# THE EFFECT OF USING SELF DIRECTED LEARNING COMBINED WITH SMALL GROUP DISCUSSION ON THE STUDENTS' ACHIEVEMENT IN WRITING EXPOSITORY PARAGRAPH

## SKRIPSI

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**BY**

**ULFA ZAHARA**

**NPM: 1302050194**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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# ABSTRACT

**Ulfa Zahara. 1302050194** *"The Effect of Using Self Directed Learning Combined with Small Group Discussion on Students' Achievement in Writing Expository Paragraph". Skripsi:* **English Department. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2017.**

This study deals with the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph. The objective is to investigate the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph. This research was conducted at SMK T. Amir Hamzah Indrapura on 2016/2017 academic year from february until march 2017. This research was applied descriptive quantitative method with experimental research design. The population of this research was the eleventh grade student consist of 70 students, which distributed into two classes XI-1 and XI-2 akuntansi. By using total sampling technique, all the population were taken as the sampling to obtain the data, written test was administration to the student. It was scored by using writing scoring system according to Brown (2007). The results shows that t-observed was higher than t-table $(29.36 > 1.684)$ at $\alpha = 0.05$, and $df = 33$. It means that Ha was accepted and Ho is rejected. So, applying self directed learning combined with small group discussion has a positive effect on the students' achievement in writing expository paragraph. The influence of this method to the students achievement is 96%, and 4% was by other factor.

**Keywords:***Self directed learning, small group discussion, expository paragraph*

# ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
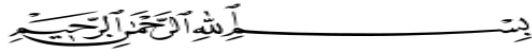
Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah the most gracious and the most merciful, fristly, the researcher would like to deliver her thanks to the almighty Allah SWT, who blessed her to finish this study, secondly, blessing and peace be upon to our prophet muhammad SAW, who brought human beings from the foolish era to be right era as we feel today. Thirdly, the researcher would like thanks to her beloved parents, OK Syaharuddin and Ummi Kalsum for their support and prayers both morally and matrially during her academic years in completing her study at Universitay of Muhammadiyah Sumatera Utara, May Allah SWT always bless them, thanks for everything.

Furthemore, one of the requirements to be fulfilled before finishing the studies at English Department of FKIP University of Muhammadiyah Sumatera Utara is to write a study. In writing this study, the researcher has faced some difficulties dealling with collecting the data. She had spent much time to accomplish it. The researcher had asked some people to get some ideas to help her to carry out the writing of this study. So, the reseacher would like to extend her sincere gratitude to some people who have given her guidance, comments, sugestion during the preparation of this study.

The reseacher acknowledges her debt of thank to Dr. Agussani, M,AP, the Rector of University of Muhammadiyah Sumatera Utara. She also express her

The reseacher relized that her reseach was still far from being perfect, So, the reseacher hoped suggestions and comments from all the readers or others reseachers who want to study the reseach. Finally, the reseacher hoped that her reseach looked be usefull for the readers, especially the students of English Education Program who want to do the similar reseach and also the reseacher herself. May Allah the most Almighty bless all of them.

Wassalamu'alaikum warahmatullahi wabarakatuh

Medan, 12 April  2017

The reseacher

Ulfa Zahara
1302050194

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# INTRODUCTION

## A. The Background of the Study

Writing is one of the important skills of a langguage. Writing is a basic langguage skill, as important as speaking, listening and reading. Writing has been characterized as written thinking. Students should be encouraged to express their idea, experience, thought, and feeling. So, writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

Applying self directed learning combined with small group discussion in teaching writing expository paragraph was the most useful for the eleventh grade students at SMK T. Amir Hamzah Indrapura Jl. Syarifuddin, No. 39, Kec. Air putih, Kab. Batubara Sumatera Utara academic year 2016/2017, because students can express their ideas, feeling and purpose. Additionally, it was affected for senior high school eleventh grade students especially the students at SMK T. Amir Hamzah Indrapura in expository paragraph. In addition, that was valuable for the researcher, to exacerbate and measure her knowledge in writing and language teaching in senior high school students. The teacher for English would give information or knowledge for their students in writing, and the lecture of English would give learning especially in writing and teaching English as a foregin language. The topic of applying the self directed learning combined with small group discussion on the studnets' achievement in writing expository paragraph was the most useful to be discussied it.

For the first, the topic was interesting to search self of students' and next to discuss with small group discussion because it include teaching. In teaching learning process, the implementation of method could be very intresting for students to learn the subject and made them understand simply. Self directed learning combined with small group discussion was very important to implement to enlarge students' achievement in writing because students' learning change into active in the sense that they found out and work with content that they decided to need to solve the problem. By perfoming activities in self directed learning combined with small group discussion, it could be made students study and made an effort what they know to solve the problem. Activities of using self directed learning combined with small group discussion, they might sit in group so that they could change their ideas each other to get the explanation of their problem in writing. Expository paragraph was the presentation of information, opinions or ideas. It introduces about a topic, expository paragraph expect persuade or argue an opinion and explain fact or convey information, because of that, self directed learning combined with small group discussion was important to assess the competence of active students to give their opinion and to solve the problem in writing.

The second, the reseacher agree that writing as her topic because writing have function meant to convey idea, feeling, intention to other people and it was very important skill in daily life, Anggela (1999:24) states that "writing is more than picking up a pen and putting words can paper. Writing requeres though and planing of it is to mean anything and planing of it is to mean anything to the receiver who read it. It means that writing is the most difficult of the language

skills. Based on the researcher experiment in teaching practice. There were the several problems faced by the students in learning English. The problem were the students' enthusiasm and active learning are skill not visible. The students rarely asked questions although teachers often request them to ask if they have problems or the explanations are not clear or less understand. They lack of courage to present it in front of the class. Students feel bored because they are only positioned as listener. The lack of the subject matter mastery especially in writing. The learning process and strategies used by the teacher are still monotonous and less interesting, they lack of facilities to improve their English learning. The students think that writing was a difficult task to do. This assumption was wrong because writing was an activity that have a lot of fun. They have problems in arrange and writing paragraph. In other to solve problem, a good strategy, method, or technique should be used.

The thrid, language was the important part of human survival and social process that have so many punction to perform the life of human beings. English is use in many international activities such as commeree, sport, science, education and technology. In other to be able be communicate in English, students were expected to master the four of skills, namely speaking, listening, writing and reading. One of the language skills that focused in this study is writing skill. Writing activity is very important in education because it can train students to think, express idea and solve problems. Writing also can support the success of one's life. Though what was producted though his writing, instread, people left behind in the global competition if he can not express ideas in writing, in the

modren era, the ability write a qualified person have can be use as a source about effect of using self directed learning combined with small group discussion.

