question

According to the operational definition, the problem is the roundtable technique effective in learning process in 8th grade of SMP Negeri 1 Kejobong?

C. Objective of the Study

The objective of this study was to obtain empirical evidence about the effect of using roundtable technique on students writing of narrative text.

D. Significances of the Study

The results of this study was expected to give some significances both theoritically and practically.

1. For Students

   This study is enable for students motivated to write by applying the technique given

2. For Teachers

   This study is expected to motivate another English teacher to teach writing skill by using a new technique which is more interesting.

3. For Other Researchers

   This study is expected to give more information as leading other researchers to further study about this issue.

4. The School

   This study is expected to enhance the school quality in education, especially in teaching and learning English.

E. Structure of the Research

This part explains the structure of the research, can be seen as follows:

CHAPTER I discusses the introduction of the research that consist of background of the research, research questions, objectives of the research, and significances of the research.

CHAPTER II explains literature review that contain of theoretical review, review of the previous researches, and the hypothesis of this research.

CHAPTER III discusses research method which are contain of the type of the research, location of the research, time of the research, population and sample, variables of the research, instrument and techniques of data collections, and techniques of data analysis.

CHAPTER IV explains data presentation, data analysis and discussion. This part answers answers a and explain about the questions of the problem statements.

CHAPTER V presents the conclusion of the research. In addition, this part presents the suggestion and limitations of the research.
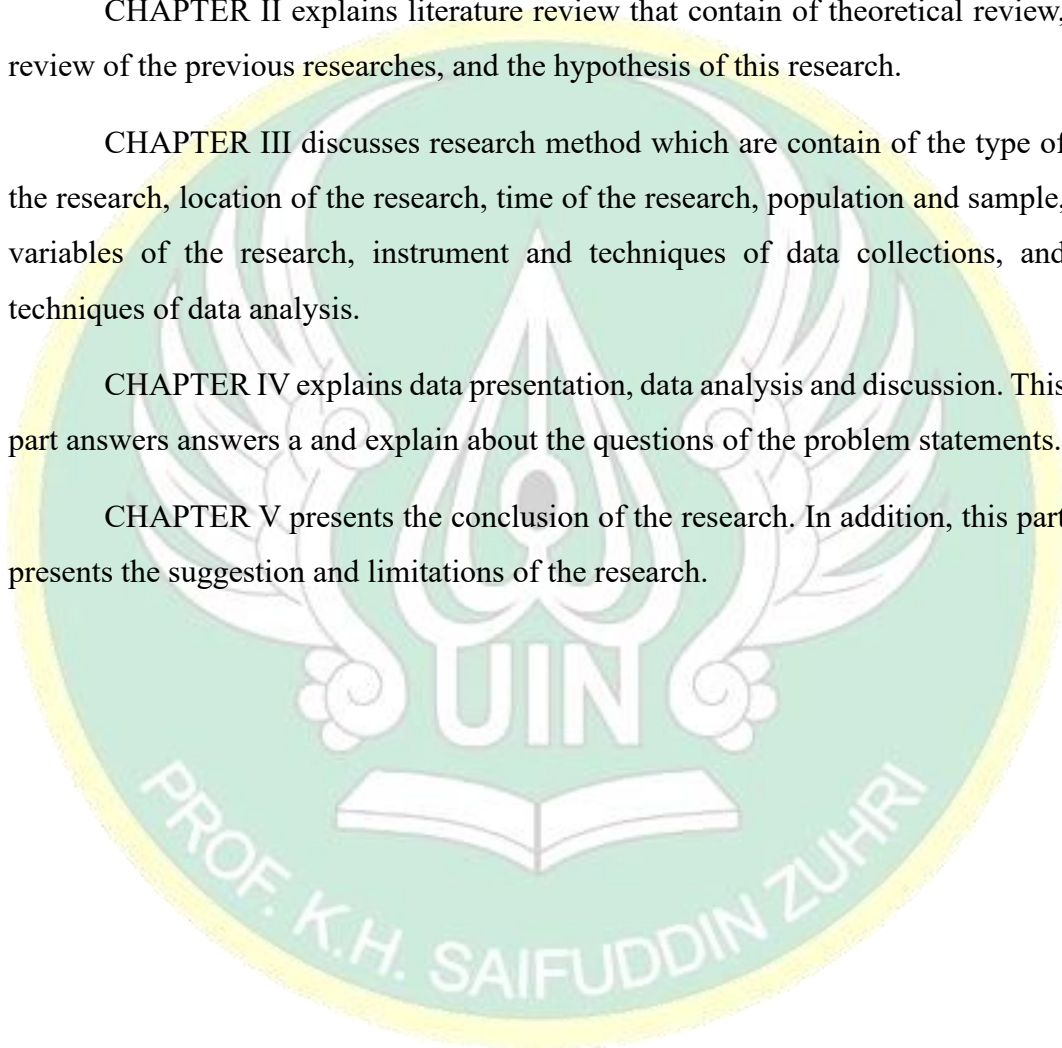
CHAPTER 2

THEORITICAL FRAMEWORK

This chapter presents definition of writing, steps of writing, writing goals, the quality of good writing, definition of roundtable technique, the advantages of using roundtable technique, the procedures in using roundtable technique, definition of narrative text, generic structure of narrative text, types of narrative text and related previous studies.

A. Writing

This part present: the definition of writing, steps of writing, writing goals and quality of good writing.

1. Definition of Writing

According to Hyland (2004), writing is a means of communicating one's own meanings. The individuals create theirown opinions about the subject. Then, they will discuss a topic of mutual interest. The opinions of one individual may differ from those of other people. Depending on what they believe.

As a result, while formulating their opinions, people must make them comprehensible and acceptable. A person's ability to convey his or her thoughts and feelings in written language and visual symbols so that readers may grasp the content contained within is also referred to as writing competence. According to the statement, writing is a talent that allows the writer to communicate his ideas in clear, reader-friendly words, phrases, and paragraphs. Writing is the process of expressing ideas in a language that readers, or other people, can comprehend. It implies that writing requires a process in order for the concept to be clear and effectively represented. According to Brown (2001), writing is similar to swimming. People who wish to be able to swim need someone to teach them the fundamentals of swimming, even if that person is only their parent or a friend (not professional instructors).

They will develop depending on their own style once they have mastered the fundamentals of swimming. They will become more adept at swimming the more opportunities they have. Swimming and writing are related examples. Teachers will first help students with their writing. They demonstrated writing

principles to the students. Students will attempt to improve their writing in accordance with their own style after they have a grasp of the fundamentals. To develop writing skills, students need practice writing enough. These exercises are meant to improve students ability to articulate ideas in effective passages. Without enough experience, it is hard to write successfully.

Lubis (2022) deduced from the aforementioned arguments that writing is a mental activity that is then conveyed in a communicative written language using visual symbols. In order for the items to be simply understood and appreciated by the readers, sentiment is also crucial when communicating thinking in written language.

2. Steps of Writing

Writing is regarded as an activity that generates meaning. Writing, according to McKay (2008), is both a process and a result. The process entails the prewriting, drafting, revising, and editing steps that writers must do in order to create a piece of writing. Two types of writing are used here: written in a book that is printed and written in an electronic format (email, e-book, text message on a mobile device, and so on). Different goals, audiences, and contexts—such as letters, narratives, classroom-produced shared books, illustrated sentences, and so forth—determine it.

The process of writing is recursive. Writing is therefore a task that needs to be completed quickly in order to properly complete the writing process. Hartley (2011) claims that writing is frequently described as a goal-directed, hierarchically structured process for solving problems. Writing is the process of producing written content for readers to use. According to Harmer (2004: 31), writing is a process with several phases, including:

1) Contemplating a subject.
2) Freely noting thoughts on the subject.
3) Choosing and eliminating ideas; narrow the issue and write it in a single phrase.
4) Picking and dropping concepts.
5) Organizing concepts into a strategy.

6) Producing an initial draft.

7) Reconsidering and editing as required.

8) Producing a fresh draft.

9) Grammar and spelling checks for proofreading.

Based on the aforementioned assertion, this research draws the conclusion that writing a paragraph is a multi-step procedure. The teachers should think about providing the students with suitable writing learning experiences because writing is a complicated process, encouraging them to experiment and discover new writing techniques.

Based on the aforementioned assertion, the conclusion is that writing a paragraph is a multi-step procedure. The teacher should think about providing the students with suitable writing learning experiences because writing is a complicated process, encouraging them to experiment and discover new writing techniques. If students follow the phases in the writing process, they will produce quality writing. Writing is a talent that necessitates a procedure in order to communicate an idea or perspective on a piece of paper or other type of medium. A successful writing process involves planning and selecting a topic, creating drafts, and then editing or post-writing.

3. Writing Goals

There are some writing goals (Wilson, and Andrada, 2016.) in Lubis (2022), they are:

a. When writers can express themselves in writing that can be read and understood by both themselves and others, they become more comprehensible.

b. When they can write without much help, writers are autonomous.

c. Writers are considered fluent when they can understand as well as write fluidly and effortlessly.

d. When writers are able to express their own thoughts, creativity is restored. avoiding plagiarism in order for them to be read and comprehended.

Everyone always writes with a certain goal in mind. The word "purpose" describes the motivation behind someone's writing, such as to enlighten, amuse, explain, or convince.

1. Writing to Inform

   Another essential essay writing style that students should understand is writing to inform. Compared to other essay types, it requires distinct abilities and strategies since the emphasis is more on supplying clear, precise facts than on presenting the author's point of view or argument. It is crucial to adhere to the straightforward procedures below to get the ideal style while writing both informative and more broad essays.

2. Writing to Persuade

   Writing to convince is one of the easiest types of writing to master. So that benefit fully if an exam contains a persuasive question, be sure to study these strategies. Throughout the essay, stronger arguments should be used to persuade the reader of writer personal perspective. The goals of writing persuasively are to persuade readers to agree with writer or think what writer want them to believe as well as to refute any arguments made against it and demonstrate its inadequacy.

3. Writing to Entertain

   Telling a humorous tale or describing a person, place, or thing in an intriguing or humorous manner are both examples of entertaining. The purpose of entertaining writing is to make the reader feel something.

4. **The Quality of Good Writing**

   There are some qualities of good writing (Wilson, and Andrada, 2016.) in Lubis (2022), they are:

1. Ideas; your writing's core is comprised of your ideas. Ordinary writing is produced from ordinary thoughts. Writing that is fascinating results from

intriguing thoughts. Give your writing a new angle, whatever you write. Use details to give readers a fresh perspective on your subject.

2. Organization: a composition needs to be organized so that readers may grasp each organization and follow it. Pick a writing style, then stick with it the entire time. Ensure that readers have the knowledge necessary to comprehend the novel thoughts and facts you have presented in your work. Wrap up any loose ends in your work at the conclusion and leave the reader with something to ponder.

3. Voice; create a writing style that is as unique as your speaking style. Observe English writing conventions, but add your own flair to make your writing your own.

4. Word choice; your choice of words affects how successful your writing is. To express your experiences, choose terms that are clear and vivid. To convey sentiments and reactions, use words with strong implications. It entails more than just picking up a ton of new vocabulary. It entails learning to use the vocabulary you currently possess.

5. Conventions; conventions speak of a writings grammatical accuracy. Don't let grammatical, usage, mechanical, or spelling problems get in the way of your point. Always double-check your writing.

From several opinions above, it can be concluded that writing is a way for one to express their own meanings. Each person forms their own thoughts on the matter then talk about a subject that interests them both. One person's opinions might not align with those of others, depending on their perception. Writing is a process with several phases, including pre-writing, drafting, revising, drafting revision, and publishing. In addition, the written form has to be coherent and cohesive until can generate good writing that readers can read if they master both writing-related aspects and elements.

A. RoundTable Technique

1. Definition of Roundtable Technique

According to Barkley (2005), the roundtable method has the students write one or two words or phrases in response to a question before handing the paper to

another student who does the same. It is a round robin brainstorming exercise in writing. Students may become more involved and accountable in their group as a result. Consequently, each group member is accountable for following instructions.

The roundtable strategy is a helpful tool for writing exercises. It may be a method that aids students in group discussions and brainstorming their ideas or views on a subject. Students must participate in this activity and adhere to the guidelines. It may also be used as an active learning technique. This indicates that in the classroom, the students' involvement is more important than the teacher's. With this method, students must investigate their own ideas and participate in class discussions in addition to listening to the teacher's explanations all the time.

Additionally, the roundtable technique is an effective way to encourage students to articulate their thoughts more succinctly and collaboratively (Barkley, 2005). The instructor should form groups of four students before introducing the roundtable strategy, and the students should sit at their groups desks. The teachers should also supply the students with blank sheets of paper.

2. The Advantages of Using Roundtable Technique

Round Table technique ensure equal participation among team members and exposed students to have varieties idea. In roundtable technique also expected students to build up their contribution to their team. Surely, this technique can make students be more active in the learning process because in this technique students asked to move around from table to other tables to answer the topic (Mukrimah, 2014). The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also to learn work together to rich a common goal and know how to solve of problem together. It is important for the teacher to provide interesting strategies and activities in the class to motivate the students in learning English (Sartika, 2014).

3. The Procedures in Using Roundtable Technique

Flora (2020) claims that the following examples might be used to demonstrate the steps of a modified roundtable technique based on the process approach: The

first step is to split the class into different groups of five students each with a designated leader and a topic. The concept, general structure, linguistic qualities, example, and proper writing style are all then explained by the teacher. Each group receives a pencil, an eraser, and four worksheet papers. The instructor next goes over the steps and guidelines for teamwork in the roundtable group.

The roundtable pre-writing process continues with group brainstorming. Each group develops a mind map on a subject the teacher has written down. The first student put the concept on the mind map in words or phrases before passing the paper to the second student from the left. The remaining participants keep adding their own thoughts. The teacher establishes a time restriction for each participant in this session. Each participant may add more than one concept to the mind map, but each additional idea must be distinct from the preceding one.

The process of drafting comes next. The teacher must hand out a piece of drafting paper to each group and let it travel around the table before passing out the mind mapping paper since drafting is the writer's initial effort to put ideas on paper. Students now attempt to create several of the phrases on the list alternately. After analyzing the mind map, the first student writes a sentence or more on the first item on the list and then hands the drafting paper to the following student. The following student continues writing sentences on the following item on the list while reading aloud the previous student's writing. There are two rounds to this procedure.

After the drafting, the core of the writing process, the revision will commence. At this stage the writing is revised and reshaped many times in teacher-controlled activities such as projecting students writing outlines on a LCD display and providing feedback. Then, the students in each roundtable group are instructed to produce a final text cooperatively by considering the text structure with the support sourced from the previous drafting paper. The teacher only allows each student to write e sentence. At first, a student writes the first sentence of the text by looking at the previous drafting paper and the student on his/her left stands as the mentor. Before drafting the subsequent sentence, the student who receives the paper after the first checks and makes revisions to it. There are two rounds in this procedure. One student may skip the round if they run out of things to say.

Following the revision, the students collaborate in groups to fix any grammatical, spelling, and punctuation mistakes in their writing. In this editing step, the group members take it in turns to modify their final writing by first erasing the errors and then taking the initiative to write the proper ones.

The work is prepared for publication and dissemination when the four aforementioned processes have been completed. The goal of this procedure is to edit each group's final project. The teacher should get the final written products from each group and provide feedback. When providing feedback, the teacher marks up the board each group's writing mistakes and corrects them. The team with the fewest mistakes will receive a prize.

This study modified the roundtable technique based on the process approach to address students issues at each stage of the writing process (pre-writing, drafting, evaluating, and revising) through learning pairs, recalling the ideas of Richards and Renandya (2002), the students are supposed to assist one another in achieving success by cooperating with one another throughout each stage of the writing process. To summarize, the steps of a modified roundtable technique based on the process approach, consider the following

Figure 2.1

Steps of Modified Roundtable
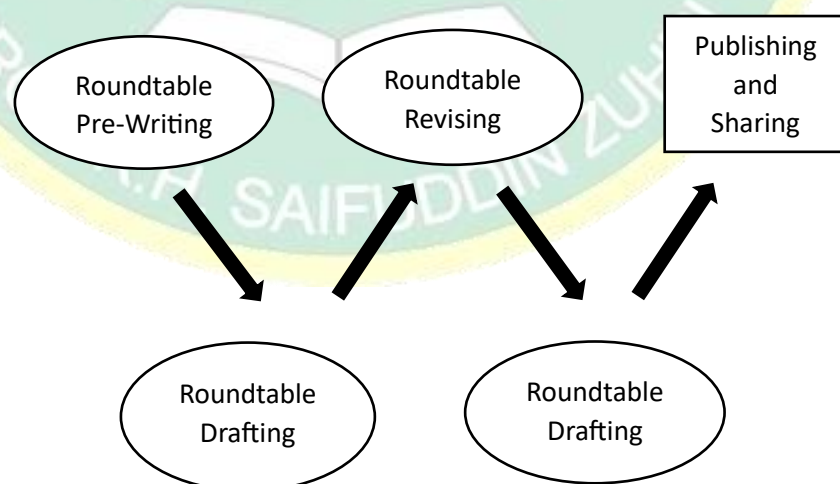
From several opinions above, it can be concluded that roundtable technique is a helpful tool for writing exercises. It may be a method that aids students in

group discussions and brainstorming their ideas or views on a subject. The point of the advantages is social benefits. It improves the teaching social skill such as, cooperation, teamwork, and communication skill that useful in later life and also to learn work together to rich a common goal and know how to solve of problem together.

