

**THE EFFECT OF APPLYING SHARED WRITING STRATEGY TO THE
STUDENTS' WRITING ABILITY AT EIGHT GRADE SMP
BUDISATRYA MEDAN**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

LYDIA SUCI ANTIKA
1502050153



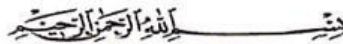
**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapt. Mukhtar Basri No.3, Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 05 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Lydia Suci Antika
N P M : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

Ditetapkan : () Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

PANITIA BELAKSANA

Ketua

Dr. Elfrianto Nasution, S.Pd., M.Pd

Sekretaris

Dra. Hj. Svamsuyurnita, M.Pd

ANGGOTA PENGUJI :

1. Prof. Amrin Saragih, M.A., P.hD
2. Dra. Diani Syahputri, M.Hum
3. Fatimah Sari Siregar, S.Pd., M.Hum



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Jl. Kapt. Mukhtar Basri No.3, Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Inggris
Judul Skripsi : The Effect Of Applying Shared Writing Strategy to The
Sudents' Writing Ability at Eight Grade SMP Budisatrya
Medan

Sudah layak disidangkan

Medan, September 2019

Diketahui oleh:
Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh:

Dekan

Ketua Program Studi
Pendidikan Bahasa Inggris

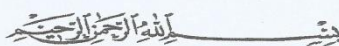


Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Mandra Saragih, S.Pd, M.Hum



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapt. Mukhtar Basri No.3, Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of Applying Shared Writing Strategy to The Sudents' Writing Ability at Eight Grade SMP Budisatrya Medan

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Medan, September 2019

Diketahui Oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Fatimah Sari Sregar, S.Pd, M.Hum

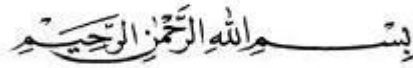
ABSTRACT

Antika, Lydia Suci. NPM : 1502050153 “The Effect of Applying Shared Writing Strategy to The Students’ Writing Ability at Eight Grade SMP Budisatrya Medan”. Skripsi: English Department, Faculty of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2019.

The objective of this research was to found out the effect of applying shared writing strategy to the students’ writing ability at eight grade SMP Budisatrya Medan. This researcher was using shared writing strategy and limited on procedure text to applied of junior high school and the class VIII grade at SMP Budisatrya Medan jalan Letda Sujono No. 166 Bandar Selamat Medan at academic 2019/2020 with the total population 120 students. This research was applied cluster random sampling. This research used experimental research design namely one group pre-test and post-test. Therefore the research took one class as the experimental class. The sample was taken from the class with the total number of sample was 30 students. The research were given treatment strategy. The instrument of collecting data writing test which consist of one items. The data were analyzed by using t-test formula. The result of data showed that $t_{\text{observe}} 8.36 > 1.701 t_{\text{table}}$ with the degree of freedom ($df=n-k$). The hyphotesis was accepted. It proved applying shared writing to the students’ writing ability at eight grade SMP Budisatrya Medan.

Keywords: shared writing strategy, students’ writing ability, procedure text

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The Researcher

Lydia Suci Antika
1502050153

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CHAPTER I

INTRODUCTION

A. Background of the Study

In acquisition english process, they are four skills should be acquire, they are speaking, reading, writing and listening. writing is part of written language. Writing is one of the skills for students in acquire english process to share ideas, like writing for paragraph, essay, poem etc. After writing, the students need to compile for writing in class, issue or appearance to others. In addition, writing is an activity to express thoughts, ideas, feelings and other things in written. writing, as one of ability important aspect communication in human life.

Writing is not as easy as what people think because in writing needs hard thinking to procedure idea, think and words. Many students have not to create a good and meaningful writing. Writing is an act of discovery and knowledge creation by means and language and the purpose of the writing is how the students can make their creation with the writing one way that can be use find out students knowledge about English is by analyzing.

Based on the reseacher's observation to the students in grade eight at SMP Budisatrya Medan in academic year 2019 - 2020, there some several problems to the students in writing ability. The reseacher found that most of students get low or not understood in writing procedure text. It seem from their assignment's result was not satisfy. the research found the problem in the student's writing procedure text. Many students were not able to formulate ideas from their mind into writing procedure text. they can't write the purpose into target language well. The student

due lack of vocabulary, and were afraid to make some mistake in grammar, and lack of insight and knowledge about the topic. The teacher did not use shared writing strategy to make students more understand about the topic. It is all proven by the termination of the test and be seen in KKM. The standard KKM at SMP Budisatrya Medan in academic year 2019/2020 is 75.

To complete of view, the research Sharan and Gibson (2012) stated that, “shared writing material will be provide students to as simulation and actively engage students in the writing processes of that they generally need in order to improve their writing”. It substance that shared writing strategy is the strategy to allow of the student’s issue of ideas in writing to publish or show to others. In addition according to Routman (2005) says that, “shared writing strategy gives the students many opportunities to evince their minds orally, and without concern of failure or worrying about the actual writing, helps to set them up for writing success later”. In shared writing, the teacher “holds the pen” and does the actual transcription while leading, guiding, accepting, and shaping students’ language and thinking. Shared writing makes it possible to raise expectations, show what’s possible, and provide opportunities for all students to contribute their thoughts and ideas, without fear of failure. moreover, an significance of the study show that the strategy apply is influence the students in which those who have to learn throught shared writing strategy are having good writing skill.

Based on the explanation above, the researcher tried to conduct : “The Effect of Applying Shared Writing Strategy to The Students’ Writing Ability at Eight Grade SMP Budisatrya Medan”.

B. Identification of the Problems

The identification of the problems were as follow :

1. The students get low and or not understood in writing procedure text.
2. Many students were not able to formulate ideas from their mind into writing procedure text.
3. The students due lack of vocabulary and were afraid to make some mistake in grammar, and lack of insight and knowledge about the topic.
4. The teacher did not used shared writing strategy to make students more understand about the topic.

C. The Scope and Limitation

The scope of this research was focused on writing ability by using shared writing strategy and limited on procedure text, especially school academic year 2019/2020.

D. The Formulation of the Problem

Based on the background, the problem of the study was formulated as is there any effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya Medan ?

E. The Objective of the Study

The objective of the study was to find out the effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya Medan.

F. Significance of the Study

The result of this research was expected to be useful :

a. Theoritically

To add the knowledge, experience in teaching writing ability, especially in teaching procedure text by applying shared writing strategy.

b. Practically

1. For students, to develop ability in writing procedure text by applying shared writing strategy.
2. For the teachers, the english teachers as a reference to teach their about shared writing strategy in procedure text.
3. For other researchers, was referenced for conducting other research related to this research study.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

This research it is very important to clarify all terms that related to the study in society to have a clear position of the implementation in the field. The condition may function to give a limited construct which is specifically intend in a specific context. In this subject, the writer is going to elaborate the damage, which are important for the use of this study, so that the readers and the researcher may have the same perception on them.

1. Description of Method, Strategy and Ability

1.1 Description of Method

Methods is an overall plan for the orderly presentation of language material, no part which is based upon the select approach. Harmer (2001) states, that “Methods is the practical realization of an approach”. Method also is one of educational component, in addition to principle, aims curriculum material, students and teacher, which perform basic educational function fundamentally. It can be concluded that, the learning method is an plan that has been prepared in the form of real and practical activities that was delivered by the teacher to applying the objectives of learning process.

1.2 Description of Strategy

Strategy is a series of plans used by a teacher in learning process by using the steps set with the purpose of teaching. Dick and Carey explain in Rusman (2010) states, that “ strategy is a set of learning outcomes on the learners or students”. The main purpose of strategy in teaching is to give easy learning so that give care and special stress to the students’ side. So, the usefulness of strategy refers to a reference formula for teaching and learning process to obtain innovative learning experiences regarding rational knowledge and abilities in preparing students to enter life in adulthood.

1.3 Definition Ability

According to Stephen P Robins (2003), “ability is the capacity of individuals to perform various task is essentially composed of two sets of factors namely intellectual ability and physical ability. Ability is examination and evaluation of the relevant of the information to selesct the best of action from among various alternatives.

Richard and Play (2005) said that, “ability is the quality of being able to perform, a quality that permits of facilities applying or accomplishment. Form definition previously,the researcher will be conclude that ability is capacity when her or she was born, mover, the ability comes from the ability comes from the inner side of human’s brain. The ability is also skill especially to do something, think, act, make, etc. When the students have the ability, it implies that they have physical and mental power to do assignment, which csn be regarded as a text. This

ability must express their real potential by doing something concrete, measurable, operationally, ability is indicated by score of the last test obtained by the students.