The fourth, writing was process of putting though or ideas in words into a progression of words which combined into sentence in the from of paragraph. It is not easy for the students to write well in English. Most of them not interest in writing. This situation happen because the learning method is not suitable. There are many types of learning method that can be use by teachers in deliver learning in the classroom. However, not all of these methods can be use to teach certain materials such as writing expository paragraph. Self directed learning combined with small group discussion one kind of method. This method can be used as an alternative learning to write opinions in school. Excellent self directed learning combined with small group discussion can improve students' creativity in stringing words with its own language and to train students to focus on map a concept that have been made. Self directed learning combined with small group discussion also helps students to find ideas in an essay arguing for in the method contained self directed learning combined with small group discussion images that contain problems. With the help of drawing, students was imagine looking for ideas that was be develop in an essay arguing. In additing, self directed learning combined with small group discussion encouranging to note that a majority of the student felt more confident intresting and motivation to use English after going through the self directed learning combined with small group discussion and appeared receptive to the class activities. This is significant revalation is Brown (2007) pointed out that students' elevented interest and motivation are two key determining factors for successful second language learning.

Finally, the teacher might be able to present the lesson with more interesting and relevant. The topic might be selected according to the knowledge of the students. It means the teacher should focus attantion on the use of self directed learning combined with small group discussion to the student achievement in writing. According to Antonio (2001) states the self directed learning views learner as responsible owners and managers of their own learning process. Self directed learning integrates self management ( management of the contex, including the social setting, resources, and action) with self monitoring (the process where by the learners monitor , evaluate and regulate their cognitive learning method) and Ornstein and Lesley (2000: 294) say that small group is broken up into subgroups according to ability, interest, project, or other criterion. Jones (2007:14) adds that the students' confidence will grow little by little as students successfully share ideas and experience when they do work together. It have to a certain extend boosted low English proficiency students' interest and motivation to participate in learning English despite the mixed reactions received from students and teacher. By using self directed learning combined with small group discussion. It expected that students able to solve the problem in writing. Based on the problem and the statment above, therefore the researcher intended decided the proposal "The Effect of Using Self Directed Learning Combined with Small Group Discussion on the Students' Achievement in Writing Expository Paragraph".

**B. The Identification of the Problem**

Based on background stated above, the identification of the study are:

1. The students in SMK T. Amir Hamzah Indrapura felt that English is difficult,

2. The students in SMK T. Amir Hamzah Indrapura were weak in grammar,

3. Most of the students in SMK T. Amir Hamzah Indrapura lack of vocabularies and got difficulties in applying English grammar,

4. The students in SMK T. Amir Hamzah Indrapura did not have the ideas in writing expository paragraph,

5. The lack of the subject matter mastery especially in writing expository paragraph.

**C. The Scope and Limitation**

Base on the background of the problem above, the scope of this research was focusing on writing by using self directed learning combined with small group discussion on the eleventh grade students at SMK T. Amir Hamzah Indrapura in academic year 2016/2017. The subject of this study was limited in writing Analytical Exposition Paragraph.

**D. The Formulation of the Problem**

The problem in the study was formulated as follow "Is there any significant effect of applying self directed learning combined with small group discussion on the students' achievement in writing expository paragraph?

**E.  The Objectives of the Study**

The objectives of the study was "to find out the significant effect of applying self directed learning combined with small group discussion on the students' achievement in writing expository paragraph".

**F.  The Significances of the Study**

The findings of this research is expected to be useful as follows:

1. Theoretically

Theoretically, the result from theory Miftahul Huda (2011:131) that it could give the easy writing process, especially expository paragraph and it was expected to give the contribution for knowledge.

2. Practically, this study was be useful as the contribution to:

    a. Researcher, knowing one of good method in writing and thinking that self directed learning combined with small group discussion is an intrested method,

    b. Students, in order to minimize the difficulties faced by the students in writing expository paragraph,

    c. Reader, to provide useful information about applying self directed learning combined with small group discussion in writing expository paragraph

    d. The principle of SMK T. Amir Hamzah Indrapura; a consideration to add the facilities of teaching learning process, especially in teaching English.

**CHAPTER II**

**REVIEW OF LITERATURE**

**A. Theoritical Framework**

**1. Description of writing**

In learning English, there are four skill that should be mastered. Those are listening, speaking, reading and writing. Among the four skill, writing is the most difficult skill to be learnt. Writing is the most difficult skill for seccond language learners so master. The difficulty is not only in generating and organizing ideas, but also in translating idea into redable text. Alice and Hogue (1997:2) "writing is progressive activity". It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it".

Brown (2001:33) "writing will concerned with the find product of writing". Like essay, the report, the story and what the product which should like. But now the students are the creator of language are allowed to focus on the content and the message and their own individual intrinsic motivates were put at center of learning this is process approach helps the students to build up repertories of strategy for prewriting . drafting and rewriting from definition about, it can be said that writing can be distinguished from other skill as the most difficult one. There are many factors influencing wiring to be a good one such as grammatical, vocabularies, punctuation and spelling knowledge which must be integrated to be paragraph.

From the ideas previously, the reseacher concludes that writing is more than a medium communication. It is a way of remembering and a way of thinking, because of that, writing is not easy. It needs a hard work, in writing we have to produce, phrase, sentences and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking,question and reading.

## 1.1. The writing process

The writing process can be divided into three stages : planning, drafting and revising.

1. Planning

   Planning is any orderly, procedure use to bring a desire result, As the fisrt stage in writing process. Planning is series of strategies, designed to find and procedure of information in writing.

2. Drafting

   Drafting is a procedure for drawing up priliminary speech as the second stages in the writing process, draftig is a series of strategies designed to organized and developed a sustained piece of writing.

3. Revising

   Revising is a procedure for improving and correcting a work in process, as the third stages in writing process, revising is a series of strategies designed to reaxamine and reevaluated the choice that have created a piece of writing.

Writing can be defines as a tool of language that describe to someone about message by visual write symbols. It is clear that every writer also needs the

ability in mastering the sentences, the control of content, formal, sentence, structure, vocabulary, punctuation, spelling and letter formulation. Then at beyond the sentence every write needs to be able to structure and integrate into cohesive, coherent and writing paragraph.

### 1.2. Type of writing

Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area. H. Douglas Brown (2003: 220).

1. Imitative, to procedure written language, the learner must attain skills in the fundamental. Basic tasks of wiriting letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanism of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. Intensive (controlled). Beyond the fundementals of imitative writing are skills in producing appropriate vocabulary within a context, collection and idioms and correct grammatical features up to the length of a sentences, meaning and context are of some importance indetermining correctness and appropriateness, but most assessment task are more concerned with a focus on form, and are rather stricly controlled by the test design.

3. Responsive, here, assessment task require learners to perform at a limited discourse level, connecting sentences into paragraph and creating a logically connected sequence of two or three paragraph. Task respond to pedagogical directives, list of criteria, outlines, and other guidelimes. Genres of writing include brief narratives and descriptions, short reports, summaries, brief response to reading and interpretation of charts or graphs, under specified condition. The write beings to exercise some freedom of choice among alternative forms of expression of ideas. The research have mastered the fundamentals of sentence level grammar and is more focused on the discoure conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

4. Extensive. Extensive writing implies successful management of all the process and strategies of writing for all purpose. Up to the length of an essay a term paper, a major research project report, or even a thesis. Writer focus on achieving a purpose, organizing and developing ideas logically, using detail to support or illustrate ideas, demonstrating syntatic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical for is limited to occasional editing or proofreading of a draft.