B. Narrative Text

This part is discuss about the definition of narrative text, generic structure of narrative text and kind of narrative text.

1. Definition of Narrative Text

According to (Wardiman, 2008), narrative text is a true or an imaginary story containing conflict and resolution which function to entertain listener or readers. In addition, (Childs, 2010) states that narrative writing is the way to present a story that consists of events that happen one after the other and the story you tell can be true or fictional. It means that narrative is the text with a purpose to entertain listener or readers and narrative is the kinds of true or fictional story that has happened in the past.

A.S Hornby in Oxford Advanced Learner‟s Dictionary defines Narrative is a description of events, especially in a novel or story, the act or process of feeling a story. It similarly with John Langan says, Narration is a writer tells the story of something that happened through narrative, we make statement clear by relating in detail something that has happened to us. According to Setiawan, Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers. From the statements above, it can be conclude that narrative is a story telling about something that happened in the past and the purpose of narrative is to entertain and to amuse the reader and listeners.

2. Generic Structure of Narrative Text

Tthere are four componentst to write narrative text, there are:

1) Orientation Orientation is part of the opening story. As opening story, it is very important to make an interesting story to make the reader interest to read. It should also explain the background of the story, such as sets the

mood by defining the setting, time, the main character, the relationship between the characters and other information to give the reader a starting point.

2) Complication Complication is the main body of the story. This section includes the part that contains a problem in the story. Sometimes, the problems that arise are not only one, this causes tension from the readers.

3) Resolution In resolution, the crisis resolved, for better or even worse. This part contains the ending of the character's problem and conflict. There are three possible resolutions. First, the story will be ended with the happy ending. Second, the story will be ended by sad ending. The last, the writer allows the reader to guess the end of the story.

Table 2.1
Generic Structure of Narrative Text

Generic Structure	The Selfish Greengrocer
Orientation	Long time ago, there was a small village in a remote area. The people there made a living by planting rice, because fruits and vegetables could not grow well there. However, there was a rich person whose land was more fertile than others. He became the only greengrocer in the village. As he was the only one who sold fruits and vegetables, he sold them at two or three times the normal prices.
Complication	Most of the greengrocer's customers were poor people. They often pleaded with him to reduce the prices, but he ignored their pleas. He always said, "You can go to another village if you want lower prices. If you still want to buy from me, please do not complain." The poor people were sad. They needed the fruits and vegetables, but the prices were beyond their affordability. One day, a greengrocer from another village came. He sold his goods at reasonable prices, so everybody bought fruits and vegetables from him. The first greengrocer gradually lost his customers. He felt very angry and asked the people to buy from him again. However, they refused, saying, "You sell yours at high prices, so we don't want to buy from you anymore."
	The greengrocer was angry at hearing this. He then approached the new greengrocer and asked him to leave

Resolution	the village. He claimed that the village was his. Before the new greengrocer could answer him, all the villagers had come to chase the mean greengrocer away. He begged for the people's mercy and the villagers allowed him to stay, but no one bought from him anymore and he went bankrupt. That was the fate of the selfish greengrocer.

3. Types of Narrative Text

Narrative text has a core story that usually only in the form of the author's imagination or a real incident that was captured by the author or even a combination of both in various sources. Narrative text can be found in the form: fables (stories about animals behave like humans pictured),fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experience written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up). Fable is a story about animal which behave like human. Fairy tale is story which relates much which magic things. Myth is fiction is stories which explore the science as the background or plot of the whole story. Legend is simple a story which relates to on how a place is formed.

4. Characteristic of Narrative Text

There are several characteristic of narrative text using:

1) Past Tense It is logical since the stories typically happen in the past. They can use simple past, past continuous or past perfect tense.

2) Using action verbs Action verbs are verbs that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing, e.g.: run, walk, cry, scream, explode, kick, etc.

3) Using temporal conjunction Temporal conjunctions express relationships with time, in the flow or sequence of events, e.g.: before, after, during/while (a period or an activity), since, until, when.

Narrative is storytelling, whether relating a single story or several related ones. Narrative text is a story conveyed to entertain the readers or listeners.

There are four components to write narrative text:, orientation, complication, and resolution. Narrative text can be found in the form: fables (stories about animals behave like humans pictured), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance horror stories, legends, historical narratives, personal experience (personal experience written), ballads (ballads, which can be a touching story readers, usually in the form of a love story that is not up).

D. The Related Previous Studies

Some studies related to the implementation of roundtable method in teaching writing skills proved that roundtable can be used to improve students writing skill. Among which, there are three studies that this research consider as a basic consideration in holding a research. The first is the research conducted by (Parmawati et al., 2020) with the title —*Improving Students Writing Skill Through Roundtable Technique*. The objectives of the study were finding out whether or not roundtable can improve the students writing skill and finding out classroom situation when roundtable implemented in writing for general communication course. Writing tests used through pretest and posttest and found out that roundtable technique can improve students writing skill and improve writing classroom into a better situation. The relationship between the previous research and this research is variable used. Research used roundtable technique and teaching writing skill. However, in this research only focused on the effective of roundtable technique in teaching writing.

Another previous studies related to research is from (Flora et al., 2020) by the title "*A Modified Roundtable Technique Based On Process Approach To Promote The Students Writing Achievements In Foreign Language*". The objective of the study was to find out what aspects of writing significantly increase after roundtable technique applied. Writing tests used through pretest and posttest. The findings showed that the students writing abilities had significantly improved. Except for mechanics, all parts of writing saw a huge boost. The relationship between the previous research and this research is variable used. Research used roundtable

technique and teaching writing skill. However, in this research had focused on the effect of roundtable technique in teaching writing.

The last previous study is from (Liunokas, 2022) titled "*The Efficacy of Using Round Table Technique in Teaching Writing Descriptive Text to Indonesian English as Foreign Language (EFL) Students*". The research aims at finding out the efficacy of using round table technique in teaching writing especially descriptive text to Indonesian English as Foreign Language (EFL) students. The research used a pre-experimental method with a pre-test and post-test design. The findings show that using roundtable technique is effective in teaching writing descriptive text to Indonesian EFL students. The relationship betweeen the previous research and this research is variable used. Research used roundtable strategy and teaching writing skill. However, in this research has focused on the effect of roundtable technique in teaching writing in narrative text.

The relationship between these three previous researches and this research is variable used. Research used roundtable strategy and teaching writing skill. However, in this research has focused on the effect of roundtable technique on students writing narrative text.

E.   Research Hypotesis

Based on the result of theoretical studies and reviews for previous studies, the hypothesis of this research is the roundtable technique affect in writing ability of the students of SMP N 1 Kejobong.

CHAPTER III
RESEARCH METHOD

This chapter presents the method and research design, the place and time of the research, the population and sample, the technique of data collection also the techniques of data analysis.

A. Method and Research Design

This research used a quantitative method by using quasi-experimental design to know whether there roundtable technique affecting on students writing ability or not. The fundamental feature of experimental research is that it makes use of the circumstances that determine which events students are interested in. The experiment involves changing the value of one variable, recognized as the independent variable, and measuring the effect of that change on another variable, identified as the dependent variable, and the variable base is the variable on which the independent variable operates. A quantitative methodology that emphasizes objectivity through the use of numbers, figures, structures, and checks will be employed (Harmer & Row, 1989).

There are two groups in the quasi-experimental design: the select control group and the select experimental group. The two groups were both obtain a pre-test as the first assessment step and then the experimental group was obtained the roundtable technique treatment, while the control group was receive the same treatment, particularly regarding conventional learning techniques. The results of learning using the roundtable technique then be compared to learning without using roundtable techniques in a post-test.

Table 3.1
The Research Design

Intact Groups	Measurement	Application of Independent Variable	Measurements
Experimental Group	Pre-test	Experimental treatment (Using Round Table)	Post-test
Control Group	Post-test	Without experimental treatment (using lecturing-presentation, and etc.	Post-test

B. The Place and Time

This research was carried out at SMP Negeri 1 Kejobong which located at Jln. Raya Kejobong, Kecamatan Kejobong, Kabupaten Purbalingga. This research was conducted for sixth meetings, from 24th January 2024 to 17th February 2024, during the odd semester of the 2023/2024 academic year.

Table 3.2
Research Date and Activities

Date	Activities
24th January 2024	Pre-test
27th January 2024	Introducing treatment
31st January 2024	Introducing treatment
3rd February 2024	Treatment
14th February 2024	Treatment
17th February 2024	Post-test

C. Population and Sample
1) Population

The population in this research was the eighth grade students of SMP Negeri 1 Kejobong. For the eighth grade there are about 232 students split into seven classes.

Table 3.3
Research Population

Class	The Number of Students
VIII-A	32 students
VIII-B	32 students
VIII-C	32 students
VIII-D	32 students
VIII-E	32 students
VIII-F	36 students
VIII-G	36 students
∑X	232 students

2) Sample

The population of this study is the eight-grade students of SMP Negri 1 Kejobong that consist of 232 students divided into 7 classes. The population was chosen because students are expected to have an adequate

understanding of writing especially for narrative text. The purposive sampling technique used for choosing the sample for this study. There were be 2 classes as experiment class and controlled class. Those classes were be chosen based on the information of the English teacher about the average scores of the writing of two classes.

In this study, samples drawn for 32 students in the control group and 32 students in the experiment group using Purposive Sampling. This is due to the fact that the primary teacher determines which class will be tested (Fraenkelet, 2012). Furthermore, there are two classes that will be a sample of this research namely VIII A and VIII B. Based on the interview with the English teacher, the result shown that VIII B have lower writing score than VIII A. Therefore, VIII B decided to be the experimental class, to know their ability after having treatment using Round Table technique, and VIII A as control class.

D. Instrument of the Study

The research used narrative-text writing-test as the instrument of this research. The test was given twice; pre-test and post-test are in place. The pre-test is intended to know the samples initial writing skills and the post-test is intended to verify if the Round Table technique has an impact on the writing skills of narrative text by the students.

The research instrument is test. A pre-test includes a measure of any trait or feature in this research assesses before they provide care for the participants in an experiment. This research takes another read on the trait or feature after the procedure. A post-test is a calculation of any quality or trait that is tested after a procedure for the participants in an experiment (Creswell, 2012).

E. The Technique of Data Collection

The research used a quantitative data in this research. Data from this research is gathered by offering students a writing test. The test consists of both the pre- and post-test. In the pre-test, students will be asked to make a paragraph

about narrative writing with the topic given. The treatment will be given at the second meeting using the "Roundtable Technique". In the last meeting, students will be also asked to make a paragraph about narrative text.

F. Research Procedures

The procedures are divided into 3 stages; pre-test, treatment and, post-test. The following explanation will refer to each of the procedures:

1. Pre-Test. Prior to treatment, the experimental and control classes was given a pre-test to know the students' writing skills. The pre-test was done in the first meeting. The pre-test is in writing test form. The test consists of several instructions about the writing of the narrative text. The students was given several instructions to the number and have to respond by making free writing about a narrative text as to the instruction given.

2. Treatment. The procedure was carried out after the pretest was conducted. The experimental group use a roundtable technique in learning activity, while the control group use traditional methods. The same material content taught to both groups. The treatment was conducted in 2 meetings started from second meeting until fifth meeting.

3. Post-Test. A post-test administered to both the experimental and control groups. The aim is to evaluate the treatment's efficacy. The post-testappears to follow the same rubric as the pretest. The post-test was carried out at the last meeting.

Table 3.4
Classroom Material

Meetings	Materials
4	Narrative Text; -Examples of Narrative Text -Application of Roundtable Technique
5	Narrative Text; -Examples of Narrative Text -Application of Roundtable Technique

Those tests were given to the experimental class and control class. The pre-test were given at the beginning of the meeting. After that, students in control

class learn which is usually done in the classroom. Meanwhile, the experimental class was receive treatment with use roundtable technique in learning. After giving the treatment, posttest was conduct to measure whether there is the difference between the experimental class that has been giving treatment and control class that has not been giving treatment.

To know how the test is valid, the tests given should be related to the material already studied. Besides, this study needs to use the scoring rubric. In order to determine students' writing score in the pre-test and post-test this research will use rating scale by Sara Cushing Weigle assessment writing in table 3.5

Table 3.5
Writing for Assessing Students' Writing

No	Categories	Rating Scores	Criteria
1	Organization *Introduction, body and conclusion*	30 – 27 Excellent to good	Highly organized, logical sequencing – etc.
		26 – 22 Good to Average	Logical but incomplete sequencing – etc.
		21 – 17 Fair to poor	Lacks logical sequencing and development – etc.
		16 – 13 Very poor	No organization, not enough to evaluate – etc.
2	Content	20 – 18 Excellent to good	Relevan to assigned topic – etc
		17 – 14 Good to Average	Mostly relevant to topic – etc
		13 – 10 Fair to poor	Indequate development topic – etc
		9 – 7 Very poor	Not enough to evaluate – etc
3	Vocabulary	20 – 18 Excellent to good	Word form mastery, appropiate register (words use for particular situation – etc)
		17 – 14 Good to Average	Occasional errors of word form, choice, usage but meaning not obsecured

		13 – 10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured – etc
		9 – 7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4	Language Use	25 – 22 Excellent to good	Few errors of word order/ function, articles, preposition – etc
		21 – 18 Good to Average	Several errors of word order/ function, articles
		17 – 11 Fair to poor	Frequent errors of word order/ function, articles, preposition – etc
		10 – 5 Very poor	Dominated by errors, or not enough to evaluate – etc
		5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
5	Mechanic	5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
		4 Good to Average	Occasional errors of spelling, puntuation, capitalization – etc
		3 Fair to poor	Frequent errors of spelling, puntuation, capitalization – etc
		2 Very poor	Domintaed by errors of spelling, puntuation, capitalization – etc

G. The Techniques of Data Analysis

The next step after data was gathered was to analyze the data. Data analysis was carried out by two English teachers then the data was analyzed using statistical methods. This research compared the pre-test score and the post-test score in experimental class and control class.

1. Preliminary test

After collecting all of the data of the research, the next step is a Preliminary test. It is the first step that should be done which used to know whether the data are qualified or not.

a. Normality Test

A normality test is a test performed to verify if a data group originates from a population that has a regular distribution or forms the normal curve. The test of normality is important to do, because the measurement of parametric statistics has an expectation or obligation that study data must be

normally distributed. Then, if the normality score is more than 0.05, it can be said that the data distribution is normal. On the contrary, if the score of normality test shows less than 0.05, it can be said that data distribution is not normal. The normality test on this research used application IBM SPSS Statistics 29 to check the normality of the results, and the steps were as follows: (spssindonesia.com, 2020).

1. Open SPSS version 29 software program
2. Click variable view and complete these columns:
   a. Name: write class in the first row. This is to indicate and difference between the experimental class and the controlled class. Write score in the second row
   b. Type column is numeric
   c. Width column is filled with 8
   d. Decimal is changed from 2 to 0
   e. Label column is left blank Value column is none
   f. Missing column is none
   g. Column is filled with 8
   h. Align column is right
   i. Measure column is unknown
   j. Role column is filled with input
3. Click data view, in score column, compute "1" as representing experimental class and "2" representing the controlled class.
4. In score column, compute score of each class
5. Click analyze >> Descriptive Statistics >> Explore
6. Fill in the dependent list with test score and then fill in the factor list of class.
7. Click plots >> checklist normality plot with test, histograms, power estimation >> Continue >> OK.

b. Homogeneity Test

The homogeneity test aims to determine whether the variance (diversity) of data from two or more groups is homogeneous (the same)

or heterogeneous (not the same). The homogeneity test is generally used as a requirement in mean difference tests such as the anova test, Mann Whitney test, and independent sample t test (homogeneity is not an absolute requirement in the independent sample t test). Because, if the variance between groups is homogeneous, it will produce accurate measurements in the difference test. To know whether the data from the two groups have the same variant, this research use homogeneity test. Like normality test, this kind of test was also use SPSS version 29 software. The steps are same like those of normality test.

c. Hypothetic Test

Hypothetic testing is a procedure used to decide whether to accept or reject a zero hypothesis. To test whether there are any differences in students' learning outcomes by roundtable technique and not using roundtable technique, then use t-test. The t-test is a statistical test used to test the truth or falsehood of a zero hypothetic

If the data are not distributed normally, then the t-test is replaced with non-parametric statistical tests that are specifically used for two free samples. One of the two free sample testing tools widely used in practice is the Mann-Whitney test. The Mann-Whitney test aims to find out whether there is no difference in the average of two free specimens. The Mann-Whitney trial is used as an alternative to the t-test independent test, i.e. if the research data is not normally distributed and not homogeneously written.