Ability is one if capacity of doing something and the making certain physical or mental response. The term “Ability” in the study is the power of the students to understands the materials given by the teacher in classroom. The ability of the students in learning can be seen from the result of learning it self after the students learn about the materials. Of course there is a change in behavior and knowledge.

2. Shared writing Strategy

Shared writing strategy to provide students’ to increase competency and authority in their writing skills piece it provide the teacher to establish the ordinally internal thinking serve that return place as writers write. “Shared writing strategy is an instructional advance to teach writing to students by writing with them. The mind is to teach writing through writing. It means that lecturer and students compose the writing together. Students will give their minds to lecturer while writing and lecturer will choose one of them to compile the writing. In learning process the lecturer will be as scribe and model in the writing process. It also will improve students’ writing” (Mishra, 2013) . “Shared writing strategy provide to an chance that provide the teacher to pattern good for his/her students” (Booth & Swartz, 2004). “Shared writing is a joint writing strategy in which both coach and learners conduce to the program, the minds, and the language of the text they construct together” (Tertiary Education Commission, 2009). “The teacher gets the teaching writing by gather the students around an easel and starts

a treatment about a shared receive, for illustration, a affair they all are studying or know about. subsequently, the teacher then extract information and conduct a treatment based on the issue they have certain before. During the treatment, the students share their minds while the teacher enter them on a chart paper in paragraph form. The instance under is the succession of shared writing and besides to put short description on it.

“Shared writing should not be confused with other almost similar teaching strategies, such as interactive writing guided writing. Fountas says that interactive writing lessons may begin to look more like shared writing as the teacher and students collaborate to create longer and more complex text”. Mc Carrier (2000) that, “interactive writing is a collaborative writing experience for beginning writers in which the teacher guides students in the group writing of a large print text. Students participate in the composition and construction of the text by sharing the pen, physically and figuratively, with the teacher. The composition is read and read by the group to make the reading and writing connection”.

As shared writing also focuses on editing, the students can examine their text quickly before they finish writing: establish the rule of writing spelling, punctuation, and grammar. In shared writing strategy, before the students finish writing, they have to read their text. The purpose of this activity is to make sure whether they have used a correct spelling, punctuation, and grammar in their text and centre on composing and leaves transcribing to the teacher.

Meanwhile, The National Literacy Strategy argues that, “shared writing strategy enables teachers to work with the whole class, to model, explore and

discuss the choices writers make at the point of writing (rather than by correction), demonstrating and sharing the compositional process directly; make the links between reading and writing explicit by reading and investigating how writers have used language to achieve particular effects, and using written texts as models for writing; scaffold some aspects of writing, e.g the spelling and transcribing, to enable children to concentrate on how to compose their writing, e.g through the choice of words or phrases and ways of constructing sentences to achieve particular purposes or effects; focus on particular aspects of the writing process: planning, composing, revising, editing and redrafting; introduce children appropriate concepts and technical language as a means of discussing what writers do and internalizing principles to apply in their own work; and provide an essential step towards independent writing by helping children to understand and apply specific skills and strategies”.

The exemplification raised shares the mind of the action using shared writing strategy. Both teacher and students have to play their role in teaching learning activities. The execution of shared writing strategy heaves common understanding, communication between teacher and students. The articulation of the students is accepted as an effort to put them evenly in a useful teaching learning activity.

According to Routman (1994), “shared writing is a cooperative instructional activity in which the teacher serves as the scribe. The students contribute their ideas and the teacher negotiates the text. She proposes some recognition for shared writing” :

- a. Reward and sustenances writing.
- b. Makes it conceivable for all students to enter.
- c. further close testing of texts, words, and options of source.
- d. The establish the rule of writing spelling, punctuation, grammar.
- e. Direction on composing and leaves transcribing to the teacher.

“Shared writing strategy provides student centered activities. Teacher facilitates the students during the process of writing. Students are able to learn simultaneously through the process without being order purely”. Graves (1994) adds that, “students need this variety of instruction to focus on the lesson. Moreover, shared writing requires students “participations in all activities. The teacher might facilitate the process with the lesson plan, interesting activities and valuable feedback to the students. In addition, Sharan and Gibson (2012) stated that, “Shared Writing material will allow students to as model and actively engage students in the writing processes that they mostly need in order to improve their writing. It means that the implementation of learning shared writing strategy will enrich the students’ idea”.

Next, “shared writing strategy also encourages close examination of texts, words and options of authors Routman (2005). This means that a writing process is a shared experience and it makes an experience visible. During the process of shared writing strategy, teacher also models a certain text to the students. It is done continuously to demonstrate the conventions of writing, spelling, punctuation, and grammar through the process of writing. At last, students may focus on composing while the teacher helps to do the revision”.

In addition, shared writing strategy is a specific method of writing in which teacher roles the treat of roles to attain a specific result and countenances students to persue in and focus on the process. The teacher, action as a scribe, frees students from that aspect of the writing process so that they can focus exclusively on the thinking involved in writing. Moreover, shared writing is considered as a powerful method to teach directly the key skills and concepts needed in a writing process. The power of sharing between students and teacher is tied during the process of shared writing strategy. Finally, we can say that shared writing strategy is a strategy allows students to issue the ideas and knowledge in writing based on give instructions by teachers and students share they writing in order to get students own writing.

2.1 Steps Shared Writing Strategy

In this instance, applied the next stage of shared writing strategy namely shared writing activities. It was divided into six parts as follow :

- a. Teacher modeled how to clarify ideas, choose appropriate vocabulary, and draws on language and text knowledge to compose and revise a text. Teacher helped students to do several activities (in group or individually).
- b. Teacher worked with students to organize the ideas and plan an outline, reminding them of the outlines they had worked with previously In this phase, activating simplified activities were done by the teacher. She used to unite two or three activities in a row. The aim was to create effective teaching. Firstly, she unified two shared activities into one description.

- c. Working together with the students, the teacher critically analyzed how the main ideas were to be expressed (for example, whether they would be supported by evidence or illustration).
- d. Teacher wrote with the students, constructing the text together. They discussed the choices that were made by learners and the possible consequences of different choices.
- e. Teacher had a discussion with the students whether appropriate language features had been used to link ideas and whether the text was likely to engage its intended audience. At the end of this shared writing activities phase, students and teacher checked the writing together. She asked the students to evaluate their friends writing and gave score on it. This activity was ended by collecting students result.
- f. Modifying the writing, attending to surface features such as spelling, grammar and punctuation if necessary. Teacher and students did grammar checking and other parts if necessary.

2.2 The Profits of Shared Writing Strategy

According Routman, approximately of the benefits of Shared Writing Strategy as follow :

- a) The activity will help engage students who do not always participate. Kids become excited when they can feed off of each other's deas, and the attention is not just on one person for a long time.

- b) Shared writing helps the children understand how to gather their ideas for writing, and that is often the hardest part.
- c) Shared writing can guide them in the right direction, and give them confidence to eventually write on their own.
- d) It is very helpful when they can work with their teacher to learn something.

2.3 The Procedure of Shared Writing in Teaching Procedure Text

- a) One on one with struggling students write procedure text
- b) As whole class activity, with partners, collaboration with peers.
- c) As a part of writer's procedure text.
- d) At home with parents making procedure text in class or classrooms.

3. Description of writing

Writing is a language skill that is very important to develop. This activity familiarizes students' to express their ideas in written form in accordance with the language concepts learned and the context in which they are faced. Students are also accustomed to applying the stage of writing until they succeed in producing a writing that is in accordance with the conditions set by the teacher. Writing success depends on the attitudes, motivations, and interests of students. Because the teacher plays an important role in fostering the desire and motivation to write to students. Hyland (2009) states that, "a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on the topic. In means that, writing can be used to share opinion, feeling or personal meaning and a topic of some event or experience.

In addition, Siahaan (2008) says that, “ is a complex process, which the students not only express ideas to be realized in a written form but also to know writing ability of students to make a writing correctly. Writing ability is the skill of a writer to communicate information to a reader or group of readers.

Meanwhile, Sudaryanto (2001) says that, “writing skill is a person’s ability to express his/her mind and feelings which is expressed in a written language, in graphic symbols so that the readers are able to understand the message inside. From the statement, it can be said that writing is a skill where the writer can set his idea down in the form of words, sentences, and paragraphs which are easy to understand for the readers. As Harmer (2004) states that, “writing process is the stage a writer goes through in order to produce something in its final form”. According to Wigle (2002) “writing has also become more important as a tenet of communication rather than as an object of study which has taken hold in both second and foreign language settings”. As one of the skills required in English language as a communication tool, writing has already and will continue to be an important part of human daily life. The writing we do can be as simple as jotting down a phone message or writing ourselves a quick reminder or as complex as developing a research paper on a historical event or preparing a task report. We probably do some forms of writing either simple or complex just about our daily life.