**2. Description of text**

A text can be said to be many things. Fjellestad and Wikborg (1995) describe the contemporary approach to a text as "an open and infinite process of generating and subverting meaning"(p. 171). They explain that a text is not only

something written or printed but can also consist of speech and pictures. The purpose of this essay is to explore the concept of argumentative texts: the Fjellestad and Wikborg (1995) definition of what a text is not used as that would not serve this purpose. Instead it is the traditional and limited sense of a text as something written or printed that has been used. This is also the point of view taken by Skolverket in the comments on the syllabus(2011b). Arguments can be found in media everywhere: newspapers, blogs, essays, magazine advertisements. There are companies trying to persuade us to buy a certain product or politicans trying to convince us to agree on a political issue. The classical written argument, however, is more than that: it is based on the tradition of ancient Rome and Greece when the senators had to give speeches to persuade the others in the senate (Ramage et al., 2009, p. 377). In such a typology and proposes instead analysing text types in terms of three kinds of underlying structure:

1. Topic structure, the typographic effects which display information about author's argument e.g., heading;

2. Arte fact structure, the features determined by the physical nature of the document, e.g., page size;

3. Access structure, features that serve to make the document usable e.g., lists of contents.

## 2.1. Types of the text

Based on generic structure and language feature dominantly used, text are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genre.

1. **Narrative text**

   Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

   The characteristic:

   a. Purpose: to amuse/entertain the readers and to tell a story.

   b. Generic structure: orientation, complication, resolution, re-orientation.

   c. Language features: using past tense, action verbs, chronologycally arranged.

2. **Recount text**

   Recount is a text which retells events or experiences in the past.

   The characteristic:

   a. Purpose: to retell something that happened in the past and to tell a series of past event.

   b. Generic structure: orientation, events, re-orientation.

   c. Language features: using past tense, action verb, adjective.

3. **Descriptive text**

   Descriptive text is a text which say what a person or a thing is like.

   The characteristic:

   a. Purpose: to describe a particular, person, place or thing in detail.

   b. Generic structure: identification, description.

   c. Language feature: using simple present tense, action verb, adverb, special technical terms.

4. **Report text**

Report is a text which presents information about something. It is as a result of systematic observation and analysis.

The characteristic:

a. Purpose: to presents information about something, as it is.

b. Generic structure: general cllasification, description.

c. Language features: introducing group or general aspect, using conditional logical connection, simple present tens.

5. **Explanation text**

Explanation is a text which tells processes relating to forming or natural, social, scientific and cultural phenomena.

The characteristic:

a. Purpose: to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

b. Generic structure: general statement, explanation, closing.

c. Language features: using simple present tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun, conjunction of time and cause-effect.

6. **Analytical exposition**

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

The characteristic:

a. Purpose: to reveal the readers that something is the important case.

b. Generic structure: thesis, arguments, reiteration/conclution.

c. Language features: using modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun, connectives/transition.

7. **Hortatory exposition**

Hortatory exposition is a type of English text that influences the reader to do something or act in a certain way.

The characteristic:

a. Purpose: to persuade the readers that something should or should not be the case or be done.

b. Generic structure: thesis, arguments, recommendation.

c. Language features: using simple present tense, modals, action verbs, thinking verbs

8. **Procedure text**

Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

The characteristic:

a. Purpose: to help readers how to do or make somthing completely.

b. Generic structure: goal/aim, materials/equipments, steps/methods.

c. Language features: using simple present tense, imperatives sentence, adverb, technical terms.

9. **Discussion text**

Discussion is a text which present a problematic discours. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

The characteristic:

a. Purpose: to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons')

b. Generic structure: issue, arguments for and against, conclution.

c. Language features: using simple present tense, use of relating verb/to be, thinking verb, general and abstract noun, conjunction/transition, modality, adverb of manner.

## 10. Review text

Review is a text which presents critical analysis on events or works for readers or public audiences.

The characteristic:

a. Purpose: to critique or evaluate an art work or event for a public audience.

b. Generic structure: orientation, evaluation, interpretative recount, evaluative summative.

c. Language features: focus on specific participants, adjectives, long and complex clauses, methapor.

## 11. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination.

The characteristic:

a. Purpose: to share with others an account of an unusual or amusing incident.

b. Generic structure: abstract, orientation, crisis, reaction, coda.

c. Language features: using exclamations, rhetorical question or intensifiers, material process, temporal conjunctions.

## 12. Spoof text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

The characteristic:

a. Purpose: to tell an event with a humorous twist and entertain the readers.

b. Generic structure: orientation, events, twist.

c. Language features: using past tense, action verb, adverb, chronologically arranged.

## 13. News item

News item is a text which infroms readers about events of the day.

The characteristic:

a. Purpose: to infrom readers about events of the day which are considered newsworthy or important.

b. Generic structure: newsworthy events, background events, sources.

c. Language features: short, telegraphic information about story captured in headline, using action verbs, saying verbs, adverbs such as time, place and manner.

**3. Description of paragraph**

A paragraph is a group of sentences that develops one main idea. Paragraph may be as one sentence or contain several dozen sentences. Caroll (2001:32) states that paragraph are either intended or set off by extra space above and below. There are ways looking at paragraph. One way is to see the paragraph as a division of longer piece of writing. Another is to think of the paragraph as a group of logically relate to the sentences, compose of unity parts, based on a single idea. A third way is to view the paragraph as a kind of extended sentence the topic can be stated in sentences. This topic sentence may appear at either the beginning or at the end of the paragraph. Oshima and Houge (1991:3) stated that there are some element of paragraph, they are:

1. Topic paragraph

   Topic paragraph is the subject of paragraph it is what paragraph discuss about or tell about.

2. Controlling idea

   Controlling idea is the main ideas that the writer is developing in a paragraph. The controlling idea usually a definite opinion or attitude about the topic of the paragraph.

3. Topic Sentence

   A topic sentence is a sentence that indicate in general way idea or thesis a paragraph is going to deal with. Although not all paragraph have a clear cut topic sentences and despite the fact sentences can occur anywhere in the paragraph (as the first sentence, the last sentence or somewhere in the middle). An easy way to make sure the reader understands the topic of

the paragraph is to put the topic sentence near the beginning of the paragraph.

4. Supporting Sentences

Supporting sentences is the topic which introduced by the topic sentence should be discussed fully adequately. The supporting sentence develop the topic sentence.

5. Concluding Sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember

6. Unity

The unity means only one main idea in a paragraph. The entire paragraph should concren itself with a single focus. If it begins with a one focus of major points of discussion, it should not end with another or wander different ideas.

7. Coherence

Coherence is the main terms used to refer to way in which sentences and group of sentences in a text sense in relationship each other. It means that each sentence in a paragraph is closely related to the next so the readers can take the ideas logically and smoothly.

　　1. Logically an arrangement is orders of ideas or sentence from the beginning until the end of the paragraph should be logical or regular.

2. Smooth flow refers to who well one idea or sentence leads into another by using suitable transition. Smooth flow and be achieved through the certain expression.