The study uses the t-test (because the data is normally distributed) with the help of the software SPSS 29 for windows with the following steps:

1. Click Analyze-Compare the Means-Independent T-Test Sample.
2. Independent– Sample T-Test" shows up and then drops the variables into the box for grouping variables.
3. Select Defining Grouping, transfer variables and add to each file.

4. Click Options, then fill 95 percent on percentage confidence interval, then click Continue.

5. Left click

H. The Effect Size

According to Cohen, this research adopts the Cohen formula as follows to calculate how high the impact of roundtable technique is:

d: M 1-M 2/ pool standard deviation

d: The significant impact of a method

M 1: Experimental group's mean score

M 2: The mean control group score

After getting the result, it can be interpreted according to the criteria:

0.00 - 0.20: Weak Outcome

0.21 - 0.50: Low Impact

0.51 - 1.00: Medium Impact

> 1.00: Strong impact

I. Statistic Hypotesis

Statistical analysis used as follow:

Ho: $\mu 1 = \mu 2$

Ha: $\mu 1 \neq \mu 2$

Ho = No hypothesis

Ha = Alternative Conclusion

$\mu 1$ = The students' ability to read in the narrative text that is taught using roundtable technique.

$\mu 2$ = Learning skill of students taught without roundtable technique.

The assumption of this hypothesis as follows:

1. If T value ≥ T table, No Hypothesis (Ho) is rejected and Alternative conclusion (Ha) is accepted. It means, there is a significant difference in students" writing ability in the narrative text using roundtable technique and students who are taught without the roundtable technique.

2. If the T value ≤ T table, No Hypothesis (Ho) is rejected and Alternative conclusion (Ha) is rejected. It means that there is no significant difference in students" writing ability in the narrative text using roundtable technique and students who are taught without the roundtable technique.
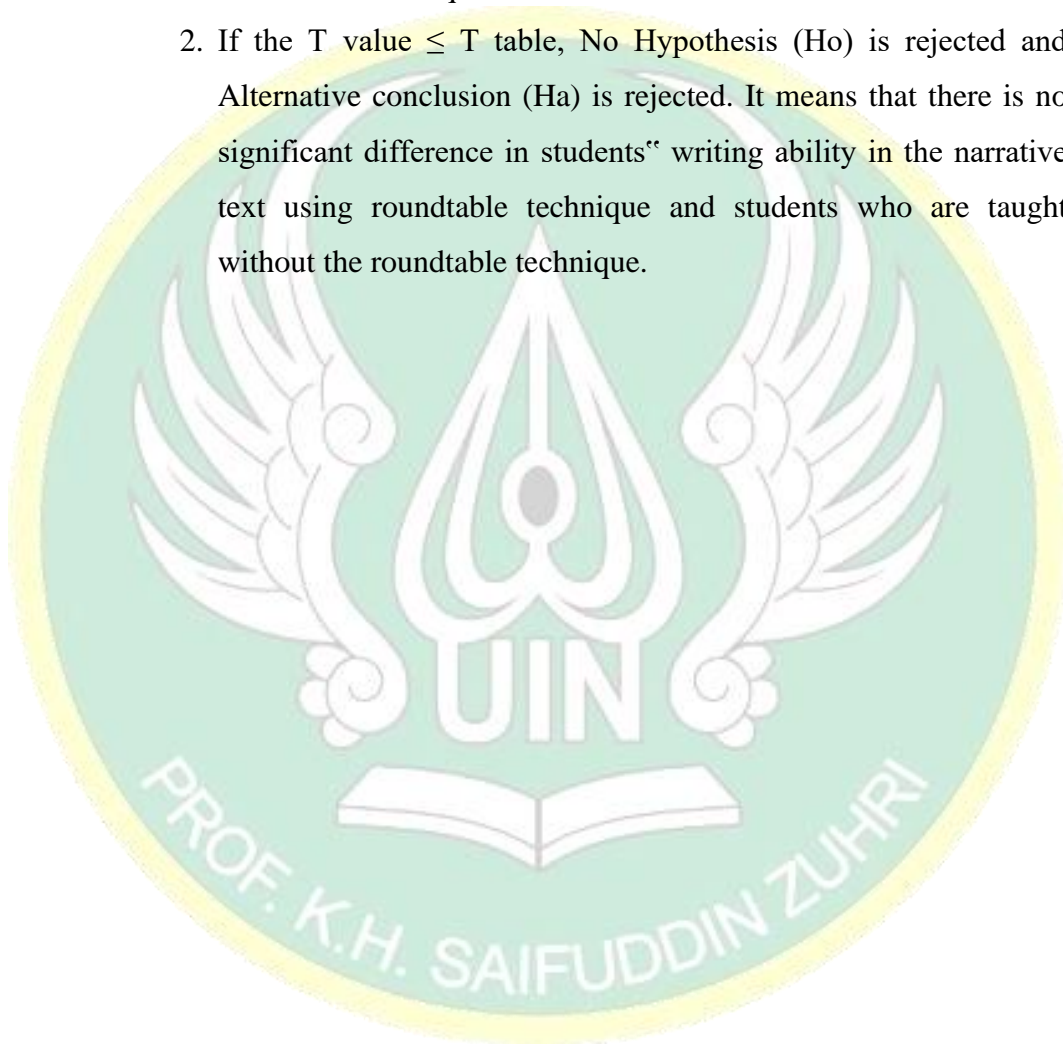
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research findings, data descriptions, data analysis and discussion.

B. Research Findings

1. Data Description

This chapter outlines the test result given to the sample. The results were used to obtain empirical evidence on the impact of using the Round Table technique on students writing narrative text in the SMP Negri 1 Kejobong, in the academic year of 2023/2024, so the following summary will describe the study findings obtained from the pre-test of the participants.

a. The Data of Experiment Class

The experimental class was VIII B students which consisted of 32 students taught using roundtable technique. The data were gathered through the pre-test and post-test student while the post-test of the students was carried out after Round Table technique was implemented. In addition, the pre-test and post-tests gained score is calculated to determine the difference in significance of the result on the writing score of the students before and after the roundtable technique has been implemented. The result of the calculation can be seen in table obtained from the calculations of two English teachers who gave grades for the pretest and posttest conducted on the experimental class.

Table 4.1

The Score of Pre-test and Post-test from Experimental Class

No	Pre-test	Post-test
1	64	72
2	79	86
3	69	76
4	69	79
5	71	77
6	77	81
7	62	78
8	74	80
9	64	77
10	67	74

11	67	79
12	67	78
13	59	67
14	74	81
15	61	71
16	67	71
17	70	79
18	77	88
19	75	81
20	70	77
21	73	86
22	65	75
23	74	87
24	73	80
25	76	80
26	76	81
27	73	84
28	67	73
29	64	78
30	67	73
31	64	69
32	74	77
TOTAL	2229	2495
AVERAGE	70,75	77,96
MAXIMUM SCORE	79	88
MINIMUM SCORE	59	67

From the data in table, it can be clarified that the experimental group highest Pre-Test score is 79 and the lowest score is 59, with pre-test average score is 70,75. The experimental group's highest post-test score is 88 and the lowest score is 67. For the experimental class the post-test mean score is greater than the pre-test mean score. It may be concluded that the roundtable technique is effective for teaching narrative text writing.

b. The Data of Control Class

The control class was consisted of 32 students who did not teach using round table technique. The data were gathered from the score of the pre-test and post-test students. Data concerning this class pre-test and post-test scores are shown in table

obtained from the calculations of two English teachers who gave grades for the
pretest and posttest conducted on the control class.

Table 4.2

The Score of Pre-test and Post-test from Control Class

No	Pre-test	Post-test
1	64	73
2	72	74
3	75	77
4	67	71
5	68	70
6	66	69
7	66	68
8	70	71
9	71	73
10	69	74
11	70	75
12	67	67
13	75	76
14	70	72
15	70	71
16	69	70
17	70	72
18	68	69
19	65	72
20	64	70
21	68	69
22	73	74
23	72	75
24	66	69
25	77	79
26	71	71
27	70	72
28	69	72
29	73	75
30	68	70
31	71	75
32	61	70
TOTAL	2215	2305
AVERAGE	69,21	72,03
MAXIMUM SCORE	77	79
MINIMUM SCORE	61	67

The table shows the score of 32 students, pre-test mean score was 69,21 pre-test lowest score was 61 and highest score was 77. While the mean post-test score was 72,03, the lowest post-test score was 67, and the highest post-test score was 77. In addition, the pre-test and post-test benefit score is determined to find out the difference in importance of the result on the student.

Furthermore, the gain score of pre-test and post-test is calculated to decide significance difference of the result on students' writing score before and after using roundtable technique. The calculation result can be seen in Table.

Table 4.3

The Gained Score of Experimental Class

No	Pre-test	Post-test	Gained
1	64	72	8
2	79	86	7
3	69	76	7
4	69	79	10
5	71	77	6
6	77	81	4
7	62	78	16
8	74	80	6
9	64	77	13
10	67	74	7
11	67	79	12
12	67	78	11
13	59	67	8
14	74	81	7
15	61	71	10
16	67	71	4
17	70	79	9
18	77	88	11
19	75	81	6
20	70	77	7
21	73	86	13
22	65	75	10
23	74	87	13
24	73	80	7
25	76	80	4
26	76	81	5
27	73	84	11

28	67	73	6
29	64	78	14
30	67	73	6
31	64	69	5
32	74	77	3
TOTAL	2229	2495	
AVERAGE	70,75	77,96	
MAXIMUM SCORE	79	88	
MINIMUM SCORE	59	67	

Based on above, it can be seen that the minimum gained score is 3 and the maximum gained score is 16. So the students had gained score about 16 points. It can be concluded that roundtable technique is effective to teach narrative text. The data of the gained score of control class is presented below:

Table 4.3

The Gained Score of Control Class

No	Pre-test	Post-test	Gained
1	64	73	9
2	72	74	2
3	75	77	2
4	67	71	4
5	68	70	2
6	66	69	3
7	66	68	2
8	70	71	3
9	71	73	2
10	69	74	5
11	70	75	5
12	67	67	0
13	75	76	1
14	70	72	2
15	70	71	1
16	69	70	1
17	70	72	2
18	68	69	1
19	65	72	7
20	64	70	6
21	68	69	1
22	73	74	1
23	72	75	3

24	66	69	3
25	77	79	2
26	71	71	0
27	70	72	2
28	69	72	3
29	73	75	2
30	68	70	2
31	71	75	4
32	61	70	9
TOTAL	2215	2305	
AVERAGE	69,21	72,03	
MAXIMUM SCORE	77	79	
MINIMUM SCORE	61	67	

From the table above, it can be seen that the minimum gained score is 0 and the maximum gained score is 9. Otherwise, the mean of pre-test was 69,21 and the mean of post-test was 72,03 so the students had gained score about 2,28 points. Based on the two tables above the average score of both experimental class and controlled class increased. However, the experimental class score had increased more significantly rather than the controlled class. This can be seen through the range points gained by the two groups. The experimental class increased 7,21 points while the controlled class increased only 2,28 points. The progress of both classes can be seen in the diagram below:

Figure 4.1

The Differences between Students' Score in Experimental and Control Class

The Differences between Students' Score in Experimental and Control Class
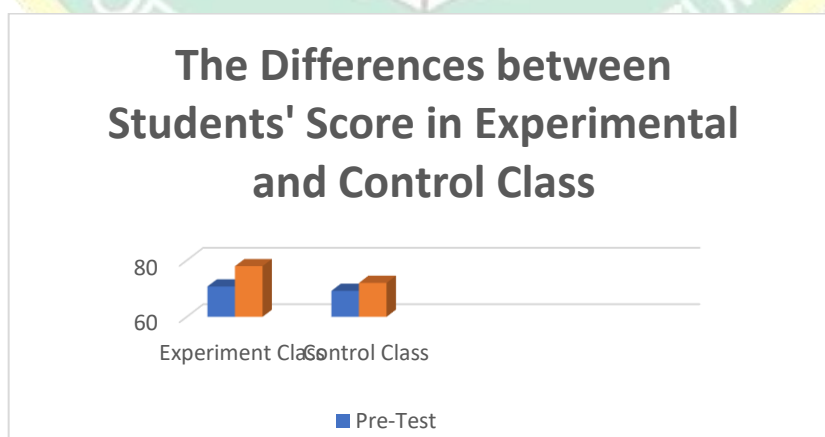
2. Data Analysis

a. The Normality Test

Data normality tests are performed to see if the data is distributed normally or not. The normality test in this study is calculated through the application SPSS version 29. The data is stated to be normally distributed if the significance value is > 0,05. The results of the normality test calculation can be preserved more clearly in appendix. As for a brief overview, it is as follows

Table 4.3

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	PreTest Experiment (Roundtable)	.155	32	.104	.947	32	.116
	PostTest Experiment (Roundtable)	.155	32	.118	.947	32	.116
	PreTest Control (Conventional)	.159	32	.064	.926	32	.068
	PostTest Control (Conventional)	.192	32	.078	.930	32	.082

a. Lilliefors Significance Correction

The result showed $p \geq \alpha$ (0.104 ≥ 0.05) and (0.064 ≥ 0.05) it means that the pre-test data in this study was normally distributed. The scores of p can be checked through the Sig. In the table of Kolmograv-Smirnov columns shows the result revealed that $p \geq \alpha$ (0.116 ≥ 0.05) and (0.082≥ 0.05). In other words, the post-test data that was obtained from the research was considered normal. If the data is higher in a significance $\alpha = 0.05$, the data was normally distributed. It can be concluded that the data is normally distributed because both classes" significances are above 0.05 and round table technique is effective to teach writing of narrative text.

b. Homogeneity of the Test

After doing the normality test, the homogeneity test used in order to test the similarity of the sample in both classes. This research used Levene statistic to calculate the homogeneity test. The results are presented as follows:

Table 4.4

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	,023	1	62	,879
	Based on Median	,034	1	62	,854
	Based on Median and with adjusted Df	,034	1	61,627	,854
	Based on trimmed mean	,010	1	62	,922
POSTTEST	Based on Mean	8.392	1	62	,010
	Based on Median	7.220	1	62	,035
	Based on Median and with adjusteddf	7.220	1	59,613	,035
	Based on trimmed mean	8,426	1	62	,010

The table of homogeneity above shown that the significance of pre test results between experimental class and controlled class is 0.879. therefore, it can be conclude that both classes have the same variant because of 0.879 > 0.05, it means the pre-test from both classes is homogeneity. In addition, the significance of post test results between experimental class and controlled class is 0.10. therefore, it can be conclude that both classes have the same variant because of 0.10 > 0.05, it means the post-test from both classes is homogen

c. Hypothesis Test

After finishing the normality and homogeneity test, the data was calculated by using t-test to know the difference between students' writing of narrative text in experimental class and students' writing of narrative text in control class. Hypothesis test in this research was done by using SPSS 29. The data was from the mean score of Post-test both experimental and controlled class. The standard significance was 0.05. the result of hypothesis test by using SPSS 29 could be presented as follows:

T-Test

Table 4.5

The Result of T-Test Calculation

Group Statistics

	PostTest Control (Conventional)	N	Mean	Std. Deviation	Std. Error Mean
PostTest Experiment (Roundtable)	PostTest Experiment (Roundtable)	32	77,96	9,745	1.094
	PostTest Control (Conventional)	32	72,03	7,989	.785

Table 4.6

The Result of Independent Sample Test

	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	t	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.505	.480	2.699	62	.009	5.259	1.949	1.349	9.170
Equal variances not Assumed			2.699	61.111	.009	5.259	1.949	1.347	9.171

It could be seen from the table 4.6 above that the results of post-test in both experimental and controlled class were significant. Each class had a similar total of students which is 32. The table showed that the mean score of the experimental class was 77,96. Meanwhile, the mean score of the controlled class was 72,03. It proved that round table technique is effective to teach writing of narrative text because the mean score of the experimental class was higher than the mean score of controlled class.