“Writing is about how to get an idea to explore the ideas, imaginations, experiences and feelings we have then to transfer them into a paper”. It is appropriate with the statement of Harmer (2001) that, “writing is a form of communication to deliver thoughts or to express feelings through written form.

Meanwhile, Carol (2001) says that, “writing can help us expressing and sharing our feelings and also bring us suprising insights into ourselves. Being a writer helps us responding to the words. In order to be a good writer, we have to know some important things in writing (Carol 2001). Writing is skill of writer to communicate information to a reader or group of readers. Her or his also realized by his or her ability to apply the rules of the language. She/he is writing to transfer the information she/he has in her or his mind to the readers effectively. Writing become a vital task in all disipline and profession. For the students writing is useful a and aid to train their critical thinking, understanding, and also to improve their communication skill.

To write a good writing the writer should be considered for five aspect they are content (relevance to the topic), organization (good logical order), vocabulary (choice of word), mechanics (punctuation) and language use (grammar).

From some definitions, it can be conluded that writing is the ability to create words or idea of the writer by expressing their ideas and feeling in some modes. In writing, it need convering right grammar, sentence construction, spelling and punctuation.

3.1 The Purpose of writing

The purpose of writing is to express ideas, ideas to the audience through writing created. Writing also has an important role because it can provide information and ideas that are clear and effective to the reader based on what is written by the author.

According, clouse identified several different purpose of writing is to share experience, to inform, to entertain identified several different purpose of writing is to share experince, to inform, to entertain:

- a. To share experiece, perhaps to express your feelings about the experience of reflection upon it. For example, the writing might tell how upset you are about the discovery of the mice.
- b. To inform, perhaps to increase the reader's knowledge, establish a record or provide help. For instance, the writing might explain what happen when a dwelling has mice in it.
- c. To entertain, short stories, romance novels, and humorous newspaper columns are written to entertain. For example, the writing might be a funny story about what it is like liying with mice.

It can be conclude that writing has many different goals. By writing someone will express their ideas, knowledge about something or their opinion about something that might make them interested in making it into a writing.

3.2 Writing process

Writing process is the stage a writer produces aomething in its final written form. Process writing as a classroom activity incorporates the four basic stages. *In the firstly is planning (pre-writing)*. Pre-writing in any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information

for writing. Pre-writing become a way of warming up writers brain before they write. *The second is drafting (Writing)*. At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with the grammatical accuracy or neatness of the draft. Writer can refers to the first version of a piece writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version. *The third stage is revising*, the revising occurs when a writer looks for feedback from a teacher or another students. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, this classmate, caregivers, or classroom aides can help studnets revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content organization of ideas so that writer's intents is made clearer to to the reader. *And the last stage is editing*. At this stage, students are engaged in tidying up their texts as their prepare the final draft for evaluation by the teacher. They edit own or their peer's work for grammar, spelling, punctuation, sentence, structure and accuracy of supportive texttual matterial such as quotations, examples and the like. Formal editing is deffered till this phase in order that its application not disrupts the free of ideas during the drafting and revising stages.

In addition, based on spevey, some activities in writing peocess are as follows:

- a. Pre-writing – the students are required brainstorming to generate the ideas. They use chart, graphic organizers, pictures and story webs as media to help them develop vocabulary list for writing, choosing the type of writing, determining the purpose and the readers.
- b. Rough draft – the students write down the ideas they have. This rough draft is aim to get students focus on the ideas and get them to write on paper without the distraction or fear of making mistakes.
- c. Peer editing – the students are asked to share their drafts with their friends and then make some suggeston for further improvement. They assist each to get everyone understand the writing by asking who, what, why, when, where, and how.
- d. Revising – the students use the suggestions to add some additions in their writing or to make the details clearer.
- e. Editing – correcting their works with their friends and teachers by checking all mistakes in grammar and spelling.
- f. Final draft – the students make copy of all writing from the edting stage and discuss about the final draft. Teacher gives some suggestions for more improvement.
- g. Publishing – the last stages id producing the copy of their work and publish it.

To create good writing, writers must follow the stages of writing. The first to find an idea that will be made into a writing in the form of small writings. After

that, select the points related to the idea. Then, writer can start to write the first draft, revise and edit draft until it becomes a good paragraph of text.

3.3 Aspect of Writing

According to Tribble (1996) there are five aspect of writing. The five aspects of writing as as the criteria of good writing, are:

1. Content (the ability to think creatively and develop thoughts)/
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word/idiom).
4. Languages (the ability to write in appropriate sructure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).

3.4 The advantages of Writing

Scott (1990) “writing is an interestin activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson because:

- 1) It adds another physical dimension to the learning process. Hands are added to eyes and ears.
- 2) It lets students express their personalities even guided activities can include choice for the students, like the copying the story about something.

- 3) Writing activities help to consolidate learning in the other skill areas, balanced activities train the language and help aid memory practice in speaking freely helps when doing free writing activities. Reading helps students to see the rules of writing, and helps build up their language choices.
- 4) Particularly as students progress in the language, writing activities allow for conscious development of language when we speak, we do not always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Lost of structures in the language appear more frequently in writing, and perhaps most important of all, when we write we have the time to go back and think about what we have written.
- 5) Writing is valuable in itself. There is special feeling about seeing your work in print and enormous satisfaction in having written something which you want to say, never underestimate the value of making students' work public with their consent of course.

4. Procedure Text

Procedure text is kind of text which teaches how to do or make something completely. For this reason, procedure text generally begins with the goal of the task, which is usually stated as heading. Procedure text dominantly structured with imperative sentence since it actually an instruction. According to Pardiyono (2007) procedure text is a type of text whose function is to explain something step by step. Procedure text usually often uses images to illustrate the steps. It is

known for its detailed information. According to Dirgeyesa (2003) procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. Martin in ken Hyland (2003) stated the purpose of procedure text is show how processes or events are accomplished how something is done. By following the instructions people can make and know the information, Dirgeyesa (2014).

In their book, mark and Cathy stated that, “procedure is a piece of the text that gives us instructions for doing something. the purpose of procedure text type is to explain how to make something can be done. Is also stated that a procedure enables people to do things that are new to them or to make sure they do things in the correct order, and include all that needs to be done.

Then, it can be concluded that procedure text is to presents steps to do something, making something. in case of procedure text can be easily experince in daily life, people thought know about it.

Anderson (1997) define procedure text as a piece of text that gives us instruction in doing something. the purpose of this text is to explain how something can be done. it means that procedure text is to helps us to do something or gives us instruction how to get things done.

4.1 The Characteristic of Procedure Text.

In writing procedure text, it should consist of generic structure, such as : goal, materials, steps, result. Gerot and Wignel (1977) devide into four generic structure of procedure text consists of :

Generic structure

1. *Goal* : Goal is an introduction statement and give information what we need. It mean the important thing that we is the goal or may be the title of the text and sometimes it can be an introductory paragraph.
2. *Materials* : things that we need for completing the procedure. It could be ingredients, tools, and equipment. Without material, we will be difficult to make steps to get the final result. In addition, it reminds of the reader of the important point or in other word because it is not ingredients, tools, and equipment we know not make something.
3. *Steps* : there are series of steps and we should to do some steps to get the final result. Mean he procedure.
4. *Result* : result of a series of steps that have done.

4.2 Kinds of Procedure Text

- a. Do the instruction manually

Procedure text that explains how something works or how to use instruction / manual operation, for example, how to use computer.

- b. Perform certain activites

Procedure text that instructs how to certain activities, for example how to make a noodle and how to dance.

- c. Human nature or habit

Procedure text related to human behavior, for example how to live happily and how to be a good person.

4.3 Procedure Using Shared Writing Strategy to The Students' Writing Ability

During shared writing, the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed.

- a. Shared writing is taught to small groups or a whole class in briskly paced, 5 to 20 minute lessons.
- b. Plan lessons for types of writing that present particular challenges to your students.
- c. First, develop and extend children's background and language knowledge on a topic or experience of interest.
- d. Establish a purpose for the writing and an intellectually engaging opportunity for students to apply new learning. Students might write a letter to a local newspaper or write directions for a new game they have developed.
- e. Write the entire text yourself in front of students (using chart paper or document viewer) of the writing where they most need to expand their expertise. Consider, for example, whether your students need to focus attention on paragraph structure, word choice, or sentence expansion.
- f. During the writing, model processes needed by your students. Have a small whiteboard available, for example, to demonstrate to students how to say a word slowly and write sounds heard into "sound boxes" (Clay, 2006) before writing a phonetically regular word into the text for them. For older students, begin with a root word and demonstrate how to add prefixes or suffixes to a new word.