### 3.1. Description of expository paragraph

The expository paragaraph is the presentation of information, opinions, or ideas. It exposes something about a topic. There are two types of expository paragaraph: to explain factor or convey information and to persuade or argue an opinion. As body paragraph is can essay, the task of every expository paragraph is prove one aspect of the thesis or to provide background or explanatory information that makes it possible for another paragraph to prove one part of the thesis. The most common approach to developing an expository paragraph requires using specifec details and examples. Expository divided into two namely hortatory exposition and analytical exposition.

Analytical exposition is a factual text or factual genre. Factual texts are those which present information. Ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. As a factual text, the social function of analytical exposition is to persuade the reader or listener to accept a position on an issue. In line with the above opinion. Starts that the social function of analytical exposition text is to persuade the reather or listener that something is the case.

Analytical exposition text ia s that elaborates the writter's idea about the phenomenon surrounding. The purpose of analytical exposition to persuade the reader or listener that there is something that, certainly. Needs to get attentions

and to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments. Generic Structure:

1. Thesis: introduces the topic and shows speaker or writer's position, outlines of the arguments to be presented.

2. Arguments: it consists about point and elaboration point, states the main argument. Elaboration: develops and supports each point of argument

3. Conclusion: reiteration (restatement), restates speaker or writer's position Language Features:

   a. Focus on generic human and non human participants.

   b. Use mental processes, it is used to state what the writer or speaker thinks or feels about somthing, for example: realize, feel, etc.

   c. Need material processes, it is used to state what happens, for example: has polluted, etc

   d. Use of simple present tense.

   e. Use of relational processes.

   f. Use of internal conjunction to state argument.

   g. Reasoning through casual conjunction or nominalization.

## 3.2. Teaching expository paragraph by using self directed learning combined with small group discussion

Bolhuis, 1996, Garrison, 1997 as qouted in Antonio, 2001. "Self directed learning, which has its roots in adult education, is an approach that has been tried with learners in elementary and secondary school. There may be slight variations in how diferent educators define SDL, but a survey of the literature on the subject identifies several tenets that are central to the concept.

As the term suggests, SDL views learners as responsible owners and managers of their own learning process. SDL integrates self management (management of the contex, including the social setting, resources, and actions) with selft monitoring ( the process where by the learners monitor, evaluate and regulate their cognitive learning methods. And Sanchez (2009) defines a small group as having at least three members. Ornstein and Lesley (2009: 294) said that "small group occurs when the large group is broken up into subgroup according to ability, intrest, project, or other creterion. It is supported by Wu (2008) who states small group discussion could stimulate students to be involved in the active process of constructing knowledge. And Jones (2007: 14) adds that the students' confidences will grow little by little as students succesfully share ideas and experience when they do work together. Learning process in using self directed learning combined with small group discussion are as follow:

1. The teacher ask the students the topic of the study and give explanation about expository paragaraph.

2. The teacher stick the concept map according to the topic

3. The teacher explain the concept map

4. The teacher devide the students self to work

5. The teacher devide the students into small group discussion

6. The teacher instruct the students to fill part of the concept maps according to their own language.

7. The teacher ask the students to do their concept maps and present it.

8. The students present their paragraph in front of the class

9. The teacher give correction and reward to the students.

**4. Description of self directed learning combined with small group discussion**

Self directed learning combined with small group discussion is a pattern student follow for the reinforcement of learning. It involves reviewing what they knew and then adding a chunk. They the review what they know including the new chunk and then add another new chunk. The main thrust of the self directed learning combined with small group discussion is to enhance confidence among low level proficiency students and to motivate them to speak English. This is achieved through improved classroom methods and techniques which focus not on the content of the teaching but the approach of teaching. With this aim in mind, it will decided to adopt the approach of 'mentoring' or 'coaching' of a small group. Four station that focus on four components:

1. Confidence building, aims at enchancing student competence in speaking particularly in conversation by focusing on pronounciation, intonation, voice projection and articulation,

2. Language awareness component, aims to build up students' awareness of Englishlanguage by focusing on grammar items (tense aspects) and sentence structure, W/H questions and the positive and negative statements,

3. Text understanding, aims to build up students understanding of text, in particular dialogues and conversational texts by focusing on vocabulary building and understanding main points of reading text (in particular the reading of 'pinguin readers' short story books,

4. Virtual learning, aims at building students' competence to interact online by focusing.

## 4.1. The advantages of self directed learning combined with small group discussion

1. Used the self directed learning combined with small group discussion help the teacher in teaching learning process to be more active, creative and fun in stringing words with their own language.

2. Improve the students creativity and cooperative with the other students.

3. Improve their concerntration in learning,

4. It could be developed sociality students,

5. By self directed learning combined with small group discussion could be improved students achievement in learning method.

## 4.2. The disadvantages of self directed learning combined with small group discussion

Self Directed Learning Combined with Small Group Discussion as a learning method is not always appropriate, because:

1. In applying this method required relatively long time and;

2. Not all basic subjects can serve as a map concept.

## 5. Description of conventional method

According to Scarcella (1992: 111) Conventional method is the method emphasized on reading and writing. Learning is about language through grammar translation rather than learning to use the language of communication language

learning as mental discipline with memorizing of vocabulary list and grammatical paradigms give high priority.

In teaching writing, this method just apply students to write a topic based on teachers' control and the students' evaluated on the basis of their finished text only, the traditional approaches to writing instruction below:

a. The Teacher imparts knowledges of editing.

b. Students work alone

c. Writing is teacher controlled write. Writing is the act of transferring ideas to paper

d. Students do not write for real audiences

e. Feedback is given when the writing is finished

f. Students are evaluated on the basis of their finished only.

## 5.1. Teaching expository paragraph by using conventional method

Acording to Jhon C. Berereton (1982:50) there are some ways how to teaching writing expository paragraph by using the conventional method

1. Teacher introduce the topic of the study and give explanation about expository paragraph

2. The teacher give a topic for the students' paragraph and they may write as many ideas as they have their mind about given topic in limited time.

3. The teacher ask the students to reread their paragraph, correct the error, omit unimportant words and choose the sentence to be developed.

4. The students rewrite their paragraph in good form.

5. The teacher assist the students who get difficulties to solve a problem, come to a conclusion and close the lesson.

**B.  Conceptual Fremework**

In teaching learning process the teacher need method or strategy to make students easy to understand. To solve the students' problem in term of wiriting will use self directed learning combined with small group discussion. Self directed learning combined with small group discussion method can be use to study a wide range of subject areas, as long as the question or issues being investigated lends it self to broad inquiry. In order to motivate the class to participate and ensure students learning. Teacher must design the problem around curricular expectations and students' interest. In this study, the researcher use self directed learning combined with small group discussion as the learning method of teaching writing. It provided an opportunity for their students to work collaboratively and creatively in writing. Edit, and revise their writing in order to practice their grammar skill and share idea among the members of group.