Based on the data in table 4.7, the df (Degree of Freedom) was calculated from the total number of students minus 2, therefore the df is 62 since all the students in both experimental and controlled class were 32. Sig. Tailed or (p) value was 0.009. It was explained that Ho would be rejected if $p < \alpha$. Based on the result in Table 4.8, $p < \alpha$, which is $0.009 < 0.05$. It proved that Ho was rejected and Ha was accepted. Therefore, it could be concluded that there is an effect of roundtable technique discussion on students' writing of the narrative text.

d. Test of Effect Size

This formulation was adopted in order to see the effect size level of this study. The formula below was unutilized:

$$d = \frac{\text{Mean for group A} - \text{mean for group B}}{\text{Pooled standard deviation}}$$

the pooled standard deviation

$$= \frac{\text{Standard deviation group 1} + \text{Standard deviation group 2}}{2}$$

Explanation: d = the effect size

Mean for Group A = mean for the experimental class

Mean for Group B = mean for the control class

After knowing the result, the data can be interpreted based on some guidelines by Cohen. The guidelines showed in the table:

Table 4.7

Criteria of Size Effect

0 – 0.20	Weak effect
0.21 – 0.50	Modest effect
0.51 – 1.00	Moderate effect
> 1.00	Strong effect

$$\frac{\text{Mean for group A - Mean for group B}}{\text{Pooled standard deviation}}$$

$$\text{Pooled standard deviation} = \frac{9.745 + 7,989}{2} = 8,86$$

$$d = \frac{77,96 - 72,03}{8,86} = 0,22$$

According to the criteria, it can be measured from the calculation result that the effect size level of this study is 0.22 = medium. The result indicate that the roundtable technique has an medium effect on students writing abilities in narrative text material.

C. Discussion

From the data analysis that had been done, the purpose of this study is to find out if any effect of using roundtable technique in students writing of narrative text on 8th of SMP Negri 1 Kejobong. The use of Paired Sample t-test is to know there any significant or not from result on student outcomes after studying narrative text materials between before and after received the treatment using roundtable. The analysis of the processed data was described used paired sample statistics. The average score of Pre-test as shown in mean table which in control class was 69.21 and Post-test was 72.03. The control class as much 32 students in experimental class, the average score as showed in paired sample statistics of Pre-test is 70.75 while Post-test is 77.96 with same respondents as much 32 students. Based on

explanation of two statistic table of paired samples, both classes had little differences mean score of pre-test scores as much 70.75 in experiment class and 69.21 in control class. Therefore, the mean (average) of pre-test and post-test in both classes can be assumed there was a difference. It can be seen in experiment class from, 70.75 was increased to 77.96. While in control class increased to 72.03. It means that there was an increase in mean score for both classes and mean difference as much 4.39 point. In short, mean score in experiment class is higher than control class.

This result was agreement with Cici's research in 2019, which showed that the students' mean score in post test conducted after using roundtable technique is higher than those mean scores in Pre-test before using roundtable technique. It means that roundtable technique can support the students' score enhancement also can improve students learning outcomes (Cici, 2019). From the results of the descriptive analysis were confirmed by testing the hypothesis with the Paired Sample T-test, in control class and experimental class, the sig value was obtained. (2-tailed) of 0.009 <0.05. It means that Ha is accepted and HO is rejected because there is any effect of using roundtable in experiment class after given the treatment. As previously stated, there is a difference between average (mean) score before treatment and average (mean) score after treatment in experiment class and did not treatment in control class.

Based on previously statement, the students got any improvement score. In relation with some expert the use of roundtable technique can be applied in speaking skill. This statement related with Gisma's research in 2019, which stated roundtable technique approach can help students enhance their speaking skills as well as their writing skills (Gisma, 2019).

In SMP Negeri 1 Kejobong had minimum score which was 75 in English subject. Referred to the result in both classes that mean score of Post test in control class just 72.03 and in experiment class is 77.96, it means did not get the minimum score. However, by applying the roundtable technique in learning narrative text material, students in the experimental class got scores above the minimum score.

This research found some reason why this application after treatment for some meetings still less effective because some factors. First, this study had limited time for applied this application. It made students did not not get maximum results and experience with this application. Other factors, started from result of pre-test both classes were quite low score and after treatment still did not get significant result.

Even though there was no significant effect, it can be seen students get increased score while not too higher. It means, this technique as alternative media still can help students to learn English subject. On the other hand, even though in this research, roundtable technique still less effective, there are some the implementation of roundtable technique as a new alternative media that made students got better score. The first, students got more interest in learning activity. It because during the learning process they were enthusiast to facing something new in writing narrative text as a group. As it explained by Barkley in his book, stated from roundtable technique may be a method that aids students in group discussions and brainstorming their ideas or views on a subject. Students must participate in this activity and adhere to the guidelines. It may also be used as an active learning technique. This indicates that in the classroom, the students' involvement is more important than the teacher's. With this method, students must investigate their own ideas and participate in class discussions in addition to listening to the teacher's explanations all the time may become more involved and accountable in their group as a result (Barkley, 2005).

Other things that already found through roundtable technique, made students happy in learning process and they did not feel monotonous while learning process. It caused they used roundtable technique in learning process which is never they tried before. It is supported with the statement from Flora in 2020, that the effect of using roundtable technique will allow positive behavioral changes among the students (Flora, 2020). It is lined with the explained from Romadhoni on 2022, that the interactive interface in roundtable technique will be comfy students and made they for not assuming if writing as a boring subject (Romadhoni et al., 2022).

Another benefit from using this application, Dimas Sukma Cahyadi, Flora, Muhammad Sukirlan in their research, developed roundtable based on process

approach is more effective than conventional one because it can give the opportunity for students to learn and help each other through working cooperatively in a roundtable group process by process starts from prewriting, drafting, revising, and editing. Thus, all of the students can solve their problems in every writing process maximally in order to improve their skills. Specifically, the other result of their research also reveals that developed roundtable technique based on process approach improves the students" writing skill in the aspect of organization and language use better than conventional roundtable technique because there is any difference of Normalized Gain organization and language use between experimental and control class. Since roundtable is developed based on process approach, it can maximally provide the students a chance to cooperatively learn and corrected each other in composing a text with an appropriate language use and text structure in revising and editing process.

Last benefit from this application as in this research experience, the result reveals that there is any improvement on the students' learning motivations after being taught by using developed roundtable technique based on process approach. It can be noted that, developed roundtable technique based on process approach is also effective to enhance the students' learning motivations. Actually, the improvement of the students' learning motivation in this research is caused by the implementation of developed roundtable technique based on process approach which is effective to create the interactive teaching in the class by giving opportunity for the students to participate fully in group (Lestari, 2023).

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding, it is concluded that roundtable technique discussion has a effect on students' writing narrative text at eight grade students of SMP Negri 1 Kejobong. There was a difference in the students' writing of narrative text who were taught by using roundtable technique and the other who were taught only using conventional method.

In the statistical hypothesis, Ha is accepted and Ho is rejected if the Sig. 2 tailed was lower than alpha (α) or $p < \alpha$. The result demonstrated the experimental class is significantly higher score than the controlled class. The result showed that the Sig. 2 tailed (p) was 0.009. Meanwhile, the alpha (α) was 0.05, which was $0.009 < 0.05$. so, the H0 is rejected and the Ha is accepted. Additionally, the mean score of the experimental class was higher than the controlled class. Briefly explaining, this research proves that the effect of roundtable technique discussionon students' writing of narrative text is positive. Based on the analysis result of the result, the conclusion is drawn that there is a effect of using roundtable technique on teaching writing of narrative text at the eight grade students of SMP Negri 1 Kejobong.

B. Suggestion

Based on conclusion mentioned above, this research gave the following suggestions:

1. For Teacher

The teacher should be more creative in creating the good atmosphere in the classroom. The teacher may choose the groups in a completely random way or design. After all, the teacher should be well prepared and able to manage time and classroom effectively in order to achieve maximum results and create a conducive situation.

2. Student

The students should cooperative with their own group members. They can discuss their thought together. The students should be able to take a part in the teamwork to help them in developing ideas and enrich vocabulary, they also should use their time as good as possible.

3. Other Researcher

The result of this study can be used as basic information or reference about implementation roundtable technique in writing of narrative text for other research in conducting the similar study.

C. Research Limitation

This research was carried out in accordance with scientific procedures, but still has limitations, namely limited time, costs, energy and knowledge of researchers so that the research results are not optimal and still require constructive criticism and suggestions for the good of the future.
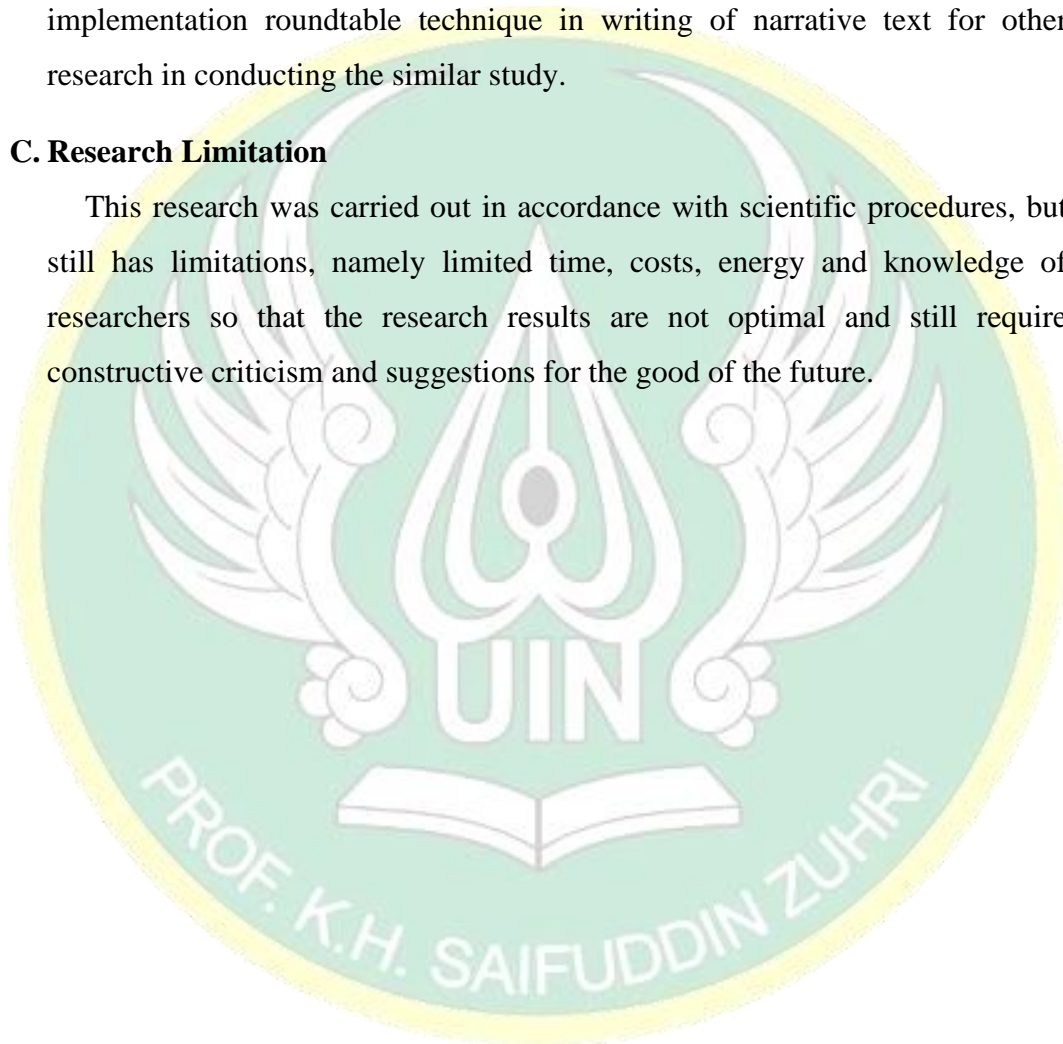
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APPENDIX

APPENDIX 1

Preliminary Observation Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.3933/Un.19/D.FTIK/PP.05.3/11/2022   28 November 2022
Lamp.   : -
Hal   : Permohonan Ijin Observasi Pendahuluan

Kepada
Yth. Kepala SMP N 1 Kejobong
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama	: Indri Dwi Nurastuti
2. NIM	: 2017404067
3. Semester	: 5 (Lima)
4. Jurusan / Prodi	: Tadris Bahasa Inggris
5. Tahun Akademik	: 2021/2022

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek	: Observasi Pendahuluan
2. Tempat / Lokasi	: Kejobong
3. Tanggal Observasi	: 29-11-2022 s.d 13-12-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

APPENDIX 2

Certificate of Preliminary Observation

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KEJOBONG
..lamat Jalan Raya Kejobong-Purbalingga Telepon 08112609657 Kode Pos 53392

SURAT KETERANGAN
Nomor : 400.3.5 / 451 / 2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Kejobong, Kabupaten Purbalingga menerangkan bahwa :

Nama	:	Indri Dwi Nurastuti
NIM	:	2017404067
Perguruan Tinggi	:	Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Fakultas / Prodi	:	Tadris Bahasa Inggris
Jenis Kelamin	:	Perempuan

Benar-benar telah melaksanakan observasi / penelitian di SMP Negeri 1 Kejobong pada tanggal 29 November – 13 Desember 2022 guna penulisan Skripsi yang bersangkutan dengan judul " *The Affect Of Roundtable Technique On Students' Writing Skills At 8th Grade Of SMP Negeri 1 Kejobong*".

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Kejobong, 8 Juni 2024

Kepala Sekolah

Miswadi Warsono, S.Pd., M.Pd.
Pembina Tk. I
NIP. 19800306 200801 1 005

APPENDIX 3

Thesis Proposal Guidance Blanks

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Indri Dwi Nurastuti
No. Induk : 2017404067
Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
Pembimbing : Khairunnisa Dwinalida, M. Pd.
Nama Judul : Improving Students Writing Skills Through RoundTable Technique at 8th Grade of SMP Negeri 1 Kejobong

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1	Senin, 6 Februari 2023	Title, background of the research, research questions		
2	Senin, 13 Februari 2023	Background of the research, literature review		
3	Kamis, 16 Februari 2023	Additional background of the research		
4	Jumat, 31 Maret 2023	Research Method		
5	Senin, 3 April 2023	Research Method		
6	Kamis, 6 April 2023	Research Method, assessment rubric		

Dibuat di : Purwokerto
Pada tanggal : 06 April 2023

Dosen Pembimbing

Khairunnisa Dwinalida, M. Pd.
NIP.198811302019082001

APPENDIX 4

Recommendation Letter for Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

REKOMENDASI
SEMINAR PROPOSAL SKRIPSI

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:
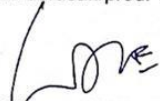
Nama	:	Indri Dwi Nurastuti
NIM	:	2017404067
Semester	:	6
Jurusan/Prodi	:	Tadris Bahasa Inggris
Tahun Akademik	:	2022/2023
Judul Proposal Skripsi	:	Improving Students Writing Skills Through RoundTable Technique at 8th Grade of SMP Negeri 1 Kejobong

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan.

Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Purwokerto, 6 April 2023

Mengetahui,
Ketua Jurusan/prodi TBI

Desi Wijayanti Ma'rufah, M.Pd
NIP.19921215 201801 1 002

Dosen Pembimbing

Khairunnisa Dwinalida, M. Pd.
NIP.19881130 201908 2 001

APPENDIX 5

Certificate of Participation in Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.749.Un.17/FTIK.JTBI/PP.00.9/04/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"Improving Students Writing Skills Through RoundTable Technique at 8th Grade of SMP Negeri 1 Kejobong"

Sebagaimana disusun oleh :

Nama	:	Indri Dwi Nurastuti
NIM	:	2017404067
Semester	:	6
Jurusan/Prodi	:	Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 10 April 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 13 April 2023

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris
NIP: 199212152018012003

Desi Wijayanti Ma'rufah, M.Pd.

Muflihah, S.S., M.Pd.

APPENDIX 6

Individual Research Certificate

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.246/Un.19/D.FTIK/PP.05.3/01/2024   26 Januari 2024
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP N 1 Kejobong
Kec. Kejobong
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama   : Indri Dwi Nurastuti
2. NIM   2017404067
3. Semester   : 7 (Tujuh)
4. Jurusan / Prodi   : Tadris Bahasa Inggris
5. Alamat   : Kutawis RT04 RW02, Kecamatan Bukateja, Kabupaten Purbalingga
6. Judul   : The Affect of Roundtable Technique in Writing Skills of 8th Grade of SMP Negeri 1 Kejobong

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek   : Siswa/i Kelas VIII A dan VIII B
2. Tempat / Lokasi   : SMP N 1 Kejobong
3. Tanggal Riset   : 27-01-2024 s/d 27-03-2024
4. Metode Penelitian   : Kuantitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

Tembusan :

1. Riset Individu

APPENDIX 7

Certificate of having conducted individual research

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KEJOBONG
..lamat Jalan Raya Kejobong-Purbalingga Telepon 08112609657 Kode Pos 53392

SURAT KETERANGAN

Nomor : 400.3.5 / 451 / 2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Kejobong, Kabupaten Purbalingga menerangkan bahwa :

Nama	:	Indri Dwi Nurastuti
NIM	:	2017404067
Perguruan Tinggi	:	Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto
Fakultas / Prodi	:	Tadris Bahasa Inggris
Jenis Kelamin	:	Perempuan

Benar-benar telah melaksanakan riset individu di SMP Negeri 1 Kejobong pada tanggal 24 Januari – 17 Februari 2024 guna penulisan Skripsi yang bersangkutan dengan judul *"The Affect Of Roundtable Technique On Students' Writing Skills At 8th Grade Of SMP Negeri 1 Kejobong."*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Kejobong, 8 Juni 2024
Kepala Sekolah

Miswadi Warsono, S.Pd., M.Pd.
Pembina Tk. I
NIP. 19800306 200801 1 005

APPENDIX 8
Flow of Learning Objectives

NAMA SEKOLAH : SMP Negeri 1 Kejobong
MATA PELAJARAN : Bahasa Inggris
PENYUSUN : Nur Afni Hidayati, S.Pd.