- g. Demonstrate in the moment revision during shared writing as necessary to construct a strong draft. Reread the text to students from time to time to discuss what need to be written next or to monitor whether or not the text conveys information clearly. Add a word using a caret, for example, or delete unneeded text.
- h. Do not deliberately make errors during shared writing. Model the immediate construction of a high quality draft.
- i. Read the complete text to students. Take a few minutes to have students orally summarize what has been learned about writing during this session.
- j. Post the text in an accessible spot in the classroom, and provide opportunities for students to read or use the text multiple time over the next several days or weeks.

B. Relevant Studies

In composing this proposal, the researcher also consider some previous researches related to this study there are the experimental research conducted by:

1. **Title :** *Shared Writing Strategy Implentation to Improve Short Essay Writing Skill of Students at Level 3 Language Development Center in UIN Suska Riau.*

Researcher : Puspa Gunday.

The finding of the research :

In this research, the students had better improvement on their writing organization after having sveral treatments through shared writing strategy. First,

it was proved by the mean score of organization attained by the students that there was positive improvement during cycle I. The students' average score of organization was 54.1. the students' performance showed that most of them were not able to create good organization in their writing. They faced difficulty in writing introduction, body and conclusion. In the cycle 1, the students' average score of organization increase to 57. They could improve their mean score about 3 points. The improvent was caused by several treatments that had a significant role in improvinf the students' ability in writing organization. It means that they had significant improvement. After carrying out the research in cycle I, the researcher was able to find out the mean score of content in each meeting. It was aimed to monitor the students' improvement in content aspect during the research. The data above shows that there was a big improvement in content term. It illustrated that in the pre cycle the students achieved mean score 60.7. It indicated that the students' content in writing was very unsatisfied. They needed more treatments to increase their content as well as writing skill. Then, it was found that in the cycle 1 they could gain mean score 62.2. It means that the students had an improvement in this meeting. They could increase 2 points. But, it was below the minimum standard of achievement, namely 70. However, *the students needed some practices to increase their skill in writing the content* still neede a lot of writing practice in order to attain a satisfied result.

Second, the students had better improvement on their writing organization term after having several treatments through shared writing strategy. It was proved by the mean score of organization attained by the students that there was

positive improvement during cycle 2. The students' average score in organization was illustrated that in the pre cycle, the average score of organization was 54.1. in the cycle 1, the students' average score of organization increased to 57. They could improve their mean score about 3 points. Finally, in test 2, the students' average score of organization increased to 75,6. It seemed that they had significant improvement and could reach the standard criteria minimum namely 70.

Third, after accomplishing the research in cycle 2, the researcher was able to find out the mean score of grammar in each cycle. There was a significant improvement in grammar term. It was illustrated that in the pre cycle, the students achieved mean score 64.4. Then, in cycle 1 the students achieved mean score of grammar was 62.2. After conducting the test 2 in the fifth meeting, it could be found that the students could be achieve a satisfaction mean score, which was 72.6. It had achieved the minumum standard of achievement namely 70.

Forurth, the students' ability in using correct mechanics in their writing. It was illustrated that at the per cycle their mean score of mechanics was 56.4. Then, in the test I, they could achieve mean score 59.8. finally, in the test 2, they could be achieve mean score 73.3. It indicated that they improved better from pre cycle 1 to cycle 2, and they could pass the minimum standard of achievement, namely 70.

The last, concerning the data above, the researcher obtained that there was a good improvement in term of style. Moreover, it wa obviously seen that at the pre cycle the students' mean score of style term was 55.9, which was still low. Then,

in the test I, the students were able to do better than the previous pre cycle and cycle 1. It could be seen that they were able to have mean score 72.7. it had achieved the minimum standard of achievement namely 70. The improvement could be caused through activities through shared writing strategy. Shortly, the clusters also helped them in gathering more style.

2. Title : *Interactive Learning Through Shared Writing : An Exploratory Study of Its Validity On Indian Learners at The Tertiary Level.*

Researcher : Shwetha Rajasekar, Dr. J. Mangayakarasi

The finding of the research :

The interviews conducted before and after the shared writing activity proved to be very useful in understanding obstacles that learners faced in writing tasks. They also accepted that the shared writing practice helped them eradicate many such obstacles resulting in much better written skills.

The research majorly achieved positive results in terms of learning outcomes. On examining the written piece of each group and comparing it with the pre-activity text, it was evident that learners found it very useful and made their learning process an enjoyable one. There was a major difference from pre-activity to post-activity assessment. The pre-activity written pieces of individual learners consisted of many grammatical errors, incoherence and disorganized arrangement of ideas. Whereas the post-activity texts displayed much better organizational skill, appropriate vocabulary, and coherence in comparison to individual works. In terms of syntactic structures and vocabulary, grammatical errors were reduced by 33% and vocabulary increased by 30%. But, more importantly, students were

able to shed their inhibition to writing, which acted as a major obstacle in the learning process.

C. Conceptual Framework

Writing is a way to know English language. it is also use to express ideas, feelings, and thoughts. writing is the mental work of the inventions ideas, thinking about how to express them into statement and paragraph that will be clear to a reader.

this study deals with writing ability by applying Shared Writing Strategy. In accordance with this, teachers can the several methods in teaching. one of them is Shared Writing Strategy. Shared Writing Strategy is a powerful teaching strategy, this strategy explains how to use shared writing to teach students in effective way.

the use of a shared writing strategy in teaching writing is consider as an important factor to provide an actual life skill to the students. therefore, it is important to know information about teacher who have apply shared writing strategy in teaching learning writing. the information that must be explore would be about her life stories in implement the use of shared writing strategy in teaching writing.

D. Hypothesis

The two hypothesis was formulated as follow

Ha : “There is a significant effect of applying shared writing strategy to the students ability at eight SMP Budisatrya Medan.

CHAPTER III

RESEARCH METHOD

A. The Location of the Research

This research was conducted at eight grade of SMP Budisatrya Medan jl. Letda Sujono No.166 Bandar Selamat Medan during academic year 2019/2020.

B. Population and Sample

1. Population

The population of this research was taken from the VIII grade students of SMP Budisatrya Medan, in academic year 2019/2020, there were four classes. So the total number is 120

2. Sample

The research was used cluster random sampling. There are 30 students in class VIII-1 as the sample in this research. It was functioned as experimental group. The experimental group was taught by using applying shared writing strategy.

C. Research Design

The research was conducted by using experimental quantitative research. there was one group of student in this study, namely one group pre-test post-test. The design was applied in order to investigate the effect of applying shared writing strategy to the students' ability at eight grade SMP Budisatrya Medan.

Table 3.1
Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental	O_1	Shared writing (x)	O_2

Where :

O_1 : pre-test before giving treatment.

X : treatment by using shared writing strategy.

O_2 : post-test after giving treatment.

D. Instrument of Collecting Data

The discuss about instrument was called test, the research was used quantitative data is collected throught test which is administrated by the research. In orde to get the data in this study, three procedures were pre-test, treatment and post-test.

a. Pre-test

Before treatment, a pre-test was administered to the experimental group. the functions of pre-test was used to find out the students' ability in writing before having treatment by using written test.

b. Treatment

The activities during the treatment was used shared writing strategy in teaching procedure text in the experimental group.

c. Post-Test

After teaching it was given post test to the experimental group in order to see the result whether the method was given the effect or not the test of pre-test are same, there is written test.

E. Technique of Collecting Data

In collecting data, some steps were applied as follow :

1. Giving pre-test experimental group.
2. Giving the treatment to experimental group by using shared writing strategy.
3. Giving post-test to experimental group.
4. Listing the scores of pre-test and post-test into table for the experimental group.

F. Technique of Analyzing Data

After collecting the data from the test, the data was analyzed by using the test.

The following procedure was implemented to analyze the data:

1. Finding the correlation of the teaching method.

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

2. Determining T-test by formulation.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression.

$$\hat{y} = a + b_x$$

With :

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - \sum(x)^2}$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

where :

\hat{y} = Individual Work.

a = Constant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation :

$$D = rx_{y^2} \times 100\%$$

G. Statical Hypothesis

In this research, statistical hypothesis was used to describe whether the hypothesis was accepted or rejected. The statistical hypothesis formula:

$$\mathbf{H}_0 : t_{\text{observe}} < t_{\text{table}}$$

$$\mathbf{H}_a : t_{\text{observe}} > t_{\text{table}}$$

Where :

H_0 : There is no significant effect of applying shared writing strategy students' writing ability at eight grade SMP Budisatrya Medan. (The hypothesis is accepted)

H_a : There is significant effect of applying shared writing strategy students' writing ability at eight grade SMP Budisatrya Medan. (The hypothesis is accepted)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of the study was obtained from the test score. There were two kinds of test for experimental group, pre test and post test. The following students score on the pre test and post test. There are 5 indicators in writing that are used to obtain data collection, namely:

Con	: Content
Orga	: Organization
Voc	: Vocabulary
Lang	: Language Use
Mec	: Mechanics

The following are the calculation tables and the data results obtained by students' from the pre-test and post-test question from the experimental group.