**C.  Previously Related Students**

There are some previous studies that related with the title of this research:

1.  The first research has been done by Merriam. 1999. With the title " The Impact of Self Directed Learning on Learners Reading Comprehension Proficiency and Measurements. The teachers can do to encourage self direction among adult learners. This is done by intoducing self directions strategies of reading comprehension. To the learners to be able to monitor their own learning. To this end, they applied more of the metacognitive strategies that are believed to be at the heart of self directed activity (Grow, 2010). 92 upper intermediate and advanced female iranian EFL

learners. Studying English in IELTS and TEOFL center of irian Gorgan, iran randomly selected divided into two groups. Experimental and control that the same syllabus and assesment procedures followed. The instrument includes in IELTS reading test. Finally, the data gathered by the experiment of the study was analyzed through SPSS software independent samples t-test. The results reveal that there is a significant difference between mean score of TDL (Teacher-Directed Learning) and SDL, and after treatment students perform better that proves superiority of self-directed over teacher-directed readers.

2. The second research has been done by Muthoharoh, Siti. 2006. With the title "The Use of Small Group Discussion in Teaching Writing (Narrative Text) to Senior High School Students (A case of the Tenth Grade Students of SMA Walisongo pecangaan Jepara in the Academic Year of 2006/2007) Experimental Research. A final project. English Department, Faculty of Language and Arts, Semarang State University. Key Words: writing, senior high  school students, narrative text, experimental research. This final project is an experimental rsearch. In this study, limit the discussion by starting the following problems: "How well does small group discussion give contribution to teach narrative texts? Then, is there any significant difference in the achievement between the students who were taught narrative texts using small group discussion and students who were taught narrative texts without using small group discussion?". The aims of this experimental research are to find out how well small group discussion gives contribution to teach narrative texts and to determine

whether there is significant difference in the achievement between the students who were taught a narrative text by using small group discussion and without small group discusiion. There were three steps in conducting this experimental research: choosing the tenth grade of SMA Walisongo Pecangaan Jepara as the population, taking two groups of the students as the sample, one as the experimental group and the other as the control group, and after that, conducting real experiment. To obtain the data, the writer carried out three steps in implementing the step. They were pre-test, activities in experiment, and pos-test. Based on the data analysis, used the student's result that was completed by the mean score of experimental group and control group to know the difference between the two groups. The result showed the difference between the two groups that is 1,71 the t-test shows that this difference is not significant. The analysis was done based on product moment formula to know whether the instruments were reliable or not. Referring to my experience in conducting this experimental research, offer several suggestions. First, teacher should use small group discussion as their teaching technique. Second, teachers should be able to convince their students to improve their perfomance in the academic achievement. Then, also suggest that there should be futher studies on teaching English using small group discussion.

3. The thrid research has been done by Ninaya sari, with the title "Improving Students Ability in Writing Expository Paragraph Through Self-Regulated Strategy Development at ATAI Rakha Amuntai South

Kalimantan". The result of this concluded that writing is a complex process in expressing ideas, thought, feelings and judgements about what the students have read, seen or experienced. This strategy helps the students torganizing ideas into sentences and arranging the sentences into paragraph, thus the activities will produce a good writing.

## D. Hypothesis

This research is to answer the question about whether yes or not the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph. To get the answer of question, the researcher porpose alternative hypothesis ($H_a$) and null hypothesis ($H_0$) as bellow:

$H_a$: Alternative hypothesis is receivable, so there is any significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph.

$H_0$: Null hypothesis is rejective, so there is no significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph.

# CHAPTER III

# METHOD OF RESEARCH

## A. Location and Time

The research was conducted at eleventh grade of SMK T. Amir Hamzah Indrapura on february until march 2017. Jl. Syarifuddin, no 39, Indrapura. Kec. Air Putih, Kab. Batubara Sumatera Utara. The reason for choosing this school because based on the researcher experienced and teacher English information the fact found out that many students have low abilities in writing skill. Particularly in the composition of analytical exposition paragraph. It was due to the method of teaching applied. It is not yet able to encourage the students in studying writing.

## B. Population and Sample

A population is a set or collection of all elements processing one or more attributes of interest. The population consist of 70 students distributed in two classes, they are XI-1 and XI-2 Akuntansi, Class XI-1 consist of 35 students and class XI-2 consist of 35 students.

Sample is part or representative of research population. If the population is less than 100, its better for the researcher to take all of them. but, if the member of population is more than 100, the research takes 10%-15% or 20%-25% or more as sample. By using total sampling technique, all of the students would take as sample. It divided into two groups, class XI-1 Akuntansi as experimental group and XI-2 Akuntansi as control group. From the reason above, so 70 students as the sample.

**Table 3.1**
**Population and Sample**

| No | CLASS | POPULATION | SAMPLE |
|----|-------|------------|--------|
| 1. | X-1 | 35 | 35 |
| 2. | X-2 | 35 | 35 |
| | **TOTAL** | **70** | **70** |

## C. Research Design

The research used experimental research. In this research, experimental group was taught by using self directed learning combined with small group discussion. The design was applied in order to investigate the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph. Pre-test and post-test were given to control group without give treatment while pre-test, treatment and post-test was given to experimental group as in the table below:

**Table 3.2**
**Research Design**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| Experimental | ✓ | Self directed learning combined with small group discussion | ✓ |
| Control | ✓ | Conventional method | ✓ |

In this research, there are three procedure hold to collect the data. They representatively as follow:

## 1. Pre-test

Pre-test is the test which is given before treatment process begin the test is aim to find out the students' writing skill of both group, the procedure is administrating the test as follows:

a. The teacher asked students to write a paragraph based on the topic given.

b. The students are asked to answer the test based on direction

c. The teacher collected the students' answer sheet.

## 2. Treatment

The treatment was give to the experimental group. In experimental group, the students was taught by using selft directed learning combined with small group discussion, for control group the students was thought without self directed learning combined with small group discussion but used conventional method.

**Table 3.3**
**The Procedure of Research in**
**Experimental Group**

| No | Teacher activities | Students activities |
|---|---|---|
| 1. | The researcher gave treatment: | |
| | 1. Teacher showed the topic | 1. The students chosen the topic based on their intrest |
| | 2. The teacher explained the concept map according to the topic | 2. The students listen the teacher |
| | 3. Teacher instructed the students work self directed | 3. The students work self directed |
| | 4. Teacher instructed the students work into small group discussion | 4. The student work in small group |
| | 5. Teacher instructed the students to fill part of the concept map and present it. | 5. The student wrote their paragraph |
| | 6. Teacher asked the students for present their writing | 6. Students presented their writing |
| | 7. Teacher gave correction and reward to the students. When finished, the teacher and students make a conclusion together and ask the students who wants to make a conclusion. | |

## 3. Post-test

The post-test was administrated after the treatment. The post-test was be conducted to measure the competence of the students. Then fine out the differences in mean score of both experimental group and control group. It also used to find out the students' ability in writing a paragraph after the treatment.