CP Fase D:

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visula dalam bahasa Inggris untuk berinteaksi 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 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 visula dalam bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi tulisan dan visual dalam bahasa Inggris.

ELEMEN:

ELEMEN	CAPAIAN PEMBELAJARAN
MENYIMAK – BERBICARA	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan peandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosa kat, 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 dskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
MEMBACA – MEMIRSA	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 daninformasi 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.
MENULIS – MEMPRESENTASIKAN	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.

TUJUAN PEMBELAJARAN	LINGKUP MATERI	JP
8.1. Menggunakan bahasa Inggris untuk bertukar informasi mengenai kebiasan.	• Dialog transaksional terkait kebiasan menggunakan *Can/Can't ... & too + adjectives*	6 JP
8.2. Menggunakan bahasa Inggris untuk bertukar informasi mengenai minat dan kebiasaan.	• Dialog transaksional terkait kebiasaan dan minat menggunakan *like + verb ing*	3 JP
8.3. Menggunakan bahasa Inggris untuk bertukar informasi mengenai kegiatan yang sedang berlangsung.	• Dialog transaksional terkait kebiasaan dan minat menggunakan *to be + verb ing*	3 JP
8.4. Menggunakan bahasa Inggris untuk bertukar pengalaman menggunakan *past tense*.	• Dialog transaksional terkait kebiasaan dan minat menggunakan *to be (past) dan verb 2 (past)*	6JP
8.5. Menggunakan bahasa Inggris untuk bertukar pengalaman menggunakan *past tense* dan *past continuous*.	• Dialog transaksional terkait kebiasaan dan minat menggunakan *to be (past) + verb ing*	3 JP
8.6. Memahami ide utama dan detil yang relevan dari teks *recount* lisan sederhana.	• Teks *recount* sederhana berbentuk audio, cetak dan digital.	12 JP
8.7. Menemukan ide utama, informasi spesifik dan tersirat, serta mengidentifikasi tujuan teks *recount* dalam bentuk cetak dan digital.		
8.8. Membuat perencanaan, menulis, dan menyajikan teks *recount*.		
8.9. Menggunakan bahasa Inggris untuk membandingkan orang, benda, binatang, tempat.	• Teks *narrative* sederhana berbentuk audio, cetak dan digital.	12 JP
8.10. Memahami ide utama dan detil yang relevan dari teks *narrative* lisan sederhana.		
8.11. Menemukan ide utama, informasi spesifik dan tersirat, serta mengidentifikasi tujuan teks *narrative* dalam bentuk cetak dan digital.		
8.12. Membuat perencanaan, menulis, dan menyajikan teks *narrative*.		

Mengetahui,
Kepala SMP N 1 Kejobong

Kejobong, Agustus 2023
Guru Mata Pelajaran

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Nur Afni Hidayati, S.Pd
NIP. 19970425 202321 2 015

MODUL AJAR BAHASA INGGRIS

(***Experimental Class***)

Sekolah : SMP Negeri 1 Kejobong

Mata Pelajaran : Bahasa Inggris / English

Kelas : VIII / Semester Genap

Materi : *Narrative Text*

Alokasi Waktu : 6 x 45 menit

A. Kompetensi Inti

1. Mengkhayati dan mempraktekkan ajaran agama yang diikuti.

2. Mengikhayati dan mempraktikkan sikap jujur, disiplin, santun, peduli (swadaya prosedural, kooperatif, toleran, dan damai), bertanggung jawab, dan proaktif dalam interaksi secara efektif berdasarkan perkembangan siswa di lingkungan, keluarga, sekolah, dan lingkungan alam, bangsa, negara, wilayah, dan internasional.

3. Memahami, menerapkan, dan menganalisis pengetahuan konseptual, dan meta-kognitif berdasarkan keingintahuan siswa tentang sains, teknologi, seni, budaya, dan kemanusiaan melalui pengetahuan tentang kemanusiaan, kebangsaan, negara, dan peradaban yang terkait dengan penyebab fenomena dan peristiwa, dan juga menerapkan domain spesifik pengetahuan yang sesuai dengan keterampilan dan minat mereka untuk memecahkan masalah.

4. Memproses, berpikir, dan hadir dalam domain konkret dan domain abstrak terkait dengan pengembangan apa yang telah mereka pelajari di sekolah secara mandiri, efektif, dan kreatif, serta mampu menggunakan metode berdasarkan kaidah ilmiah.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.8.1 Mengidentifikasi jenis teks yang dibaca

3.8.2 Memahami fungsi sosial teks yang dibaca

3.8.3 Menganalisi *generic structure* (struktur teks) dari teks naratif

3.8.4 Menemukan informasi tersirat/tersurat yang terdapat dalam sebuah teks naratif yang dibaca

3.8.5 Menuliskan teks naratif sederhana (legenda rakyat) dengan struktur yang benar

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan mampu:

1. Mengidentifikasi jenis teks yang dibaca (C1)
2. Memahami fungsi sosial teks yang dibaca (C2)
3. Menganalisi *generic structure* (struktur teks) dari teks naratif (C4)
4. Menemukan informasi tersirat/tersurat yang terdapat dalam sebuah teks naratif yang dibaca (C3)
5. Menuliskan teks naratif sederhana (legenda rakyat) dengan struktur yang benar (C6)

E. Materi Pembelajaran

Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba menemukan resolusi untuk memecahkan masalah. Bagian penting dari teks naratif adalah mode naratif, seperangkat metode yang digunakan untuk mengkomunikasikan narasi melalui narasi proses.

Tujuan teks narasi adalah untuk menghibur pembaca/pendengar dalam sebuah cerita dengan peristiwa berurutan yang mengarah pada klimaks, dan akhirnya menemukan solusi.

Struktur generik (*Generic structure*) dari teks naratif:

1. Orientasi
2. Kompilasi
3. Resolusi

Fitur Bahasa dari teks naratif:

1. Fokus pada peserta tertentu atau individu
2. Gunakan *simple past tense*
3. Penggunaan konjungsi temporal
4. Gunakan *past continuous tense*
5. Penggunaan ucapan langsung dan tidak langsung
6. Gunakan kata keterangan waktu

Contoh:

	The Legend of Malin Kundang
Orientation	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother
Compilation	Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being

	raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.
	The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.
	She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.
Resolution	In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone

Sumber :(https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html)

1. **Metode Pembelajaran**

Pendekatan : Pendekatan Komunikatif

Model : Pembelajaran Kooperatif

Metode : *Roundtable Technique*

2. Media Pembelajaran

    a. Papan tulis

    b. SpidolLaptop

    c. LCD Proyektor

    d. Lembar Kerja Siswa

3. Sumber Belajar

Hartanto, R., & Purwanto, b. (2017). Jenis Teks Bahasa Inggris. Semarang: Pengikat.

F. Kegiatan Belajar

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Waktu
Pembukaan	• Guru memasuki kelas dan menyapa para siswa. • Guru bertanya tentang kondisi siswa dalam bahasa Inggris. • Guru memeriksa kehadiran siswa. • Guru bertanya tentang materi sebelumnya dan memberikan review tentang materi sebelumnya. • Guru menjelaskan tujuan dari kegiatan pembelajaran.	5 menit
Inti	• Guru menerangkan tentang materi teks naratif kepada siswa. • Guru memberikan kesempatan bertanya kepada siswa tentang materi teks naratif. • Guru menjelaskan cara belajar menggunakan *roundtable*. • Guru membagi siswa menjadi beberapa kelompok. Satu kelompok terdiri dari 4 hingga 6 siswa. • Guru meminta salah satu siswa di setiap kelompok untuk maju ke depan mengambil gulungan kertas yang di dalamnya terdapat judul teks narasi yang akan mereka buat. • Guru meminta setiap kelompok untuk membuat teks naratif. • Setiap anak menulis satu kalimat di atas lembar kerja kemudian mengoper lembar kerja tersebut ke sebelahnya, langkah ini diulang sampai kalimat terakhir dalam teks naratif.	

Kegiatan	Deskripsi Kegiatan	Waktu
	• Guru memandu diskusi dan setiap kelompok. • Guru memberikan penguatan tentang pengetahuan atau konsep yang luput dari perhatian siswa saat berdiskusi dengan kelompoknya. • Guru memberikan komentar dan apresiasi terhadap peserta didik.	
Penutup	• Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan. • Guru memberikan apresiasi dan feedback kepada peserta didik. • Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah. • Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah. • Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri. • Guru menutup kegiatan kelas dengan memberi salam.	10 menit

Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Waktu
Pembukaan	• Guru memasuki kelas dan menyapa para siswa. • Guru bertanya tentang kondisi siswa dalam bahasa Inggris. • Guru memeriksa kehadiran siswa. • Guru bertanya tentang materi sebelumnya dan memberikan review tentang materi sebelumnya. • Guru menjelaskan tujuan dari kegiatan pembelajaran.	5 menit
	• Guru menerangkan tentang materi teks naratif kepada siswa. • Guru memberikan kesempatan bertanya kepada siswa tentang materi teks naratif. • Guru menjelaskan cara belajar menggunakan *roundtable*. • Guru membagi siswa menjadi beberapa kelompok. Satu kelompok terdiri dari 4 hingga 6 siswa.	

Inti	• Guru meminta salah satu siswa di setiap kelompok untuk maju ke depan mengambil gulungan kertas yang di dalamnya terdapat judul teks narasi yang akan mereka buat. • Guru meminta setiap kelompok untuk membuat teks naratif. • Setiap anak menulis satu kalimat di atas lembar kerja kemudian mengoper lembar kerja tersebut ke sebelahnya, langkah ini diulang sampai kalimat terakhir dalam teks naratif. • Guru memandu diskusi dan setiap kelompok. • Guru memberikan penguatan tentang pengetahuan atau konsep yang luput dari perhatian siswa saat berdiskusi dengan kelompoknya. • Guru memberikan komentar dan apresiasi terhadap peserta didik.	
Penutup	• Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan. • Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah. • Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri. • Guru menutup kegiatan kelas dengan memberi salam.	10 menit

G. Penilaian

1. Penilaian Skill

Kompetensi Dasar	Menangkap makna teks naratif lisan dan tulisan dalam bentuk cerita legenda
Indikator	Kompilasi teks naratif di dalam bentuk cerita legenda.
Materi	Teks naratif
Indikator Pertanyaan	Buatlah teks naratif sederhana
Instrumen	Tulis teks naratif sederhana tentang legenda

| | | Indonesia dengan menggunakan kata-kata anda sendiri. Perhatikan *social function, structure and language feature* dari teks naratif. |

Rubrik Penilaian:

No	Categories	Rating Scores	Criteria
1	Organization *Introduction, body and conclusion*	30 - 27 **Excellent to good**	Highly organized, logical sequencing – etc.
		26 - 22 **Good to Average**	Logical but incomplete sequencing – etc.
		21 - 17 **Fair to poor**	Lacks logical sequencing and development – etc.
		16 – 13 **Very poor**	No organization, not enough to evaluate – etc.
2	Content	20 – 18 **Excellent to good**	Relevan to assigned topic – etc
		17 – 14 **Good to Average**	Mostly relevant to topic – etc
		13 – 10 **Fair to poor**	Indequate development topic – etc
		9 – 7 **Very poor**	Not enough to evaluate – etc
3	Vocabulary	20 – 18 **Excellent to good**	Word form mastery, appropiate register (word use for particular situation – etc)
3	vocabulary	17 – 14 Good to Average	Occasional errors of word form, choice, usage but meaning not obsecured
		13 – 10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured – etc

		9 – 7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4	Language use	25 – 22 Excellent to good	Few errors of word order/ function, articles, preposition – etc
		21 – 18 Good to Average	Several errors of word order/ function, articles
		17 – 11 Fair to poor	Frequent errors of word order/ function, articles, preposition – etc
		10 – 5 Very poor	Dominated by errors, or not enough to evaluate – etc
		5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
5	Mechanic	5 **Excellent to good**	Few erors of spelling, puntuation, capitalization – etc
		4 Good to Average	Occasional errors of spelling, puntuation, capitalization – etc
		3 Fair to poor	Frequent errors of spelling, puntuation, capitalization – etc
		2 Very poor	Domintaed by errors of spelling, puntuation, capitalization – etc

Mengetahui   Purwokerto, 20 November 2023

Guru Bahasa Inggris   Mahasiswa

Nur Afni Hidayati S. Pd   Indri Dwi Nurastuti

NIP. 19970425202321 2 015   NIM. 2017404067

MODUL AJAR BAHASA INGGRIS

(*Control Class*)

Sekolah : SMP Negeri 1 Kejobong

Mata Pelajaran : Bahasa Inggris / English

Kelas : VIII / Semester Genap

Materi : *Narrative Text*

Alokasi Waktu : 6 x 45 menit

A. Kompetensi Inti

1. Mengkhayati dan mempraktekkan ajaran agama yang diikuti.

2. Mengikhayati dan mempraktikkan sikap jujur, disiplin, santun, peduli (swadaya prosedural, kooperatif, toleran, dan damai), bertanggung jawab, dan proaktif dalam interaksi secara efektif berdasarkan perkembangan siswa di lingkungan, keluarga, sekolah, dan lingkungan alam, bangsa, negara, wilayah, dan internasional.

3. Memahami, menerapkan, dan menganalisis pengetahuan konseptual, dan meta-kognitif berdasarkan keingintahuan siswa tentang sains, teknologi, seni, budaya, dan kemanusiaan melalui pengetahuan tentang kemanusiaan, kebangsaan, negara, dan peradaban yang terkait dengan penyebab fenomena dan peristiwa, dan juga menerapkan domain spesifik pengetahuan yang sesuai dengan keterampilan dan minat mereka untuk memecahkan masalah.

4. Memproses, berpikir, dan hadir dalam domain konkret dan domain abstrak terkait dengan pengembangan apa yang telah mereka pelajari di sekolah secara mandiri, efektif, dan kreatif, serta mampu menggunakan metode berdasarkan kaidah ilmiah.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.

4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.8.1 Mengidentifikasi jenis teks yang dibaca

3.8.2 Memahami fungsi sosial teks yang dibaca

3.8.3 Menganalisi generic structure (struktur teks) dari teks naratif

3.8.4 Menemukan informasi tersirat/tersurat yang terdapat dalam sebuah teks naratif yang dibaca

3.8.5 Menuliskan teks naratif sederhana (legenda rakyat) dengan struktur yang benar

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan mampu:

1. Mengidentifikasi jenis teks yang dibaca (C1)
2. Memahami fungsi sosial teks yang dibaca (C2)
3. Menganalisi generic structure (struktur teks) dari teks naratif (C4)
4. Menemukan informasi tersirat/tersurat yang terdapat dalam sebuah teks naratif yang dibaca (C3)
5. Menuliskan teks naratif sederhana (legenda rakyat) dengan struktur yang benar (C6)

E. Materi Pembelajaran

Teks naratif adalah cerita dengan komplikasi atau peristiwa bermasalah dan mencoba menemukan resolusi untuk memecahkan masalah.

Bagian penting dari teks naratif adalah mode naratif, seperangkat metode yang digunakan untuk mengkomunikasikan narasi melalui narasi proses.

Tujuan teks narasi adalah untuk menghibur pembaca/pendengar dalam sebuah cerita dengan peristiwa berurutan yang mengarah pada klimaks, dan akhirnya menemukan solusi

Struktur generik (Generic structure) dari teks naratif:

1. Orientasi
2. Kompilasi
3. Resolusi

Fitur Bahasa dari teks naratif:

1. Fokus pada peserta tertentu atau individu
2. Gunakan *simple past tense*
3. Penggunaan konjungsi temporal
4. Gunakan *past continuous tense*
5. Penggunaan ucapan langsung dan tidak langsung
6. Gunakan kata keterangan waktu

Contoh:

	The Legend of Malin Kundang
Orientation	A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother
Compilation	Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with

	him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.
	She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize.
	Malin Kundang just laughed and really set sail.
Resolution	In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone

Sumber   :(https://www.jagoanbahasainggris.com/2017/02/materi-narrative-text-beserta-dialog-dan-soal-latihan.html)

1. Metode Pembelajaran

Pendekatan   : Pendekatan Komunikatif

Model   : Ceramah dan tanya jawab

Metode   : *Conventional method*

2. Media Pembelajaran

a. Papan tulis

b. Penanda

c. Laptop

d. LCD Proyektor

e. Lembar Kerja Siswa

3. Sumber Belajar

Hartanto, R., & Purwanto, b.   (2017). Jenis Teks Bahasa Inggris. Semarang: Pengikat.