Based on the table above, we can see the value of the pre-test students' have in the experimental group. The highest value in the experimental group was 70 and the lowest value in the experimental group was 34. The average value of the experimental group was 58.4

B. Data Analysis

$$N = 30$$

$$\sum x = 1752$$

$$\sum y = 2475$$

$$\sum x^2 = 106296$$

$$\sum y^2 = 205175$$

$$\sum xy = 146215$$

Based on the table above, finding the correlation between pre test and post test by using this formula

1. Finding the correlation Method

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

$$R_{xy} = \frac{30(146215) - (1752)(2475)}{\sqrt{30(106296) - (1752)^2} \sqrt{30(205175) - (2475)^2}}$$

$$R_{xy} = \frac{4386450 - 4336200}{\sqrt{(3188880 - 3069504) (6155250 - 6125625)}}$$

$$R_{xy} = \frac{50250}{\sqrt{(1193676) (29625)}}$$

$$R_{xy} = \frac{50250}{\sqrt{3536514000}}$$

$$R_{xy} = \frac{50250}{59468.597}$$

$$R_{xy} = 0.845$$

2. Determining T-Test

After testing the correlation continued by determining T-Test.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.845\sqrt{30-2}}{\sqrt{1-(0,845)^2}}$$

$$t = \frac{0.845\sqrt{28}}{\sqrt{1-0.7140}}$$

$$t = \frac{0.845(5.29)}{\sqrt{0.286}}$$

$$t = \frac{4.47}{0.535}$$

$$t = 8.36$$

Based on the t-test above, $t_{\text{observe}} = 8.36$. with $df = n-2$. So, $df = 30 - 2 = 28$ and $t_{\text{table}} = 1.701$. If $T_{\text{observe}} > T_{\text{table}}$ or $8.36 > 1.701$, so H_0 was rejected. It can be concluded that H_a was accepted “there was a significant the effect of applying shared writing strategy to the students’ writing ability at eight grade SMP Budisatrya Medan”

3. Testing Linear Regression

$$\hat{y} = a + b_x$$

in finding y find the value of α and β with the following this formula

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - \sum(x)^2}$$

$$b = \frac{30(146215 - (1752)(2475))}{30(106296) - (1752)^2}$$

$$b = \frac{4386450 - 4336200}{3188880 - 3069504}$$

$$b = \frac{50250}{119376}$$

$$b = 0.421$$

$$\alpha = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$\alpha = \frac{2475}{30} - (0.421) \frac{1752}{30}$$

$$\alpha = 82.5 - (0.421)58.4$$

$$\alpha = 82.5 - 24.59$$

$$\alpha = 57.91$$

After finding the value of α and β , input the value and the finding as at the following :

$$Y = \alpha + b_x$$

$$Y = 57.91 + 0.421_x$$

4. Calculating Determination

$$D = r_{xy^2} \times 100\%$$

$$D = (0.845)^2 \times 100\%$$

$$D = 0.7140 \times 100\%$$

$$D = 71.40\%$$

From the determination above it was known that the effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya Medan was 71.40% and 28.6% from other factors.

C. Discussion and Finding

By consulting analyzing data, it was clearly stated that there was an effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya Medan. It was seen from the different of mean score of Pre Test and Post Test in experimental class. They were 58.4 in Pre Test and 82.5 in Post Test of experimental group. The mean of pre test increases after applying shared writing strategy to the studennts' writing ability at eight grade SMP Budisatrya Medan from 58.4 to 82.5.

Based on testing hypotesis, the value of $T_{\text{observe}} > T_{\text{table}}$ was $8.36 > 1,701$. It means that there was a significant effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya. The value of the effect was 71.40%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, conclusion was drawn as the following :

There was a significant effect of applying shared writing strategy to the students' writing ability at eight grade SMP Budisatrya Medan wich has proved by the result of the score of pre – test before giving the treatment was 1752 and the post – test after treatment was 2475 and it was found that $T_{observe} > T_{table}$ or $8.36 > 1.701$. so the null hyphotesis (H_0) was rejected and the alternative hyphotesis (H_a) was accepted.

B. Suggestion

Related of the conclusion above, there were some suggestions should be put forward as the following:

1. The english teachers are expected to apply the shared writing strategy to teach the skill of writing ability in Procedure text at the class.
2. The students are expected to use shared writing strategy as the way to write more easier can arranged the good paragraph based on the generic structure, grammar, vocabulary and etc.
3. It is suggested for the other researcher to use shared writing strategy which can see result above as the benefit information that are related same cases.
4. It is also suggested for the school management encourage the teachers to increase their teaching skills to be better, more creative and more interested

not only by applying shared writing strategy but also other strategy which are believed to give easier and better understanding for students in their effort to get information from writing.

Treatment of experimental group

Experimental Group	
Teacher Activities	Students Activities
3. The teacher greets the students	1. The students give a response for the teacher's greeting.
2. The teacher about procedure text, such as communicate purpose, rhetorical purpose and the grammatical patterns of the procedure text.	2. The students listen to the teacher's explanation about procedure text.
3. Teacher explains about the learning method that they will use in discussing their findings.	
4. The teacher gives the time to the students to ask some questions about the learning method.	3. The students ask some question to the teacher.
5. The teacher relates it to write procedure text.	4. The students listen to the explanation.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Swasta Budisatrya
Kelas/semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : How to Make Ice Cream (Procedure text)
Alokasi waktu : 2 x 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosialnya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian

- 3.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberikan informasi terkait resep makanan/minuman dan manual, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 3.2 Memahami makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulisan, sangat pendek dan sederhana dalam bentuk resep dan manual.

Indikator

- 3.1.1 Melafalkan beberapa kosa kata yang berhubungan dengan teks prosedur tentang resep makanan/minuman secara sederhana sesuai dengan konteks penggunaannya.
- 3.1.2 Mengidentifikasi generic structure teks prosedur sesuai dengan konteks penggunaannya di dalam teks yang tersedia.
- 3.1.3 Menyusun teks prosedur, lisan dan tulisan secara sederhana berbentuk resep dan manual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks.

C. Tujuan Pembelajaran

- 4.1.1 Siswa mampu melafalkan kosa kata yang berhubungan dengan teks prosedur tentang makanan dan minuman sesuai dengan konteks penggunaannya.
- 4.1.2 Siswa mampu menjawab pertanyaan uraian tentang teks prosedur pendek dan sederhana dengan tepat.
- 4.1.3 Menyusun teks prosedur tentang resep pendek dan sederhana tentang makanan/minuman sesuai dengan struktur teks yang tepat berdasarkan judul yang ada. Dapat menceritakan kembali teks prosedur berupa resep pendek sederhana yang dibaca.

D. Materi Pembelajaran

A. Pengertian Procedure Text

Apa itu procedure Text? Procedure text adalah salah satu jenis teks bahasa Inggris atau yang biasa disebut genre yang menunjukkan sebuah dalam membuat atau mengoperasikan sesuatu yang berfungsi untuk menggambarkan bagaimana sesuatu dikerjakan melalui langkah - langkah yang teratur.

B. Tujuan Komunikatif Procedure Text

Tujuan Komunikatif dari procedure Text adalah memberikan petunjuk tentang cara melakukan sesuatu melalui tindakan – tindakan atau langkah – langkah yang urut.

C. Generic Structure Procedure Text

Struktur kebahasaan dari Procedure Text terdiri dari 3 bagian, yaitu:

1. Aim/ Goal (Tujuan) : Pada struktur kebahasaan bagian pertama dari Procedure Text ini berisi informasi mengenai tujuan dalam pembuatan atau pengoperasian sesuatu.
2. Materials (Bahan-bahan) : Pada bagian ke-dua, Materials terdiri dari bahan-bahan yang digunakan dalam membuat sesuatu. Tapi tidak semua Procedure Text menyertakan bagian materials, adakalanya sebuah Procedure Text tidak memiliki bagian materials.