## D. Instrument of Research

The instrument of this research is written test. The researcher used the curriculum or syllabus and teaching material to construct the test. The student were asked to write analytical exposition paragraph based on the topic given by teacher. The paragraph at least 7-10 sentences by writing an analytical exposition paragraph. The test was constructed in the form of essay. The comulative score were ranging 0-100. Based on the scoring writing, according to Brown (2007) stated that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' ability in writing expository paragraph by using self directed learning combined with small group discussion. The scoring system used this following formula:

$$S = \frac{R}{N} \; x \; 100\%$$

In which:

$S$ = Score of the test
$R$ = Number of the correct answer
$N$ = Number of the question

### a. Content

The data colection is an important part in conducting a study. It was administrated to experimental and control group for collecting the data.

| 23-25 | Excellent to very good: knowladge, substantive, development of thesis, relevant to assigned topic. |
|-------|---------------------------------------------------------------------------------------------------|
| 16-19 | Good or average: some knowledge of subject, adequate range. Limited development of thesis, mostly relevant to topic but facks detail. |
| 15-13 | Fair to poor: limited knowledge of subject, littel substance, imadequate development of topic. Teacher gives limit time to students. |
| 12-10 | Very poor: does not communicate, no organization or not enough to evaluate. |

### b. Organization

In refres to students' ability to write goal or purpose and information in a good logical order the topic and the supporting sentence are clearly stated. The effectiveness of the introduction, the logical sequence of ideas and chronological, suitability and conclusion. The scoring scale to be considered evaluating the organization of a paragraph can be seen on the following table.

| 18-20 | Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive. |
|-------|------------------------------------------------------------------------------------------------------------------------|
| 14-17 | Good to average: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing. |
| 10-13 | Good to average: somewhat choppy, loosely organized, but main ideas stand out, limited support, logical but incomplete sequencing. |
| 7-9   | Very poor: doesn't communicate, no organization or not enough to evaluated. |

### c. Vocabulary

Vocabulary refers to the students' ability to Selection of the right words to develop and demonstrate the idea. It also refers to use the synonims, antonyms,

prefixes, and affixes correctly. The scoring scales to be considered evaluating the vocabulary of a paragraph can be seen on the following table.

| 18-20 | Excellent to very good: sophisticated, effective word choice and usage, word form mastery, appropriate egister. |
|-------|-------------------------------------------------------------------------------------------------------------------|
| 14-17 | Good to average: adequate range, occasional error of words/idiom choice, usage, but meaning not obscured. |
| 10-13 | Fair to good: limited range, frequent errors of words idioms form, choice, usage meaning not obscured. |
| 7-9 | Very poor: essensial translation, little knowledge of English, vocabulary, idioms, word form, or not enough to evaluate. |

### d. Language use

Language use refers to the students' ability in writing an analytical text, topics, topic sentences, paragraph unity, signal translation discourse markers,cohesion, coherence, rhetorical conventions, refferal, smoothness economical, and variations. It also refers to the ability to use agreement in the sentences, how words are arranged into sentences and some other words such as nouns, adjective, verbs, and time signal. The scoring scale to be considered evaluating the language use of a paragraph can be seen on the following table:

| 22-25 | Excellent to very good: effective complex construction little mistake in appropriate word. Faction word, article pronoun, preposition. |
|-------|----------------------------------------------------------------------------------------------------------------------------------------|
| 18-21 | Good to average: effective but simple instruction, a little mistake in appropriate word. Faction word, article pronoun, preposition. |
| 11-17 | Fair to poor: major problem in simple/complex construction, a little mistake in appropriate word, article and preposition confused. |
| 5-10 | Very poor: doesn't communicate, no organization or not enough to evaluated. |

### e. Mechanism

Mechanism refers to the students' ability in using words appropriately spelling, punctuation, if any reference citations, neatness and typographical arrangement or appearance, and using function correctly. Paragraph and text can be read correctly. The scoring scales to be considered evaluating the mechanism of a paragraph are can be seen on the following:

| 5 | Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization. |
| 4 | Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured. |
| 2 | Fair to poor: frequent errors of spelling, punctuation, capitalization and meaning not obscured. |
| 1 | Very poor: no mastery of conversation, dominated by errors of punctuation, capitalization, paragraphing, and writing not enough to evaluate. |

### E. The Technique for Analyzing Data

In collecting the data, descriptive quantitative technique was applied to analyze the data. The quantitative data was found by computing the score of test of the students, the steps are:

1. Reading the students' answer

2. Analyzing the students answer based on component that have presented in analytic scoring rubric for writing namely: content, organization, vocabulary, language use and mechanics.

3. Analyzing Scoring of the students' answer

4. Tabulating or calculating the total score pre-test and post-test

5. Calculating the mean scores of experimental group.

6. Providing the hypothesis of the research:

a. Finding the correlation of product moment.

b. Determining T-test.

c. Testing Linear regression.

d. Finding the significant effect.

# CHAPTER IV

# DATA AND DATA ANALYSIS

## A. Data Collection

The data were collected by giving the students a test consisting of one item. In this research, samples were divided into two groups, namely the experimental and control groups. Each groups was given a pre-test and post-test, Below was the table of the sample score.

**Table 4.1**
**The Students' Score in Pre-test and Post test**

| Score | Experimental group | | Control group | |
|---|---|---|---|---|
| | Total | | Total | |
| | Pre-test | Post-test | Pre-test | Post-test |
| 40 | 12 | - | 19 | - |
| 45 | - | - | 4 | - |
| 50 | 8 | - | 8 | - |
| 55 | 3 | - | 4 | - |
| 60 | 4 | - | - | - |
| 65 | 8 | - | - | - |
| 70 | - | 12 | - | 28 |
| 75 | - | 4 | - | 7 |
| 80 | - | 7 | - | - |
| 85 | - | 8 | - | - |
| 90 | - | 4 | - | - |
| Total | 35 | 35 | 35 | 35 |

Writing test was given to the students to obtain the data. The data was collected by giving the students a test consisting of one item. The data showed that in experimental group, the total score of pre-test is 1890 and post-test is 2750. The mean score of pre-test is 54 and the post-test was 78,57. In control group , the total score of pre-test is 1633 and post-test is 2201. The mean score of

pre-test is 46.65 and post-test was 62.88. The result of the pre-test showed that the highest score in experimental was 67 and the lowest was 42, while the highest score in post-test was 90 and the lowest was 65. In control group 56 and the lowest was 41, while the highest score in post-test was 73 and the lowest was 54 (for detail, see Appendix 7,8 and 10,11). Based on the data above, it proves that there are different score between pre-test and post-test.