F. Kegiatan Belajar

Meeting 1

Kegiatan	Deskripsi Kegiatan	Waktu
Pembukaan	• Guru memasuki kelas dan menyapa para siswa. • Guru bertanya tentang kondisi siswa dalam bahasa Inggris. • Guru memeriksa kehadiran siswa. • Guru bertanya tentang materi sebelumnya dan memberikan review tentang materi sebelumnya. • Guru menjelaskan tujuan dari kegiatan pembelajaran.	15 menit
Inti	• Guru menerangkan tentang materi teks naratif kepada siswa. • Guru menjawab pertanyaan peserta didik. • Guru memberikan apresiasi kepada peserta didik yang telah bertanya. • Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh guru secara individu. • Guru membahas soal bersama. • Guru memberikan komentar dan apresiasi terhadap peserta didik.	60 menit
	• Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik	

Penutup	menyimpulkan materi yang telah diajarkan.	15 menit
	• Guru memberikan apresiasi dan feedback kepada peserta didik.	
	• Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran.	
	• Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah.	
	• Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah.	
	• Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri.	
	• Guru menutup kegiatan kelas dengan memberi salam.	

Meeting 2

Kegiatan	Deskripsi Kegiatan	Waktu
Pembukaan	• Guru memasuki kelas dan menyapa para siswa.	15 menit
	• Guru bertanya tentang kondisi siswa dalam bahasa Inggris.	
	• Guru memeriksa kehadiran siswa.	
	• Guru bertanya tentang materi sebelumnya dan memberikan review tentang materi sebelumnya.	
	• Guru menjelaskan tujuan dari kegiatan pembelajaran.	
Inti	• Guru menerangkan tentang materi teks naratif kepada siswa.	60 menit
	• Guru menjawab pertanyaan peserta didik.	
	• Guru memberikan apresiasi kepada peserta didik yang telah bertanya.	
	• Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh gurusecara individu.	
	• Guru membahas soal bersama.	
	• Guru memberikan komentar dan apresiasi terhadap peserta didik.	

Penutup	• Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan. • Guru memberikan apresiasi dan feedback kepada peserta didik. • Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah. • Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah. • Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri. • Guru menutup kegiatan kelas dengan memberi salam.	15 menit

Meeting 3

Kegiatan	Deskripsi Kegiatan	Waktu
Pembukaan	• Guru memasuki kelas dan menyapa para siswa. • Guru bertanya tentang kondisi siswa dalam bahasa Inggris. • Guru memeriksa kehadiran siswa. • Guru bertanya tentang materi sebelumnya dan memberikan review tentang materi sebelumnya. • Guru menjelaskan tujuan dari kegiatan pembelajaran.	15 menit
Inti	• Guru menerangkan tentang materi teks naratif kepada siswa. • Guru menjawab pertanyaan peserta didik. • Guru memberikan apresiasi kepada peserta didik yang telah bertanya.	60 menit

		• Guru meminta peserta didik mengerjakan soal yang telah diberikan oleh gurusecara individu. • Guru membahas soal bersama. • Guru memberikan komentar dan apresiasi terhadap peserta didik.	
Penutup		• Guru dan peserta didik menyimpulkan kegiatan pembelajaran yang telah dilakukan untuk memberikan penguatan dengan meminta peserta didik menyimpulkan materi yang telah diajarkan. • Guru memberikan apresiasi dan feedback kepada peserta didik. • Guru melakukan refleksi terhadap peserta didik tentang kesulitan apa yang mereka hadapi pada saat proses pembelajaran. • Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan selanjutnya dan memberikan tugas rumah. • Guru memberi kesempatan kepada peserta didik untuk bertanya terkait tugas rumah. • Guru memberikan nasehat yang dapat memotivasi peserta didik sebelum kegiatan diakhiri. • Guru menutup kegiatan kelas dengan memberi salam.	15 menit

G. Penilaian

1. Penilaian Sikap

   Teknik   : Observasi

   Lembar Observasi

No	Name	Observation Aspect																		
		Honest				Tolerant				Discipline				Responsible				Cooperative			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																					
2																					

3																		
4																		
5																		

Note:
1 = Low
2 = enough
3 = Good
4 = Very Good

Scoring:

$$Score = \frac{score\ result \times 100}{20}$$

A= 90-100

B= 70-89

C= 50-69

D= <50

2. Penilaian Skill

Kompetensi Dasar	Menangkap makna teks naratif lisan dan tulisan dalam bentuk cerita legenda
Indikator	Kompilasi teks naratif di dalam bentuk cerita legenda.
Materi	Teks naratif
Indikator Pertanyaan	Buatlah teks naratif sederhana
Instrumen	Tulis teks naratif sederhana tentang legenda Indonesia dengan menggunakan kata-kata anda sendiri. Perhatikan *social function, structure and language feature* dari teks naratif.

Rubrik Penilaian:

No	Categories	Rating Scores	Criteria
1	Organization *Introduction, body and*	30 - 27 **Excellent to good**	Highly organized, logical sequencing – etc.

		conclusion	26 - 22 **Good to Average**	Logical but incomplete sequencing – etc.
			21 - 17 **Fair to poor**	Lacks logical sequencing and development – etc.
			16 – 13 **Very poor**	No organization, not enough to evaluate – etc.
2	Content		20 – 18 **Excellent to good**	Relevan to assigned topic – etc
			17 – 14 **Good to Average**	Mostly relevant to topic – etc
			13 – 10 **Fair to poor**	Indequate development topic – etc
			9 – 7 **Very poor**	Not enough to evaluate – etc
3	Vocabulary		20 – 18 **Excellent to good**	Word form mastery, appropiate register (word use for particular situation – etc)
3	vocabulary		17 – 14 Good to Average	Occasional errors of word form, choice, usage but meaning not obsecured
			13 – 10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured – etc
			9 – 7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4	Language use		25 – 22 Excellent to good	Few errors of word order/ function, articles, preposition – etc
			21 – 18 Good to Average	Several errors of word order/ function, articles

		17 – 11 Fair to poor	Frequent errors of word order/ function, articles, preposition – etc
		10 – 5 Very poor	Dominated by errors, or not enough to evaluate – etc
		5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
5	Mechanic	5 **Excellent to good**	Few erors of spelling, puntuation, capitalization – etc
		4 Good to Average	Occasional errors of spelling, puntuation, capitalization – etc
		3 Fair to poor	Frequent errors of spelling, puntuation, capitalization – etc
		2 Very poor	Domintaed by errors of spelling, puntuation, capitalization – etc

Mengetahui   Purwokerto, 20 November 2023

Guru Bahasa Inggris   Mahasiswa

Nur Afni Hidayati S. Pd   Indri Dwi Nurastuti

NIP. 19970425202321 2 015   NIM. 2017404067

Appendix 13
Instrument of Pre-test in Experiment and Control Class

Worksheet of Pre-Test

Name :	Score
Class :	
Student Number :	
Date :	

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!
2. Pay attention to the social function, structure, and language features of narrative text!
3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!
4. The time of the test is 60 minutes!

Title	
Orientation	………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………....
Complication	………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………....
Resolution	………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………..... ………………………………………………………………....

Writing for Assessing Students' Writing

No	Categories	Rating Scores	Criteria
1	Organization *Introduction, body and conclusion*	30 - 27 **Excellent to good**	Highly organized, logical sequencing – etc.
		26 - 22 **Good to Average**	Logical but incomplete sequencing – etc.
		21 - 17 **Fair to poor**	Lacks logical sequencing and development – etc.
		16 – 13 **Very poor**	No organization, not enough to evaluate – etc.
2	Content	20 – 18 **Excellent to good**	Relevan to assigned topic – etc
		17 – 14 **Good to Average**	Mostly relevant to topic – etc
		13 – 10 **Fair to poor**	Indequate development topic – etc
		9 – 7 **Very poor**	Not enough to evaluate – etc
3	Vocabulary	20 – 18 **Excellent to good**	Word form mastery, appropiate register (word use for particular situation – etc)
3	vocabulary	17 – 14 Good to Average	Occasional errors of word form, choice, usage but meaning not obsecured
		13 – 10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured – etc
		9 – 7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4	Language use	25 – 22 Excellent to good	Few errors of word order/ function, articles, preposition – etc

		21 – 18 Good to Average	Several errors of word order/ function, articles
		17 – 11 Fair to poor	Frequent errors of word order/ function, articles, preposition – etc
		10 – 5 Very poor	Dominated by errors, or not enough to evaluate – etc
		5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
5	Mechanic	5 **Excellent to good**	Few erors of spelling, puntuation, capitalization – etc
		4 Good to Average	Occasional errors of spelling, puntuation, capitalization – etc
		3 Fair to poor	Frequent errors of spelling, puntuation, capitalization – etc
		2 Very poor	Domintaed by errors of spelling, puntuation, capitalization – etc

APPENDIX 12

Instrument of Post-test in Experiment and Control Class

Worksheet of Post-Test

Name	:	**Score**
Class	:	
Student Number	:	
Date	:	

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!
2. Pay attention to the social function, structure, and language features of narrative text!
3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!
4. The time of the test is 60 minutes!

Title	
Orientation	…………………………………………………………….... …………………………………………………………….... …………………………………………………………….... …………………………………………………………….... ……………………………………………………………....
Complication	…………………………………………………………….... …………………………………………………………….... …………………………………………………………….... …………………………………………………………….... ……………………………………………………………....
Resolution	…………………………………………………………….... …………………………………………………………….... …………………………………………………………….... …………………………………………………………….... ……………………………………………………………....

Writing for Assessing Students' Writing

No	Categories	Rating Scores	Criteria
1	Organization *Introduction, body and conclusion*	30 - 27 **Excellent to good**	Highly organized, logical sequencing – etc.
		26 - 22 **Good to Average**	Logical but incomplete sequencing – etc.
		21 - 17 **Fair to poor**	Lacks logical sequencing and development – etc.
		16 – 13 **Very poor**	No organization, not enough to evaluate – etc.
2	Content	20 – 18 **Excellent to good**	Relevan to assigned topic – etc
		17 – 14 **Good to Average**	Mostly relevant to topic – etc
		13 – 10 **Fair to poor**	Indequate development topic – etc
		9 – 7 **Very poor**	Not enough to evaluate – etc
3	Vocabulary	20 – 18 **Excellent to good**	Word form mastery, appropiate register (word use for particular situation – etc)
3	vocabulary	17 – 14 Good to Average	Occasional errors of word form, choice, usage but meaning not obsecured
		13 – 10 Fair to poor	Frequent errors of word form, choice, usage and meaning confused or obscured – etc
		9 – 7 Very poor	Little knowledge of English vocabulary, word form or not enough to evaluate.
4	Language use	25 – 22 Excellent to good	Few errors of word order/ function, articles, preposition – etc

		21 – 18 Good to Average	Several errors of word order/function, articles
		17 – 11 Fair to poor	Frequent errors of word order/function, articles, preposition – etc
		10 – 5 Very poor	Dominated by errors, or not enough to evaluate – etc
		5 Excellent to good	Few erors of spelling, puntuation, capitalization – etc
5	Mechanic	5 **Excellent to good**	Few erors of spelling, puntuation, capitalization – etc
		4 Good to Average	Occasional errors of spelling, puntuation, capitalization – etc
		3 Fair to poor	Frequent errors of spelling, puntuation, capitalization – etc
		2 Very poor	Domintaed by errors of spelling, puntuation, capitalization – etc

APPENDIX 15

Pre-test of Experimental Class

Worksheet of Pre-Test

Name	: Janet Widiyanti	Score	
Class	: VIIIB		
Student Number	: 17	61	71
Date	: Wednesday, 24th of Januari 2024		

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!
2. Pay attention to the social function, structure, and language features of narrative text!
3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!
4. The time of the test is 60 minutes!

$19 + 18 + 18 + 16 + 3$
$= 61$

Title	Farmer's greed
Orientation	1 Once upon a time. there was a farmer who had a very beautiful goose, where every day when the farmer came to the goose coop, the goose laid a golden egg which was.
Complication	But it wasn't long before the farmer's greed and impatience with the goose emeraged because the goose emeraged only gave one egg every day. The The farmer felt he would not be quick enough.
Resolution	One day, after counting his money, an idea came into the farmer's head. the idea that he would get all the gooese's golden eggs at once by cutting up the goose

Aspect	W1	W2
Organization	17	19
Content	15	17
Vocab	15	18
Language	16	19
Mechanic	3	3

1

Worksheet of Pre-Test

Name	: KENZIE REY SABIAN	Score
Class	: VIII B	
Student Number :	19	
Date	: 2. February, 2024 (Friday)	

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!

2. Pay attention to the social function, structure, and language features of narrative text!

3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!

4. The time of the test is 60 minutes!
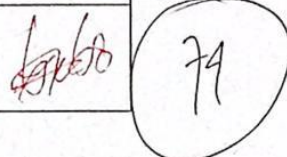
	Title	Space - Saving Snow
	Orientation	Snow white a skilled astronaut lived on a space station with seven alien crew members. They mined asteroids for resources. Maintaining harmony in the cosmos.
	Complication	The wicked stepmother, an intergalactic rival, sabotaged snow white's pod, sending her drifting into a cosmic anomaly that distorted time and space.
	Resolution	Snow white with the help of her alien friends, navigated through the anomaly using advanced technology. They emerged victorious and snow white returned to the space station ready for new comic adventures.

Aspect   WI   WN

Organisation   33   01   1

Content   10   20

Vocabulary   13   20

Language   10   19

Mechanic   4   9

APPENDIX 16

Pre & Post-test of Controlled Class

Worksheet of Pre-Test

Name	: Kholifatun Nisa	**Score**
Class	: VIII A	
Student Number	: 15	
Date	: Thursday, 25th OF January 2024	

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!
2. Pay attention to the social function, structure, and language features of narrative text!
3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!
4. The time of the test is 60 minutes!

Title	MOUSE-DEER and CROCODILE
Orientation	one day by the river, the deer was looking for food around the river. Suddenly he met a hungry Crocodile.
Complication	The crocodile also wanted to eat the mouse-deer. But the clever mouse deer Said that he could show him a Place Where there was lots of Food.
Resolution	then Crocodile agre and mouse deer took Crocodile to a faraway Place. After arriving there, mouse deer ran as Fast as Possible while laughing a little

W1   W2
Organization (18) — (18)   1

Content (14) — (14)

Vocab (19) — (18)

Language (19) — (18)

Mechanic (3) — (4)

Worksheet of Pre-Test

Name	: Icha Avrilia Fernanda	Score	
Class	: VIII A		
Student Number	: 13	76	73
Date	: Sabtu, 17 Febvari 2024		

Instruction!

1. Write a simple narrative text which consists of three paragraphs; at least 3 sentences for each paragraph!

2. Pay attention to the social function, structure, and language features of narrative text!

3. Your writing will be evaluated based on the organization, content, vocabulary, and mechanics (the assessment rubric is on page 2 and 3)!

4. The time of the test is 60 minutes!

Title	True Friend
Orientation	Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.
Complication	Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby bee tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.
Resolution	The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend who was on the ground "Friend, what did the bear whisper into your ears?"

The another friend replied, "just now the bear advised me not to believe a ft False Friend".