Ada tiga jenis Procedural Text yang tidak menggunakan bagian materials, yaitu:

- Procedural Text yang menjelaskan bagaimana sesuatu bekerja atau bagaimana cara melakukan instruksi secara manual. Contohnya : How to use the video game, the computer, the tape recorder, atau the fax, etc.
 - Procedural Text yang menginstruksikan bagaimana melakukan aktivitas-aktivitas tertentu dengan peraturannya. Contohnya : road safety rules, atau video game rules, etc
 - Procedural Text yang berhubungan dengan sifat atau kebiasaan manusia. Contohnya How to live happily, atau How to succeed.
3. Steps (Langkah-langkah) : Pada bagian steps, berisi tentang langkah-langkah atau urutan-urutan yang harus dilakukan agar tujuan yang diuraikan pada bagian Aim/ Goal bisa tercapai. Langkah-langkah atau urutan-urutan tersebut haruslah urut dari yang pertama hingga terakhir. Untuk menunjukkan urutan suatu tahapan, biasanya dalam membuat procedure text menggunakan adverbs

seperti the first, the second, the third, the last, etc. dan menggunakan conjunctions seperti then, while, etc.

D. Ciri-ciri Procedure Text

Terdapat beberapa ciri kebahasaan dalam Procedure Text, diantaranya yaitu:

- Menggunakan pola kalimat imperative (perintah), misalnya, cut the carrots into pieces, put the sugar on the cup, boil the water, etc.
- Menggunakan action verbs, misalnya cut, put, boil, etc.
- Menggunakan conjunctions (kata penghubung) untuk mengurutkan kegiatan, misalnya then, while, dsb.
- Menggunakan adverbs (kata keterangan) untuk menyatakan rinci waktu, tempat, cara yang akurat, misalnya for five minutes, 2 hours, dsb.
- Menggunakan adverbs (kata keterangan) untuk menyatakan tahapan atau urutan, misalkan the first, the second, the third, the last, etc.
- Menggunakan simple present.

Contoh Procedure Text (Berikut ini contoh procedure text)

How to Make Ice Cream

Materials:

2 cups milk or cream	Tub or large coffee can to hold salt
2 tablespoons sugar	and ice
1 teaspoon Vanilla extract	Glass bowl or small coffee can
Several cups of Ice	Electric mixer or whisk
1 cup salt	Ice cream scoop
You need these supplies to make ice cream	Storage container for freezer

Steps:

First, setting up the cooling apparatus. Stir ice and salt in the larger container. Then, combine the ingredients. Mix together the milk, sugar, and vanilla in the

glass bowl. Then, set this bowl in the tub filled with ice and rock salt, making sure that the salt water does not spill into the bowl.

Next, mix the ice cream. Mix the ingredients in the small container vigorously. The salty ice mixture will cool the mixture down until it turns into ice cream. It should take about 10 to 15 minutes to stir the ice cream using either method. Stir until it is free from ice crystals and is the right consistency.

Last, storage and serving. ice cream is ready.

E. Metode Pembelajaran

Metode pembelajaran Berbasis Text (Text Based Instructions)

F. Media dan Bahan

- Whiteboard
- Picture series tentang tahapan teks prosedur dan manual dalam membuat dan menggunakan sesuatu.
- Bolpoin / spidol
- Kertas
- Bahan – bahan lainnya.

G. Sumber Belajar

Buku pegangan guru Buku paket Bahasa Inggris “Think Globally Act Locally” untuk SMP/MTs Kelas IX Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018, dan internet.

H. Langkah-langkah Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Kegiatan awal	1. Guru masuk ke kelas dan langsung menyapa siswa dengan menggunakan bahasa inggris “ <i>Good morning, students</i> ” agar <i>English Environment</i> dapat langsung tercipta. Setelah	10 menit

	<p>direspons, guru menanyakan keadaan siswa</p> <ol style="list-style-type: none"> 2. Guru menanyakan kehadiran siswa dengan mengucapkan “Who is absent today?”. 3. Setelah melakukan presensi, guru menanyakan nama beberapa siswa. 4. Guru mengajak siswa untuk menebak tentang topik yang akan dipelajari 5. Guru menekankan topik yang akan dipelajari yaitu tentang procedure text. 	
Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan serta mengamati guru dalam menjelaskan materi tentang procedure text • Siswa dituntut untuk dapat memahami makna kata berdasarkan teks. <p>Menanya</p> <ul style="list-style-type: none"> • Siswa diberi kesempatan untuk bertanya tentang materi pelajaran. • Dengan bimbingan dan arahan guru, siswa menanyakan arti dari kata yang sulit yang terdapat dalam teks. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna. • Memfasilitasi peserta didik melalui pemberian Tugas-tugas, diskusi dan lain lain untuk memunculkan gagasan baru baik secara lisan maupun secara tulisan. • Memberi kesempatan untuk berfikir, menganalisis, menyelesaikan masalah 	60 menit

	<p>bertindak tanpa rasa takut.</p> <ul style="list-style-type: none"> • Memfasilitasi peserta didik untuk menyajikan hasil kerja secara individual maupun kelompok. • Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Memberikan umpan balik positif dan penguatan dalam bentuk lisan, Tulisan, Isyarat • Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam mengerjakan tugas-tugas yang telah diberikan oleh guru • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Beberapa siswa menunjukkan pemahaman mereka dengan menjawab pertanyaan dari guru. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	
--	---	--

Kegiatan Akhir	1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari. 2. Guru memberikan pekerjaan rumah kepada siswa. 3. Guru menginformasikan materi selanjutnya	10 menit
----------------	---	----------

a. Penilaian

2. Sikap

a. Teknik penilaian : Tertulis

b. Bentuk Instrumen : *Lembar Observasi*

No.	Indikator	Instrumen
1.	Menunjukkan perilaku santun dan percaya diri	- Pengamatan

c. Rubrik penilaian dan pedoman penskoran

Nama	:
NIS	:
Kelas	:

No.	Aspek Penilaian	Skor				
		1	2	3	4	5
1.	Kesantunan					
2.	Percaya diri					
3.	Ketekunan					
4.	Tanggung Jawab					
5.	Kedisiplinan					

6. Kerjasama

3. Pengetahuan

7. Kejujuran

a. Teknik Penilaian : **Tulisan dan Lisan**

TOTAL SKOR

b. Bentuk Instrumen :

Indikator	Instrumen
Mengungkapkan struktur teks	- Mengerjakan latihan essay berdasarkan gambar yang telah disediakan

c. Rubrik penilaian

Uraian	Skor
Penerapan teks benar, tata bahasa benar	4
Penerapan teks benar, tata bahasa kurang tepat	3
Penerapan teks tidak tepat, tata bahasa benar	2
Penerapan teks tidak tepat, tata bahasa kurang tepat	1
Tidak menjawab	0

d. Pedoman Penilaian

Skor Maksimal = 4

Nilai = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$

skor maksimal

4. Keterampilan

a. Teknik Penilaian : Unjuk kerja

b. Bentuk Instrumen :

No.	Indikator	Instrumen
1.	Mempraktikkan pengucapan struktur	1) Membacakan hasil latihan atau kegiatan yang telah diberikan

c. Rubrik Penilaian

Uraian	Skor
• Ungkapan yang digunakan sesuai, pengucapan/intonasi tepat.	3
• Ungkapan yang digunakan sesuai, intonasi kurang tepat	2
• Ungkapan yang digunakan tidak sesuai	1
• Tidak mempraktikkan dialog	0

d. Pedoman Penskoran:

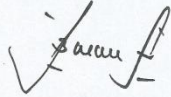
Skor maksimum = 3

$$\text{Nilai} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$$

Medan, Agustus 2019

Guru Mata Pelajaran Bahasa Inggris

Peneliti



Ade Laila, S.Pd



Lydia Suci Antika

Diketahui

A/n Kepala Sekolah SMP Swasta Budisatrya Medan,



Maimunah Hasibuan, S.H

Table 4.1
The score of Pre-Test of Experimental Group

No	Students Intial	Indicators					Pre test
		Cont	Orga	Voc	Lang	Mec	
1	AA	20	14	11	18	2	65
2	AI	13	7	7	5	2	34
3	AP	18	14	10	10	2	54
4	AR	20	14	11	18	2	65
5	AS	19	14	10	15	2	60
6	BS	17	14	10	10	2	53
7	DK	19	14	10	15	2	60
8	DR	20	14	11	18	2	65
9	DS	13	7	7	5	2	34
10	FA	20	14	11	18	2	65
11	FH	13	7	7	5	2	34
12	FR	19	14	10	15	2	60
13	FS	17	14	8	9	2	50
14	FY	20	15	14	18	3	70
15	GR	19	14	10	15	2	60
16	HW	20	15	14	18	3	70
17	IR	13	7	7	5	2	34
18	LA	20	15	14	18	3	70
19	MD	20	15	14	18	3	70
20	MF	18	14	10	11	2	56
21	MP	20	14	11	18	2	65
22	NA	20	15	14	18	3	70
23	PR	18	14	10	11	2	56
24	RG	20	14	11	18	2	65
25	RP	17	14	10	10	2	53
26	RS	20	16	14	18	3	70
27	SD	18	14	10	10	2	54
28	SP	17	14	8	9	2	50
29	WA	20	15	14	18	3	70
30	YR	20	15	14	18	3	70
Total Score							1752