**Table 4.2**
**The Students' Achievement Score in Pre-test and Post-test**

| Statistical Calculation | Experimental group | | Control group | |
|---|---|---|---|---|
| | Pre-test | Post-test | Pre-test | Post-test |
| Highest | 67 | 90 | 56 | 73 |
| Lowest | 42 | 65 | 41 | 54 |
| Sum | 1890 | 2750 | 1633 | 2201 |
| Mean | 54 | 78,57 | 46.65 | 62.88 |
| N | 35 | 35 | 35 | 35 |
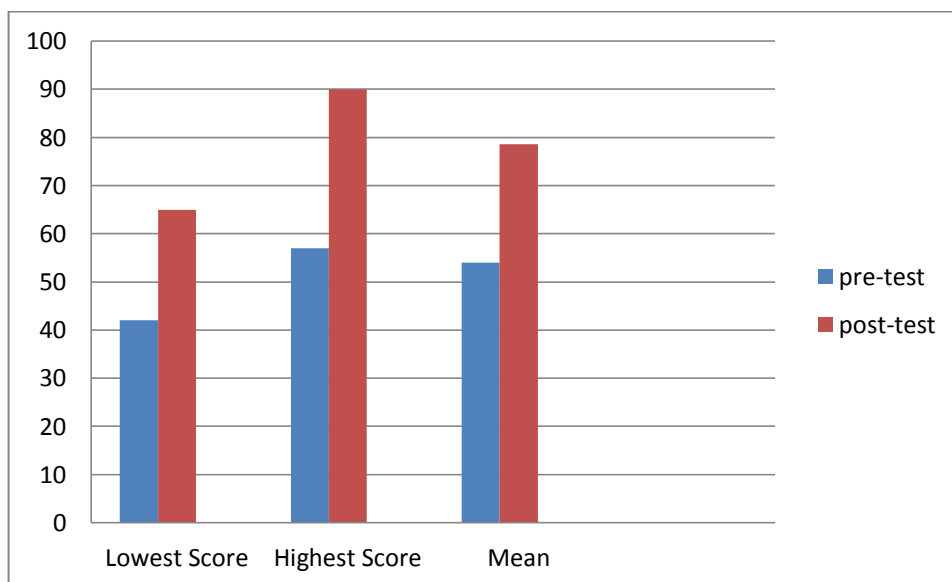


**Figure 4.2 The Students' Score in Pre-test and Post-test Experimental Group**
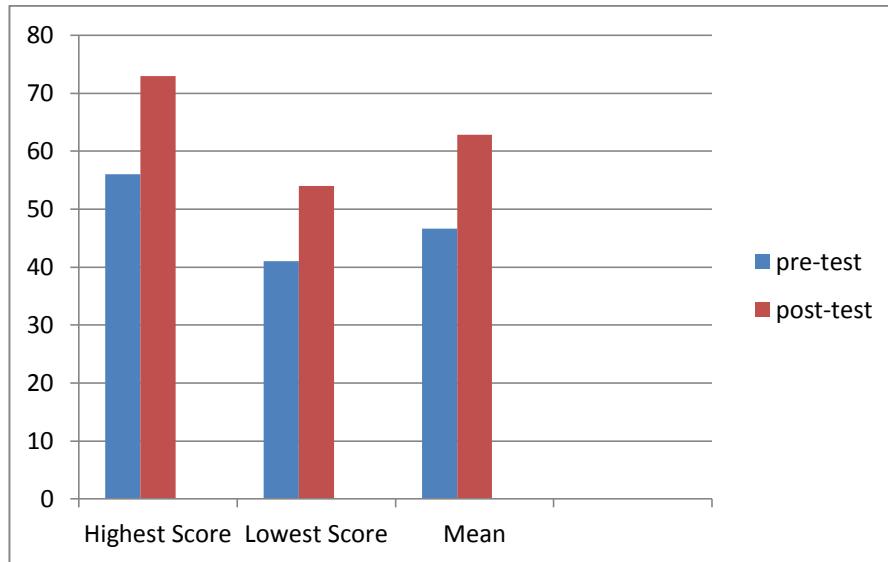
**Figure 4.2 The Students' Score in Pre-test and Post-test Control Group**

Based on the data above, it proves that there are different scores between pre-test and post-test. After administering the treatment, the students' score in post-test is higher than pre-test scores.

## B. Data Analysis

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows:

**Table 4.3**
**Providing the Hypothesis**

| Correlation Product Moment | T-test | Linear Regression | Significant Effect |
|---|---|---|---|
| $r_{xy} = 0.98$ | $t = 29.35$ | $a = 47.03$ <br> $b = 0.58$ <br> $Y' = 47.03 + 0.58\,X$ | $D = 96\%$ |

After calculating the correlation of product moment showed that $r_{xy} = 0,98$ (see Appendix 9 for more detailed). Based on the calculating of t-observed, it was found that t-observed was 29,36 and based on the level of significant 0.05 with the degree of freedom 33 ($n$-2) = 35-2 = 33, t-table was 1.684. It shows that there was significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph . Which:

$H_a$ : $t_{observed}$ > $t_{table}$ = 29,36 > 1.684

It means that there was significant effect of using self directed learning combined with small group discussion on students' achievement in writing expository paragraph. Next, testing linear regression showed that $a = 47,03$ and $b = 0,58$. So, $Y' = 47,03 + 0,58\ X$. The last, finding the significant effect showed that 96%. It means that the effect of using self directed learning combined with small group discussion on students' achievement in writing expository paragraph was 96.00% and 4.00% was influenced by other factors.

## C. Testing Hypothesis

The hypothesis testing should be done in order to know whether the hypothesis is accepted or rejected. ($H_a$) is accepted if the $t_{observed}$ > $t_{table}$. In this research, the calculation of the scores by using t-test showed the degree of freedom (df) 33 at the level of significance 0.05. Based on the calculating of $t_{observed}$, it was found that $t_{observed}$ 29,36 and $t_{table}$ 1.684. Based on this, it is conducted that alternative of hypothesis ($H_a$) is accepted. It means that there is

significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph .

## D. Finding

When the self directed learning combined with small group discussion method was used in the experimental group, most of students' feel fun, enjoyable and enthusiasm to work together and learn, because they can share their idea to their teammates by using self directed learning combined with small group discussion on the students'a chievement in writing expository paragraph.

After accounting the data previously by using $t_{observed}$ formula, it shows that the critical value was 29,36, after seeking the table of df shows that df was 33 (*n*-2) = 35 – 2 = 33 showed that $t_{table}$ was 1.684. Based on the data $t_{observed} > t_{table.}$ It means, null hypothesis was rejected and alternative hypothesis was accepted. It means that, there was a significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph. Total of significant effect was 96.00% and 4.00% was influenced by other factors and the test of hypothesis was found that $t_{observed} > t_{table}$ (29,36 > 1.684).

## E. Discussion

There were the difference between pre-test and post-test score on the students' achievement in writing expository paragraph by using self directed learning combined with small group discussion. Self directed learning combined with small group discussion is one of the method which is introduced in

cooperative learning. Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of other. Jones (2007:14) students' confidence will grow little by little as students succesfully share ideas and experience when they do work together

Based on the explanation above, it is supported by the result of some researches who using self directed learning combined with small group discussion to teach writing expository paragraph especially for the second year of SMK T. Amir Hamzah Indrapura, showed that the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph gives more effectiveness to use in teaching and learning process. In this research was shown that the students score in pre-test is higher than post-test. It was proved that there are significant effect was 96% and 4% was influeced by other factors.

Furthermore, in this research, the researcher found that using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph could help students to more active and creative in teaching and learning process in the classroom especially to teach writing expository paragraph in second year of Senior High School.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Based the result of data analyzing, the conclusion can be drawn as folow; Using self directed learning combined with small group discussion method in teaching writing expository paragraph gives a positive effect on students' ability in writing, which was proven from the result of calculation the t-test in which t-observe was higher than t-table or 29,36 > 1.684, at α = 0.05 df = 33. It means ($H_a$) is accepted and ($H_o$) was rejected, applying self directed learning combined with small group discussion has significant effect on the students' achievement in writing expository paragraph. The influence of this method to the students achievement is 96% and 4% was by other factor.