1

Organization (10) - (10)
Content (10) - (7)
Vocab (18) - (10)
Language (18) - (17)
Mechanic (3) - (2)

APPENDIX 17

Score of Pre-test Experimental Class

PRETEST EXPERIMENTAL CLASS (Writer 1)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	17	16	17	17	3	70
2	AHMAD NASORUDIN	24	18	19	19	4	83
3	AKHYAT AFIF SETIONO	24	18	19	18	4	80
4	ALFIAN CATUR HANDIKA	24	18	18	19	4	80
5	ALFIN DESLAN MAULANA	24	18	20	19	4	84
6	AMIRA SABRINA LATIFAH	24	17	18	19	4	79
7	ANGGA SETIAWAN	17	14	14	15	3	60
8	AZALIA OKTAVIANA	19	16	18	17	3	73
9	EKO DWI PRASETYO	17	16	17	17	3	70
10	FADHIL MAULANA ADIKA NUGROHO	23	18	19	19	4	82
11	GIAN WAROHMAH	17	16	16	16	3	66
12	GIGIH WIDYANTORO	20	16	18	18	4	76
13	GILANG MANGGALA PUTRA	17	14	14	15	3	60
14	IKFIA SALMA PUTRI	19	16	18	17	4	74
15	INTAN	18	14	16	16	3	65
16	IRFAN FAOZAN	19	16	17	17	4	73
17	JANET WIDIYANTI	24	17	18	19	4	79
18	KARISMA PURNAMASARI	24	17	18	19	4	79
19	KENZIE REY SABIAN	18	16	17	17	4	72
20	KEYSHA RASIFA AULIA PUTRI	18	17	17	17	4	73
21	LENTERA ARLUTA	18	16	17	17	4	72
22	MOHAMMAD LINGGA	18	17	17	17	4	73
23	NADIRA RATNA MANGGALIH	18	16	17	17	4	72
24	NILZAM RARA SHAL ZABILLA	17	16	17	17	3	70
25	RAHMAN AGUS PRIYANTORO	19	17	17	17	4	74
26	RAHMAT HIDAYATULLOH	18	16	17	17	4	72
27	RINTANU	18	16	16	17	4	71
28	RUDHI SETIANTO	17	14	14	15	3	60
29	SAFIRA FITRIYANI	17	14	14	13	3	58
30	SEPTIAN BAYU ROMADHON NASUTION	17	15	14	14	3	58
31	SHELA PUTRI NADIRA	16	14	14	13	3	57
32	SUCI INDRIANI	17	16	17	17	3	70
	TOTAL						2285
	NILAI TERTINGGI						84
	NILAI TERENDAH						57
	RATA-RATA						71,4

PRETEST EXPERIMENTAL CLASS (Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	17	15	14	14	3	58
2	AHMAD NASORUDIN	19	16	18	18	4	75
3	AKHYAT AFIF SETIONO	17	15	14	14	3	58
4	ALFIAN CATUR HANDIKA	16	15	15	14	3	58
5	ALFIN DESLAN MAULANA	17	15	14	14	3	58
6	AMIRA SABRINA LATIFAH	19	16	18	18	4	75
7	ANGGA SETIAWAN	17	16	15	15	3	64
8	AZALIA OKTAVIANA	19	16	18	18	4	75
9	EKO DWI PRASETYO	16	15	15	14	3	58
10	FADHIL MAULANA ADIKA NUGROHO	14	13	13	12	3	52
11	GIAN WAROHMAH	18	15	17	17	3	68
12	GIGIH WIDYANTORO	16	15	15	14	3	58
13	GILANG MANGGALA PUTRA	16	15	15	14	3	58
14	IKFIA SALMA PUTRI	19	16	18	17	4	74
15	INTAN	16	15	14	14	3	57
16	IRFAN FAOZAN	17	15	15	16	3	61
17	JANET WIDIYANTI	17	15	15	16	3	61
18	KARISMA PURNAMASARI	20	18	19	19	4	80
19	KENZIE REY SABIAN	23	17	18	19	4	78
20	KEYSHA RASIFA AULIA PUTRI	17	17	16	16	3	67
21	LENTERA ARLUTA	18	16	18	18	4	74
22	MOHAMMAD LINGGA	16	15	14	14	3	57
23	NADIRA RATNA MANGGALIH	19	17	18	18	4	76
24	NILZAM RARA SHAL ZABILLA	19	17	18	18	4	76
25	RAHMAN AGUS PRIYANTORO	20	18	18	18	4	78
26	RAHMAT HIDAYATULLOH	19	16	18	18	4	75
27	RINTANU	19	16	18	18	4	75
28	RUDHI SETIANTO	18	16	18	18	4	74
29	SAFIRA FITRIYANI	19	16	17	17	3	70
30	SEPTIAN BAYU ROMADHON NASUTION	20	16	18	18	4	76
31	SHELA PUTRI NADIRA	18	16	16	17	4	71
32	SUCI INDRIANI	21	17	18	18	4	78
	TOTAL						2173
	NILAI TERTINGGI						80
	NILAI TERENDAH						52
	RATA-RATA						67,9

PRETEST EXPERIMENTAL CLASS (Writer 1& Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	18	14	15	16	3	64
2	AHMAD NASORUDIN	24	18	18	18	4	79
3	AKHYAT AFIF SETIONO	18	16	17	17	3	69
4	ALFIAN CATUR HANDIKA	18	16	17	17	3	69
5	ALFIN DESLAN MAULANA	18	16	16	17	4	71
6	AMIRA SABRINA LATIFAH	23	17	18	18	4	77
7	ANGGA SETIAWAN	17	15	15	15	3	62
8	AZALIA OKTAVIANA	19	17	17	17	4	74
9	EKO DWI PRASETYO	18	14	15	16	3	64
10	FADHIL MAULANA ADIKA NUGROHO	18	16	16	16	3	67
11	GIAN WAROHMAH	18	16	16	16	3	67
12	GIGIH WIDYANTORO	18	16	16	16	3	67
13	GILANG MANGGALA PUTRA	17	14	14	14	3	59
14	IKFIA SALMA PUTRI	19	17	17	17	4	74
15	INTAN	17	14	14	15	3	61
16	IRFAN FAOZAN	18	16	16	16	3	67
17	JANET WIDIYANTI	17	16	17	17	3	70
18	KARISMA PURNAMASARI	23	18	17	18	4	77
19	KENZIE REY SABIAN	20	17	17	17	4	75
20	KEYSHA RASIFA AULIA PUTRI	18	16	16	16	4	70
21	LENTERA ARLUTA	18	17	17	17	4	73
22	MOHAMMAD LINGGA	18	15	15	16	3	65
23	NADIRA RATNA MANGGALIH	19	17	17	17	4	74
24	NILZAM RARA SHAL ZABILLA	18	17	17	17	4	73
25	RAHMAN AGUS PRIYANTORO	19	17	18	18	4	76
26	RAHMAT HIDAYATULLOH	19	17	18	18	4	76
27	RINTANU	18	17	17	17	4	73
28	RUDHI SETIANTO	18	16	16	16	3	67
29	SAFIRA FITRIYANI	18	14	15	16	3	64
30	SEPTIAN BAYU ROMADHON NASUTION	18	16	16	16	3	67
31	SHELA PUTRI NADIRA	18	14	15	16	3	64
32	SUCI INDRIANI	19	17	17	17	4	74
	TOTAL						2229
	NILAI TERTINGGI						79
	NILAI TERENDAH						59
	RATA-RATA						69,6

APPENDIX 18

Score of Post-test Experimental Class

POSTTEST EXPERIMENTAL CLASS (Writer 1)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	23	18	17	18	4	77
2	AHMAD NASORUDIN	25	21	20	20	4	90
3	AKHYAT AFIF SETIONO	23	19	19	19	4	84
4	ALFIAN CATUR HANDIKA	25	21	21	20	4	91
5	ALFIN DESLAN MAULANA	25	19	20	20	4	87
6	AMIRA SABRINA LATIFAH	24	18	18	18	4	79
7	ANGGA SETIAWAN	24	19	19	19	4	85
8	AZALIA OKTAVIANA	23	18	18	18	4	78
9	EKO DWI PRASETYO	22	17	18	18	4	76
10	FADHIL MAULANA ADIKA NUGROHO	25	21	20	20	4	90
11	GIAN WAROHMAH	22	17	17	18	4	75
12	GIGIH WIDYANTORO	24	21	20	20	4	89
13	GILANG MANGGALA PUTRA	18	15	16	18	3	67
14	IKFIA SALMA PUTRI	24	18	18	18	4	79
15	INTAN	22	17	17	18	4	75
16	IRFAN FAOZAN	22	17	17	18	4	75
17	JANET WIDIYANTI	25	21	20	20	4	90
18	KARISMA PURNAMASARI	27	20	21	21	4	93
19	KENZIE REY SABIAN	23	18	18	18	4	78
20	KEYSHA RASIFA AULIA PUTRI	24	18	18	18	4	80
21	LENTERA ARLUTA	24	20	20	20	4	88
22	MOHAMMAD LINGGA	20	18	19	19	4	80
23	NADIRA RATNA MANGGALIH	25	19	20	20	4	88
24	NILZAM RARA SHAL ZABILLA	23	18	18	18	4	78
25	RAHMAN AGUS PRIYANTORO	23	18	18	18	4	78
26	RAHMAT HIDAYATULLOH	24	18	18	18	4	79
27	RINTANU	24	19	19	19	4	85
28	RUDHI SETIANTO	24	18	18	18	4	79
29	SAFIRA FITRIYANI	21	18	18	18	4	76
30	SEPTIAN BAYU ROMADHON NASUTION	19	16	16	18	4	70
31	SHELA PUTRI NADIRA	24	19	18	18	4	80
32	SUCI INDRIANI	21	16	16	18	4	72
	TOTAL						2591
	NILAI TERTINGGI						93
	NILAI TERENDAH						67
	RATA-RATA						80,9

POST-TEST EXPERIMENTAL CLASS (Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	16	16	16	16	3	67
2	AHMAD NASORUDIN	20	20	19	19	4	82
3	AKHYAT AFIF SETIONO	17	16	16	16	3	68
4	ALFIAN CATUR HANDIKA	16	16	16	16	3	67
5	ALFIN DESLAN MAULANA	17	15	16	16	3	67
6	AMIRA SABRINA LATIFAH	21	20	19	19	4	83
7	ANGGA SETIAWAN	19	17	16	16	3	71
8	AZALIA OKTAVIANA	20	20	19	19	4	82
9	EKO DWI PRASETYO	20	18	18	18	4	78
10	FADHIL MAULANA ADIKA NUGROHO	15	14	13	13	3	58
11	GIAN WAROHMAH	21	20	19	19	4	83
12	GIGIH WIDYANTORO	16	16	16	16	3	67
13	GILANG MANGGALA PUTRA	17	17	15	15	3	67
14	IKFIA SALMA PUTRI	21	20	19	19	4	83
15	INTAN	17	17	15	15	3	67
16	IRFAN FAOZAN	17	17	15	15	3	67
17	JANET WIDIYANTI	17	17	16	15	3	68
18	KARISMA PURNAMASARI	21	20	19	19	4	83
19	KENZIE REY SABIAN	21	20	20	19	4	84
20	KEYSHA RASIFA AULIA PUTRI	20	18	17	16	3	74
21	LENTERA ARLUTA	21	19	20	20	4	84
22	MOHAMMAD LINGGA	18	17	16	16	3	70
23	NADIRA RATNA MANGGALIH	24	20	19	19	4	86
24	NILZAM RARA SHAL ZABILLA	21	19	19	19	4	82
25	RAHMAN AGUS PRIYANTORO	21	19	19	19	4	82
26	RAHMAT HIDAYATULLOH	22	19	19	19	4	83
27	RINTANU	22	19	19	19	4	83
28	RUDHI SETIANTO	17	17	15	15	3	67
29	SAFIRA FITRIYANI	19	19	19	19	4	80
30	SEPTIAN BAYU ROMADHON NASUTION	20	18	17	17	4	76
31	SHELA PUTRI NADIRA	15	14	13	13	3	58
32	SUCI INDRIANI	21	19	19	19	4	82
	TOTAL						2399
	NILAI TERTINGGI						86
	NILAI TERENDAH						58
	RATA-RATA						74,9

POSTTEST EXPERIMENTAL CLASS (Writer 1& Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ABENG NUR ROKHMAT	18	17	16	17	4	72
2	AHMAD NASORUDIN	23	20	20	19	4	86
3	AKHYAT AFIF SETIONO	19	17	18	18	4	76
4	ALFIAN CATUR HANDIKA	21	18	18	18	4	79
5	ALFIN DESLAN MAULANA	20	17	18	18	4	77
6	AMIRA SABRINA LATIFAH	23	18	18	18	4	81
7	ANGGA SETIAWAN	20	17	19	18	4	78
8	AZALIA OKTAVIANA	22	18	18	18	4	80
9	EKO DWI PRASETYO	21	18	17	17	4	77
10	FADHIL MAULANA ADIKA NUGROHO	19	17	17	17	4	74
11	GIAN WAROHMAH	21	18	18	18	4	79
12	GIGIH WIDYANTORO	21	17	18	18	4	78
13	GILANG MANGGALA PUTRA	17	17	15	15	3	67
14	IKFIA SALMA PUTRI	23	18	18	18	4	81
15	INTAN	18	16	17	16	4	71
16	IRFAN FAOZAN	19	16	16	16	4	71
17	JANET WIDIYANTI	21	18	18	18	4	79
18	KARISMA PURNAMASARI	24	20	20	20	4	88
19	KENZIE REY SABIAN	21	19	19	18	4	81
20	KEYSHA RASIFA AULIA PUTRI	19	17	18	19	4	77
21	LENTERA ARLUTA	24	20	19	19	4	86
22	MOHAMMAD LINGGA	19	17	17	18	4	75
23	NADIRA RATNA MANGGALIH	24	19	20	20	4	87
24	NILZAM RARA SHAL ZABILLA	22	18	18	18	4	80
25	RAHMAN AGUS PRIYANTORO	21	17	19	19	4	80
26	RAHMAT HIDAYATULLOH	22	18	19	18	4	81
27	RINTANU	23	19	19	19	4	84
28	RUDHI SETIANTO	21	16	16	16	4	73
29	SAFIRA FITRIYANI	20	18	19	17	4	78
30	SEPTIAN BAYU ROMADHON NASUTION	20	15	17	17	4	73
31	SHELA PUTRI NADIRA	19	15	14	17	4	69
32	SUCI INDRIANI	19	18	18	18	4	77
	TOTAL						2495
	NILAI TERTINGGI						88
	NILAI TERENDAH						67
	RATA-RATA						77,96

APPENDIX 20

Score of Pre-test Controlled Class

PRETEST CONTROL CLASS (Writer 1)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	19	15	17	15	3	69
2	ANZENNA RAHMADYANA NUGROHO	18	12	19	16	3	68
3	ARYA HANUNG WICAKSONO	19	16	16	18	3	72
4	AZHAR AROFI	19	12	19	16	3	69
5	DHIA ATSILA IFTIKHAR	19	13	18	14	3	67
6	DISTA RAHAYU SAPUTRI	16	10	16	13	3	58
7	ELSA TRI MULYANI	18	10	16	13	3	60
8	FADHILAH FAQIH AKHMAD	19	13	17	16	3	68
9	FADILLAH AKMAL	18	13	17	16	4	68
10	FAHMI ZAIDAN ZAKI	19	13	17	17	3	69
11	FANIA DWI LESTARI	19	13	16	18	3	69
12	FRIDA NAIYLA SAKARIA	18	16	16	17	3	70
13	ICHA AVRILIA FERNANDA	17	17	16	17	3	70
14	KHANIFATUL NUR AFIFAH	18	14	17	17	3	69
15	KHOLIFATUNNISA	17	17	16	16	3	69
16	LIEN MASRUROH SULFATUL KHAROMAH	19	13	17	17	3	69
17	LINGGAR PRATAMA	16	15	16	16	3	66
18	NAIZAR HAZIQ FAKHRI	18	16	16	16	3	69
19	NAWANG SARI AQILAH NURLIANA	18	11	17	14	3	63
20	NONI HERAWATI	19	16	16	16	3	70
21	ODI SETYA PRATAMA	19	17	17	16	3	72
22	RAHMAHTUH HALILAH	19	14	17	17	4	71
23	REDITYA HIKMAL JANUARIS	18	15	17	17	4	71
24	REINA DWI RAMADHANI	18	16	17	15	3	69
25	RENDI MUHAMAD RIDWAN	19	17	17	18	3	74
26	RIYAN HIDAYATULOH	18	16	16	17	3	70
27	SATRIA VICTOR HIDAYAT	19	13	17	17	3	69
28	SELFINA DWI CAHYA	19	14	17	16	3	69
29	SELVIANA SETIANINGRUM	21	17	16	18	4	76
30	SUJARNO	19	14	16	16	3	68
31	TEUKU NAZARUL TOTI	17	15	16	16	3	67
32	UNGGUH TRI MAULANA	18	16	16	16	3	69
	TOTAL						2197
	NILAI TERTINGGI						75
	NILAI TERENDAH						58
	RATA-RATA						68,6