Table 4.2
The score of Post-Test of Experimental Group

No	Students Intial	Indicators					Post-test
		Cont	Orga	Voc	Lang	Mec	
1	AA	25	18	15	20	2	80
2	AI	24	16	15	18	2	75
3	AP	25	18	15	20	2	80
4	AR	26	19	17	21	3	85
5	AS	25	18	15	20	2	80
6	BS	25	18	15	20	2	80
7	DK	25	18	15	20	2	80
8	DR	26	19	17	21	3	85
9	DS	24	16	15	18	2	75
10	FA	27	20	19	21	3	90
11	FH	24	16	15	18	2	75
12	FR	25	18	15	20	2	80
13	FS	24	16	15	18	2	75
14	FY	27	20	19	21	3	90
15	GR	26	19	17	21	3	85
16	HW	27	20	19	21	3	90
17	IR	24	16	15	18	2	75
18	LA	27	20	19	21	3	90
19	MD	27	20	19	21	3	90
20	MF	24	16	15	18	2	75
21	MP	26	19	17	21	3	85
22	NA	27	20	19	21	3	90
23	PR	26	19	17	21	3	85
24	RG	26	19	17	21	3	85
25	RP	24	16	15	18	2	75
26	RS	27	20	19	21	3	90
27	SD	25	18	15	20	2	80
28	SP	24	16	15	18	2	75
29	WA	26	19	17	21	3	85
30	YR	27	20	19	21	3	90
Total Score							1752

Table 4.3
The score of Pre-Test and Post-Test of Experimental Group

No	Students Intial	Pre test	Post test
1	AA	65	80
2	AI	34	75
3	AP	54	80
4	AR	65	85
5	AS	60	80
6	BS	53	80
7	DK	60	80
8	DR	65	85
9	DS	34	75
10	FA	65	90
11	FH	34	75
12	FR	60	80
13	FS	50	75
14	FY	70	90
15	GR	60	85
16	HW	70	90
17	IR	34	75
18	LA	70	90
19	MD	70	90
20	MF	56	75
21	MP	65	85
22	NA	70	90
23	PR	56	85
24	RG	65	85
25	RP	53	75
26	RS	70	90
27	SD	54	80
28	SP	50	75
29	WA	70	85
30	YR	70	90
Total Score		$\sum x = 1752$	$\sum y = 2475$
Mean		58.4	82.5

Table 4.4
The differences of between of Pre – Test and Post – Test of A Experimental Group

No	Students Intial	Pre test	Post test	X ²	Y ²	XY
1	AA	65	80	4225	6400	5200
2	AI	34	75	1156	5625	2550
3	AP	54	80	2916	6400	4320
4	AR	65	85	4225	7225	5525
5	AS	60	80	3600	6400	4800
6	BS	53	80	2809	6400	4240
7	DK	60	80	3600	6400	4800
8	DR	65	85	4225	7225	5525
9	DS	34	75	1156	5625	2550
10	FA	65	90	4225	8100	5850
11	FH	34	75	1156	5625	2550
12	FR	60	80	3600	6400	4800
13	FS	50	75	2500	5625	3750
14	FY	70	90	4900	8100	6300
15	GR	60	85	3600	7225	5100
16	HW	70	90	4900	8100	6300
17	IR	34	75	1156	5625	2550
18	LA	70	90	4900	8100	6300
19	MD	70	90	4900	8100	6300
20	MF	56	75	3136	5625	4200
21	MP	65	85	4225	7225	5525
22	NA	70	90	4900	8100	6300
23	PR	56	85	3136	7225	4760
24	RG	65	85	4225	7225	5525
25	RP	53	75	2809	5625	3975
26	RS	70	90	4900	8100	6300
27	SD	54	80	2916	6400	4320
28	SP	50	75	2500	5625	3750
29	WA	70	85	4900	7225	5950
30	YR	70	90	4900	8100	6300
Total Score		1752	2475	106296	205175	146215

The Criteria of Scoring Content

27-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

The Criteria of Scoring Language Use

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order / function, article, pronoun, preposition but meaning seldom obscured.
11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-11	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

The Criteria of Scoring Mechanism

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.
3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

Documentation







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K-1

Kepada Yth : Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini :

Nama Mahasiswa : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK = 3,51

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP BudiSATRYA Medan	
	The Implementation of Using PQ4R Technique on Reading Comprehension in Descriptive Text	
	An Analysis of Figurative Language Used in The Lyric of I Love You Daddy by Ricardo and Friends	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 29 Maret 2019
Hormat Pemohon,

Lydia Suci Antika

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

1. Fatimah Sari Siregar, S.Pd., M.Hum *A.S.*

Sebagai Dosen Pembimbing Proposal/RisalahMakalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 29 Maret 2019
Hormat Pemohon,

Lydia Suci Antika
Lydia Suci Antika

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 272 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Lydia Suci Antika
N P M : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan.

Pembimbing : Fatimah Sari Siregar, S.Pd. M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 15 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 10 Ramadhan 1440 H
15 Mei 2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

Sudah layak diseminarkan.

Medan, Mei 2019

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd., M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
19 Maret 2019	Revision of the title	
28 Maret 2019	The title has been fixed	
6 April 2019	Revision I (Chapter I)	
9 Mei 2019	Revision II (Chapter II)	
14 Mei 2019	Revision III (Chapter III)	
16 Mei 2019	Appendices, Table	
22 Mei 2019	ACC	

Medan, 22 Mei 2019

Diketahui oleh :
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum)

Dosen Pembimbing

(Fatimah Sari Siregar, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ~~Jumat~~ tanggal ~~24~~.. Bulan ~~.5~~. 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Lydia Suci Antika
N.P.M : 1502050153
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

No.	Argument/Komentar/Saran
Judul	
Bab I	Table of contents, Introduction, Identifikasi - and the scope and limitation
Bab II	Review of literatur, Relevant studies, Conceptual framework,
Bab III	Research Design, Instrument of research Technique for Analyzing data
Lainnya	References
Kesimpulan	[] Ditetujui [] Ditolak [<input checked="" type="checkbox"/>] Ditetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dr. Diana S. Saragih, M.Hum

Dosen Pembimbing

Fatimah Sari Siregar, S.Pd, M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Lydia Suci Antika
N.P.M : 1502050153
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Shared Writing Strategy to The
Students' Writing Ability at Eight Grade SMP Budisatrya
Medan

Pada hari jumat tanggal 24 bulan Mei 2019 sudah layak menjadi proposal skripsi.

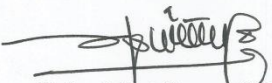
Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing


Dra. Diani Syahputri, M.Hum


Fatimah Sari Siregar, S.Pd, M.Hum

Diketahui oleh
Ketua Program studi


Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Lydia Suci Antika
N.P.M : 1502050153
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

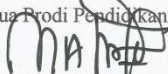
Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



Diketahui/Dijetujui
Ketua Prodi Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua program studi pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Lydia Suci Antika
N.P.M : 1502050153
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan

benar telah melakukan seminar proposal skripsi pada hari jumat, tanggal 24, Bulan Mei, Tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website : <http://fkip.umsu.ac.id> Email : fkip@umsu.ac.id

Nomor : 9245 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 28 Dzulqaidah 1440 H
31 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Swasta Budisatrya Medan
di-
Tempat

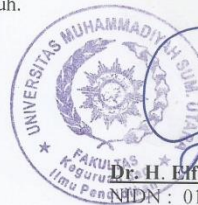
Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Lydia Suci Antika
N P M : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade SMP Budisatrya Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan

[Signature]
Dr. H. Effrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

** Pertinggal **



SMP BUDISATRYA

AKREDITASI : A

Nomor : 197/SMP-BS/2019
Lampiran :
Perihal : Penerimaan Izin Riset / Penelitian

Kepada Yth,
Dekan Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Muhammadiyah Sumatera Utara
Di—
Tempat

Dengan hormat,

Menindaklanjuti Surat Permohonan Penelitian Mahasiswa/i dari Bapak yang bernomor : 5045/II.3/UMSU-02/F/2019 pada tanggal 31 juli 2019, bersama dengan surat ini kami **Bersedia** memberi izin untuk melakukan penelitian di SMP Swasta Budisatrya Medan kepada :

Nama : Lydia Suci Antika
NPM : 1502050153
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : "The Effect of Applying Shared Writing Strategy to The Students' Writing Ability at Eight Grade Smp Budisatrya Medan".

Demikian Surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terima kasih.

Medan, 31 Juli 2019

a/n Kepala Sekolah



Maimunah Hasibuan, S.H



SMP BUDISATRYA

AKREDITASI : A

Nomor : 200/SMP-BS/2019

Lampiran :

Perihal : Surat Keterangan Selesai Riset

Kepada Yth,

Dekan Fakultas Keguruan Dan Ilmu Pendidikan

Universitas Muhammadiyah Sumatera Utara

Di -

Tempat

Yang bertanda tangan di bawah ini :

Nama : Maimunah Hasibuan, S.H

Jabatan : PKS I

Sekolah : SMP Swasta Budisatrya Medan

Menerangkan bahwa

Nama : Lydia Suci Antika

NPM : 1502050153

Program Studi : Pendidikan Bahasa Inggris

Benar dan telah melakukan riset (penelitian) di SMP Swasta Budisatrya Medan dengan permasalahan dan judul **“The Effect of Applying Shared Writing Strategy to The Students’ Writing Ability at Eight Grade Smp Budisatrya Medan”** sejak tanggal 31 Juli 2019 s.d 26 Agustus 2019

Demikianlah surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan semestinya.

Medan, 26 Agustus 2019

a/n Kepala Sekolah



Maimunah Hasibuan, S.H

CURRICULUM VITAE

PERSONAL DETAIL

Name : Lydia Suci Antika
Age : 22 years old
Place/Date of Birth : Sei Rotan/ 07th February 1997
Sex : Female
Nationalities : Indonesian
Address : Jl. Pendidikan 1 Pasar Xi Gang Sugeng Dusun X Desa Sei
Rotan
Phone Number : 081263794594
E-mail address : lydiasucia@gmail.com

Parents' Name

Father : Alm. Sumarno
Mother : Sri Wahyuni

EDUCATIONAL BACKGROUND

A. Formal Education

1. Elementary School at SD Negeri 104607 Sei Rotan from 2003 – 2009.
2. Junior High School at SMP Negeri 1 Tembung from 2009 – 2012
3. Senior High School at SMA Budisatrya Medan from 2012 – 2015
4. Bachelor's Teachers and Education at University of Muhammadiyah Sumatera Utara (English Department, Faculty of Teachers Training and Education) from 2015 – 2019

Lydia Suci Antika

Pre - Test

Name :

Question

1. Make a procedure text according to the titles below based on your group and present it in front of the class !
2. Analyse the text above into its generic structure. Mention about the goal/aims, the materials and the steps and write down in your paper !
 - a. How to make a fried chicken
 - b. How to make milk pudding
 - c. How to make chicken soup
 - d. How to make a glass of mango juice
 - e. How to make a glass of orange squash
 - f. How to make fried rice
 - g. How to operate the mobile phone
 - h. How to download video in youtube
 - i. How to use the twitter

Name: AA

Pre-test

65

How to Video In youtube

Ingredients

1. HandPhone
2. Quota

How to make it

1. First, power on your phone
2. open your application
3. searching video on youtube
4. Instal video on youtube what this your like
5. Next, watching this video

Cont : 20

org a = 14

Voc = 4

lang = 18

mec = 2

65

Name :

WA

Pre-test

70

How to make a glass of mango juice

materials :

- mango
- water
- sugar
- Blender
- glass
- Ice cubes

cont = 20

orga = 15

voc = 14

lang = 18

mecc = 3

70

steps :

First, cut up a mango

Then, put the mango into the blender, add spoonful of sugar

Add some ice cubes into the blender

turn on the blender, wait ~~for~~ for several minutes

now, your juice is ready to serve.

Name :

GR

Pre-test

60

How to use the twitter

materials

- PC or laptop
- Internet
- Application twitter

cont = 19
orga = 14
voc = 10
lang = 15
mec = 2

Steps :

1. First, open your web browser

Second, click application twitter

Third, go to page dialogue, type your name, email and a password.

Fourth, click sign up for twitter

Fifth, verify your name and username

sixth, click create my account

Post Test

Name :

Question

1. Make a procedure text according to the titles below based on your group and present it in front of the class !
2. Analyse the text above into its generic structure. Mention about the goal/aims, the materials and the steps and write down in your paper !
 - a. How to make a fried chicken
 - b. How to make milk pudding
 - c. How to make chicken soup
 - d. How to make a glass of mango juice
 - e. How to make a glass of orange squash
 - f. How to make fried rice
 - g. How to operate the mobile phone
 - h. How to download video in youtube
 - i. How to use the twitter

Name

AA

Post-test

80

How to download video in youtube

Ingredients:

1. Handphone
2. Quota Internet

cont = 25

org a = 18

voc = 15

lang = 20

me c = 12

How to make it

1. First, power on your phone
2. Open your application youtube in your phone
3. Searching video on youtube what your like
4. Click video what your like.
5. Download video that your like
6. Next, watching this video

Name

WA

Post-test

85

How to make a glass of mango juice.

materials :

1. a half glass of water
2. A mango
3. A spoon of sugar
4. some ice cubes

cont = 26

orga = 19

Voc = 17

lang = 21

me 3 3 +

85

Tools :

1. A spoon
2. A blender
3. A glass
4. A knife.

steps :

First, Peel the mango and clean it

Next, cut the mango into a small pieces and put them into blender.

Then, Put the water, ice and sugar

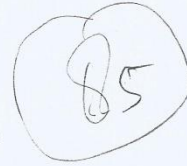
After that, turn on the blender and wait about 15 seconds (Don't forget to - Turn off your blender)

Finally, Pour the mango juice into the glass

And mango juice ready to drink.

Post-test.

Name: GR



How to use the twitter

Materials:

- email address
- PC or laptop
- internet data

cont = 26

orga = 19

voc = 17

lang = 21

mec = 3

Steps:

First, you must have your email address

Then, you open the website

click the menu sign up the website.

In this menu, register your name and email address by filling your personal data such as date of birth, location, bio and etc. Don't forget to include your photo and password

















Now, you have twitter account

Next, click the menu invite friends and write your friend's email address or user friends ~~to~~ to other peoples.

If ~~you~~ they approve you to be their friend, you are their a friend now.

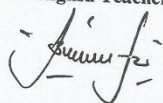
**LIST OF ATTENDANCE
EXPERIMENTAL GROUP**

No	NAME	MEETING	MEETING	MEETING	MEETING
		1	2	3	4
1	Allya Riyyani	Ally	Ally	Ally	Ally
2	Andina Aulia	And	And	And	And
3	Arifin Ilham	Arif	Arif	Arif	Arif
4	artika Putri	Art	Art	Art	Art
5	Aulia Syahputri	Aulia	Aulia	Aulia	Aulia
6	Bunga Saskia	Bun	Bun	Bun	Bun
7	Dian Kurniati	Syan	Syan	Syan	Syan
8	Dwi Syafridah	Dwi	Dwi	Dwi	Dwi
9	Fadhil Sastria	Heed	Heed	Heed	Heed
10	Fahri Athalla	Ath	Ath	Ath	Ath
11	Ferdiansyah	Ferd	Ferd	Ferd	Ferd
12	Fitriani Rambe	Fir	Fir	Fir	Fir
13	Franda Hanum	Fr	Fr	Fr	Fr
14	Gilang Ramadhan	Mu	Mu	Mu	Mu
15	Henny Wulandari	Heny	Heny	Heny	Heny
16	Indah Retinia	Ret	Ret	Ret	Ret
17	Lia Anggraini	Ang	Ang	Ang	Ang
18	Maulana Pratama	Maul	Maul	Maul	Maul
19	Mhd Dimas Pramuja	Dim	Dim	Dim	Dim
20	Mhd Dimas Rianto	Rim	Rim	Rim	Rim
21	Mhd Fachri Lubis	Fach	Fach	Fach	Fach
22	Nova Aprilly Iswanty	Nova	Nova	Nova	Nova
23	Penda Rizky Parinduri	Par	Par	Par	Par
24	Reka Triayu Ginting	Reka	Reka	Reka	Reka
25	Riko Prasetya	Riko	Riko	Riko	Riko
26	Rival Syahputra	Rival	Rival	Rival	Rival

27	Siti Nurhalizah Daulay				
28	Syabila Pasya Barus				
29	Winda Aulia Halim				
30	Yulia Ramadhani				

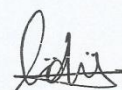
Medan, Agustus 2019

The English Teacher



Ade Laila, S.Pd

The Researcher



Lydia Suci Antika

26.Lydia_Suci_Antika.docx



ORIGINALITY REPORT

26%	21%	6%	19%
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