PRE-TEST CONTROL CLASS (Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	19	14	16	16	3	68
2	ANZENNA RAHMADYANA NUGROHO	21	17	18	18	4	78
3	ARYA HANUNG WICAKSONO	20	17	17	17	4	75
4	AZHAR AROFI	18	14	16	16	3	67
5	DHIA ATSILA IFTIKHAR	19	15	17	17	3	71
6	DISTA RAHAYU SAPUTRI	19	16	18	18	4	75
7	ELSA TRI MULYANI	19	16	17	17	4	73
8	FADHILAH FAQIH AKHMAD	19	17	17	17	4	74
9	FADILLAH AKMAL	19	18	17	18	4	76
10	FAHMI ZAIDAN ZAKI	19	15	17	16	4	71
11	FANIA DWI LESTARI	19	16	17	17	4	73
12	FRIDA NAIYLA SAKARIA	18	16	16	16	3	69
13	ICHA AVRILIA FERNANDA	19	16	17	17	4	73
14	KHANIFATUL NUR AFIFAH	18	16	17	16	4	71
15	KHOLIFATUNNISA	19	16	17	16	4	72
16	LIEN MASRUROH SULFATUL KHAROMAH	19	16	16	16	4	71
17	LINGGAR PRATAMA	19	16	17	17	4	73
18	NAIZAR HAZIQ FAKHRI	20	18	18	17	4	77
19	NAWANG SARI AQILAH NURLIANA	17	16	16	16	3	68
20	NONI HERAWATI	17	16	16	16	3	68
21	ODI SETYA PRATAMA	16	10	16	13	3	58
22	RAHMAHTUH HALILAH	19	18	18	18	4	77
23	REDITYA HIKMAL JANUARIS	19	16	17	17	4	73
24	REINA DWI RAMADHANI	19	16	16	16	4	71
25	RENDI MUHAMAD RIDWAN	18	15	16	16	3	68
26	RIYAN HIDAYATULOH	18	15	16	16	3	68
27	SATRIA VICTOR HIDAYAT	19	16	17	17	4	73
28	SELFINA DWI CAHYA	19	16	16	16	4	71
29	SELVIANA SETIANINGRUM	19	16	17	17	4	73
30	SUJARNO	18	15	17	17	3	70
31	TEUKU NAZARUL TOTI	19	16	17	17	4	73
32	UNGGUH TRI MAULANA	17	15	17	17	3	69
	TOTAL						2287
	NILAI TERTINGGI						78
	NILAI TERENDAH						58
	RATA-RATA						71,4

PRE-TEST CONTROL CLASS (Writer 1 & Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	18	12	17	14	3	64
2	ANZENNA RAHMADYANA NUGROHO	19	16	17	17	4	72
3	ARYA HANUNG WICAKSONO	19	17	18	18	4	75
4	AZHAR AROFI	18	13	17	16	3	67
5	DHIA ATSILA IFTIKHAR	18	13	17	17	3	68
6	DISTA RAHAYU SAPUTRI	18	13	16	16	3	66
7	ELSA TRI MULYANI	18	14	15	16	3	66
8	FADHILAH FAQIH AKHMAD	18	15	17	17	3	70
9	FADILLAH AKMAL	19	15	17	17	3	71
10	FAHMI ZAIDAN ZAKI	18	15	18	17	3	69
11	FANIA DWI LESTARI	18	15	17	17	3	70
12	FRIDA NAIYLA SAKARIA	18	13	17	16	3	67
13	ICHA AVRILIA FERNANDA	20	17	17	18	4	75
14	KHANIFATUL NUR AFIFAH	18	16	16	17	3	70
15	KHOLIFATUNNISA	18	15	17	17	3	70
16	LIEN MASRUROH SULFATUL KHAROMAH	18	15	17	16	3	69
17	LINGGAR PRATAMA	18	15	17	17	3	70
18	NAIZAR HAZIQ FAKHRI	18	15	16	16	3	68
19	NAWANG SARI AQILAH NURLIANA	18	14	15	15	3	65
20	NONI HERAWATI	18	14	14	15	3	64
21	ODI SETYA PRATAMA	18	13	17	17	3	68
22	RAHMAHTUH HALILAH	19	17	17	17	4	73
23	REDITYA HIKMAL JANUARIS	18	17	17	17	4	72
24	REINA DWI RAMADHANI	18	15	15	15	3	66
25	RENDI MUHAMAD RIDWAN	20	18	18	18	4	77
26	RIYAN HIDAYATULOH	18	16	17	17	4	71
27	SATRIA VICTOR HIDAYAT	18	17	16	16	4	70
28	SELFINA DWI CAHYA	18	14	17	17	3	69
29	SELVIANA SETIANINGRUM	18	17	18	17	4	73
30	SUJARNO	17	14	17	17	3	68
31	TEUKU NAZARUL TOTI	18	16	17	17	4	71
32	UNGGUH TRI MAULANA	17	14	14	13	3	61
	TOTAL						2215
	NILAI TERTINGGI						75
	NILAI TERENDAH						61
	RATA-RATA						69,21

APPENDIX 20

Score of Post-test Controlled Class

POST-TEST CONTROL CLASS (Writer 1)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	18	15	17	17	3	70
2	ANZENNA RAHMADYANA NUGROHO	18	17	16	16	4	71
3	ARYA HANUNG WICAKSONO	20	17	18	18	4	77
4	AZHAR AROFI	18	15	17	17	3	70
5	DHIA ATSILA IFTIKHAR	18	16	16	17	3	70
6	DISTA RAHAYU SAPUTRI	17	14	13	13	3	60
7	ELSA TRI MULYANI	18	14	14	15	3	64
8	FADHILAH FAQIH AKHMAD	18	15	16	16	3	68
9	FADILLAH AKMAL	18	15	17	17	3	70
10	FAHMI ZAIDAN ZAKI	18	15	18	18	3	72
11	FANIA DWI LESTARI	18	17	18	18	3	74
12	FRIDA NAIYLA SAKARIA	18	15	15	15	3	66
13	ICHA AVRILIA FERNANDA	19	18	18	18	3	76
14	KHANIFATUL NUR AFIFAH	18	15	18	18	3	72
15	KHOLIFATUNNISA	18	15	16	16	3	68
16	LIEN MASRUROH SULFATUL KHAROMAH	18	15	17	17	3	70
17	LINGGAR PRATAMA	18	15	16	16	3	68
18	NAIZAR HAZIQ FAKHRI	18	15	16	16	3	68
19	NAWANG SARI AQILAH NURLIANA	18	15	17	17	3	70
20	NONI HERAWATI	18	15	16	16	3	68
21	ODI SETYA PRATAMA	21	18	18	18	4	79
22	RAHMAHTUH HALILAH	18	17	18	17	4	74
23	REDITYA HIKMAL JANUARIS	21	18	17	17	4	77
24	REINA DWI RAMADHANI	18	15	16	16	3	68
25	RENDI MUHAMAD RIDWAN	25	18	19	21	4	87
26	RIYAN HIDAYATULOH	21	18	17	17	4	77
27	SATRIA VICTOR HIDAYAT	18	15	17	17	3	70
28	SELFINA DWI CAHYA	18	15	17	17	3	70
29	SELVIANA SETIANINGRUM	21	18	17	17	4	75
30	SUJARNO	18	15	16	16	3	68
31	TEUKU NAZARUL TOTI	20	18	17	17	4	76
32	UNGGUH TRI MAULANA	17	15	15	16	3	66
	TOTAL						2281
	NILAI TERTINGGI						87
	NILAI TERENDAH						60
	RATA-RATA						71,2

POST-TEST CONTROL CLASS (Writer 1 & Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	18	16	18	18	3	73
2	ANZENNA RAHMADYANA NUGROHO	18	16	18	18	4	74
3	ARYA HANUNG WICAKSONO	19	18	18	18	4	77
4	AZHAR AROFI	18	16	17	17	3	71
5	DHIA ATSILA IFTIKHAR	17	16	17	17	3	70
6	DISTA RAHAYU SAPUTRI	17	16	16	17	3	69
7	ELSA TRI MULYANI	17	16	16	16	3	68
8	FADHILAH FAQIH AKHMAD	18	16	17	17	3	71
9	FADILLAH AKMAL	19	16	18	17	3	73
10	FAHMI ZAIDAN ZAKI	18	16	18	18	4	74
11	FANIA DWI LESTARI	19	16	18	18	4	75
12	FRIDA NAIYLA SAKARIA	18	16	16	16	3	67
13	ICHA AVRILIA FERNANDA	20	16	18	18	4	76
14	KHANIFATUL NUR AFIFAH	19	16	17	17	3	72
15	KHOLIFATUNNISA	18	16	17	17	3	71
16	LIEN MASRUROH SULFATUL KHAROMAH	18	16	16	17	3	70
17	LINGGAR PRATAMA	19	16	17	17	3	72
18	NAIZAR HAZIQ FAKHRI	18	16	16	16	3	69
19	NAWANG SARI AQILAH NURLIANA	18	16	17	17	4	72
20	NONI HERAWATI	18	16	16	17	3	70
21	ODI SETYA PRATAMA	18	16	16	16	3	69
22	RAHMAHTUH HALILAH	18	16	18	18	4	74
23	REDITYA HIKMAL JANUARIS	19	16	18	18	4	75
24	REINA DWI RAMADHANI	18	16	16	16	3	69
25	RENDI MUHAMAD RIDWAN	21	18	19	18	3	79
26	RIYAN HIDAYATULOH	18	16	17	17	3	71
27	SATRIA VICTOR HIDAYAT	19	16	17	17	3	72
28	SELFINA DWI CAHYA	18	17	17	17	3	72
29	SELVIANA SETIANINGRUM	19	16	18	18	4	75
30	SUJARNO	18	16	16	17	3	70
31	TEUKU NAZARUL TOTI	19	16	18	18	4	75
32	UNGGUH TRI MAULANA	18	16	16	17	3	70
	TOTAL						2311
	NILAI TERTINGGI						77
	NILAI TERENDAH						67
	RATA-RATA						72,2

P0ST-TEST CONTROL CLASS (Writer 2)

NOMOR	NAMA	Org.	Content	Vocab	Lang.	Mechanic	Total
1	ALIAN FADIAS NANDA WIBOWO	19	18	18	18	3	76
2	ANZENNA RAHMADYANA NUGROHO	20	18	19	18	3	78
3	ARYA HANUNG WICAKSONO	19	18	19	19	3	78
4	AZHAR AROFI	18	15	18	18	3	72
5	DHIA ATSILA IFTIKHAR	18	15	17	17	3	70
6	DISTA RAHAYU SAPUTRI	21	18	18	18	4	78
7	ELSA TRI MULYANI	18	15	18	18	3	72
8	FADHILAH FAQIH AKHMAD	18	17	18	18	3	74
9	FADILLAH AKMAL	19	16	19	18	3	76
10	FAHMI ZAIDAN ZAKI	18	17	19	18	3	76
11	FANIA DWI LESTARI	19	16	19	18	3	76
12	FRIDA NAIYLA SAKARIA	18	15	16	16	3	68
13	ICHA AVRILIA FERNANDA	18	17	19	18	3	76
14	KHANIFATUL NUR AFIFAH	18	15	18	18	3	72
15	KHOLIFATUNNISA	18	17	18	18	3	74
16	LIEN MASRUROH SULFATUL KHAROMAH	18	15	17	17	3	70
17	LINGGAR PRATAMA	19	16	19	18	3	76
18	NAIZAR HAZIQ FAKHRI	18	15	17	17	3	70
19	NAWANG SARI AQILAH NURLIANA	18	17	18	18	3	74
20	NONI HERAWATI	18	15	18	18	3	72
21	ODI SETYA PRATAMA	17	14	13	13	3	60
22	RAHMAHTUH HALILAH	21	18	17	17	4	75
23	REDITYA HIKMAL JANUARIS	20	18	17	17	4	74
24	REINA DWI RAMADHANI	18	15	17	17	3	70
25	RENDI MUHAMAD RIDWAN	18	16	17	17	3	71
26	RIYAN HIDAYATULOH	17	15	16	16	3	67
27	SATRIA VICTOR HIDAYAT	18	17	18	18	4	74
28	SELFINA DWI CAHYA	18	17	18	18	3	74
29	SELVIANA SETIANINGRUM	18	18	18	18	3	75
30	SUJARNO	18	17	17	17	3	72
31	TEUKU NAZARUL TOTI	18	18	18	18	4	76
32	UNGGUH TRI MAULANA	18	17	18	18	3	74
	TOTAL						2341
	NILAI TERTINGGI						79
	NILAI TERENDAH						60
	RATA-RATA						73,1

APPENDIX 21

Research Dokumentation

APPENDIX 22

PBAK Certificate

APPENDIX 23

BTA-PPI Certificate

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 I   www.iainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/19884/12/2022

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	**INDRI DWI NURASTUTI**
NIM	:	**9020010673**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	85
# Tartil	:	85
# Imla`	:	80
# Praktek	:	80
# Nilai Tahfidz	:	80

Purwokerto, 22 Des 2022

ValidationCode

SIMA v.1.0 UPT MA`HAD AL-JAMI`AH IAIN PURWOKERTO - page1/1

APPENDIX 24

Arabic Language Development Certificate

CERTIFICATE
الشهادة

No.B-3036/Un.19/K.Bhs/PP.009/ 3/2024

This is to certify that
Name :
Place and Date of Birth :
Has taken
with Computer Based Test,
organized by Language Development Unit on :
with obtained result as follows :

INDRI DWI NURASTUTI
Purbalingga, 11 Februari 2001
IQLA

27 Maret 2024

منحت إلى
الاسم
محل وتاريخ الميلاد
وقد شارك/ت الاختبار
على أساس الكمبيوتر
التي قامت بها الوحدة لتنمية اللغة في التاريخ
مع النتيجة التي تم الحصول عليها على النحو التالي:

Listening Comprehension: 44   **Structure and Written Expression:** 42   **Reading Comprehension:** 50
فهم المسموع   فهم العبارات والتراكيب   فهم المقروء

Obtained Score : 453   المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.   تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الاسلامية الحكومية بورووكرتو.

Purwokerto, **27 Maret 2024**
The Head of Language Development Unit,
رئيسة الوحدة لتنمية اللغة

Muflihah, S.S., M.Pd.
NIP.19720923 200003 2 001

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Ikhtibârât al-Qudrah 'alâ al-Lughah al-'Arabiyyah

APPENDIX 25

English Language Development Certificate

MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA
STATE ISLAMIC UNIVERSITY PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsaizu.ac.id | www.bahasa.uinsaizu.ac.id | +62 (281) 635624

CERTIFICATE
الشهادة

No B-3037/Un.19/K.Bhs/PP.009/ 3/2024

This is to certify that
Name   :
Place and Date of Birth :
Has taken
with Computer Based Test,
organized by Language Development Unit on :
with obtained result as follows :

INDRI DWI NURASTUTI
Purbalingga, 11 Februari 2001
EPTUS

27 Maret 2024

Listening Comprehension: 49   **Structure and Written Expression:** 58   **Reading Comprehension:** 58

Obtained Score :   550

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

Purwokerto, **27 Maret 2024**
The Head of Language Development Unit,

Muflihah, S.S., M.Pd.
NIP.19720923 200003 2 001

EPTUS
English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI

IQLA
Ikhtibārāt al-Qudrah 'alā al-Lughah al-'Arabiyyah

PEMERINTAH KABUPATEN BANJARNEGARA
KECAMATAN PURWAREJA KLAMPOK
DESA KLAMPOK

SERTIFIKAT PENGHARGAAN
Nomor : 411.32/20/Ds.Klp/2024

di berikan kepada :

Indri Dwi Nurastuti

Dalam kegiatan Kuliah Kerja Nyata (KKN)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto (UIN SAIZU)
yang diselenggarakan pada tanggal 8 Januari 2024 – 16 Februari 2024
di Desa Klampok, Kecamatan Purwareja Klampok, Kabupaten Banjarnegara

Klampok, 16 Februari 2024
Kepala Desa Klampok

Agus Supriyono

APPENDIX 27

PPL Certificate

KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2024
Diberikan Kepada :

INDRI DWI NURASTUTI

2017404067

Sebagai bukti yang bersangkutan telah melaksanakan
kegiatan Praktik Pengalaman Lapangan (PPL) II Batch 1 Tahun Akademik 2023/2024
pada tanggal 22 Januari sampai dengan 2 Maret 2024

Purwokerto, 28 Maret 2024
Laboratorium FTIK
Kepala,

Drs. Yuslam , M. Pd
NIP. 19680109 199403 1 001

APPENDIX 28

Activity Certificate

UPT BAHASA

SERTIFIKAT

Nomor: 0300/Un.19/UPT.Bhs/PP.009/921/3/2023

Diberikan kepada

Indri Dwi Nurastuti

sebagai peserta
**"Workshop Penulisan Skripsi Berbahasa Inggris
bagi Mahasiswa"**

Rabu, 8 Maret 2023

Ketua Panitia

Endah Kusumaningrum, M. Pd.

Kepala UPT Bahasa

Dr. Ade Ruswatie, M. Pd.

APPENDIX 29
CURRICULUM VITAE

Name   : Indri Dwi Nurastuti

Students Number   : 2017404067

Study Program   : English Education

Date of Birth   : 11 February 2001

Adress   : Bukateja

Hobby   : Travelling

Motto   : Holds whatever makes you happy

Email   : Indridnast@gmail.com

Education History

-MI Ma'arif NU Kutawis

-SMP Negri 3 Bukateja

-SMA Negri 1 Bukateja

-UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Organization Experience

-English Arabic Student Assosiation

Purwokerto, 13 Juni 2024

Indri Dwi Nurastuti

2017404067