## B. Suggestion

In relation to the conclusion above, suggestion were put forward as follows:

1. To the teacher; should consider that applying self directed learning combined with small group discussion on the students' achievement in writing expository paragraph can be enjoyable and fun because it can make them enthusiasm to work together. The teacher should be development methods and share this methods with another teacher.

2. To the students; more enjoyable in studying, dont afraid for writing, should be improvement of vocabulary, and always be self confident with your ability.

3. To the reader; knowing one of good methods in writing, can used this skripsi for references and the writer hope the reader get a information/knowladge and the advantages.

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# LESSON PLAN

# EXPERIMENTAL GROUP

**School's Name**      **: SMK. T. Amir Hamzah Indrapura**

**Subject**            **: English**

**Class/Semester**     **: XI/II**

**Skill**              **: Writing**

**Time**               **: 2 x 40 Minutes**

## I.   Standard Competence:

To comprehend meaning in conversation of transactional and interpersonal in formal and continue in everyday in life contex.

## II.  Basic Competence:

To comprehend social function, structural of text and linguistic element from text presentation of spirit, as according to context its use.

## III. Indicator:
1. Write a paragraph in a few sentence with sequence and easy to comperhending.
2. Submit verbally contents of paragraph which have been written with sequence and clear.

## A.  Objectives:
1. Students are able to write a paragraph in a few sentence with sequence and easy to comperhending.
2. Students are able submit verbally contens of paragraph which have been written with sequence and clear.

## B.  Material
Structur text of *analytical exposition*, example

<div style="border: 1px solid black; padding: 10px;">

**The importance of English Language**

I personally think that English is the world's most important language. Why do I say that?

Fristly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also the key which open doors to seicentific and technical knowladge, which is needed for the economic and politics development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Apllicationts who masters either active or passive English are more favorable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.

(Adapted from Student Book for SMA, Balai pustaka)

</div>

C. **Learning Method / Strategy**: Self directed learning combined with small group discussion

D. **Learning Activities:**

| NO | Learning Activities | Time Allocation |
|----|---------------------|-----------------|
| 1. | **First meeting**<br>Opening<br>Greeting, check the students' absence | 5 Minutes |
| 2. | Main Activity<br>a. Giving the pre-test<br>b. Collecting the students' work to evaluated them | 35 Minutes |
| 1. | **Second Meeting**<br>Opening<br>Greeting, check the students' absence | 5 Minutes |
| 2. | Main Activity<br>1. The teacher Explaining about the material<br>2. The teacher introduces how to write analytical exposition by using self directed learning combined with small group discussion<br>3. The teacher Explain the task for each students to write their paragraph<br>4. The student wrote their paragraph and student presented writing | 35 Mintes |

| 3. | 5. The teacher gave correction and reward to student<br><br>Closing<br>Concluding the learning material, ask to students to practice their English at home | |
|---|---|---|
| **1.**<br><br><br>**2.** | **The Third Meeting**<br>Opening<br>Greeting, check the students' abcence<br><br>Main Activity<br>   a. Giving the post-test to the students in order to know the students' evaluation | 5 Minutes<br><br><br>35 Minutes |

## E. Learning Source

Source               **-**Buku Look Ahead 2

                      -Dictionary

Media             - laptop

                      -infocus

## F. Evaluation

a. The Evaluation       : Eassy Test
b. Evaluating Guide    : Test item is in the appendis
c. Assessment           :

           Maximum score of each element = 25
           Maximum score = 100
           Score = Scoring of the test x 100
                     Maximum score

## E. Rubric Score

| Element | Score |
|---|---|
| Content | 30 |
| Language Use | 25 |
| Organization | 20 |
| Vocabulary | 20 |
| Mechanism | 5 |

Standard of Each element:

| Excellent | 21 – 25 |
|-----------|---------|
| Very Good | 16 – 20 |
| Good | 11 -15 |
| Average | 6 – 10 |
| Poor | < 5 |

Batu bara,       February 2017

Known by :
English Teacher                                 Researcher

Rahma daniati susilo S.Pd                        Ulfa zahara

HeadMaster of SMK T. Amir Hamzah Indrapura

Rizaldi. SE

## LESSON PLAN

## CONTROL GROUP

**School's Name**      : **SMK. T. Amir Hamzah Indrapura**

**Subject**      : **English**

**Class/Semester**      : **XI/II**

**Skill**      : **Writing**

**Time**      : **2 x 40 Minutes**

### I.   Standard Competence:

To comprehend meaning in conversation of transactional and interpersonal in formal and continue in everyday in life contex.

### II.  Basic Competence:

To comprehend social function, structural of text and linguistic element from text presentation of spirit, as according to context its use.

### II.  Indicator:
   3. Write a paragraph in a few sentence with sequence and easy to comperhending.
   4. Submit verbally contents of paragraph which have been written with sequence and clear.

### A.  Objectives:
   3.  Students are able to write a paragraph in a few sentence with sequence and easy to comperhending.
   4.  Students are able submit verbally contens of paragraph which have been written with sequence and clear.

### B.  Material
   Structur text of *analytical exposition*, example

| | **The importance of English Language** |
|---|---|

I personally think that English is the world's most important language. Why do I say that?

Fristly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also the key which open doors to seicentific and technical knowladge, which is needed for the economic and politics development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Apllicationts who masters either active or passive English are more favorable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.

(Adapted from Student Book for SMA, Balai pustaka)

C. **Learning Method / Strategy**: Conventional method

D. **Learning Activities:**

| NO | Learning Activities | Time Allocation |
|---|---|---|
| **1.** | **First meeting**<br>Opening<br>Greeting, check the students' absence | 5 Minutes |
| **2.** | Main Activity<br>c.  Giving the pre-test<br>d.  Collecting the students' work to evaluated them | 35 Minutes |
| **1.** | **Second Meeting**<br>Opening<br>Greeting, check the students' absence | 5 Minutes |
| **2.**<br><br><br><br><br><br><br><br><br><br><br>**3.** | Main Activity<br>1.  The teacher Explaining about the material<br>2.  The teacher introduces how to write analytical exposition by using conventional method<br>3.  The teacher Explain the task for each students to write their paragraph<br>4.  The student wrote their paragraph and student presented writing<br>5.  The teacher gave correction and reward to student | 35 Mintes |

| | | |
|---|---|---|
| | Closing<br>Concluding the learning material, ask to students to practice their English at home | |
| **1.** | **The Third Meeting**<br>Opening<br>Greeting, check the students' abcence | 5 Minutes |
| **2.** | Main Activity<br>    b. Giving the post-test to the students in order to know the students' evaluation | 35 Minutes |

## E. Learning Source

Sources         **-**Buku Look Ahead 2
                   -Dictionary

Media            -infocus

                  -laptop

## F. Evaluation

    a. The Evaluation        : Eassy Test
    b. Evaluating Guide     : Test item is in the appendis
    c. Assessment           :
                     Maximum score of each element = 25
                     Maximum score = 100
                     Score = <u>Scoring of the test x 100</u>
                               Maximum score

## III. Rubric Score

| Element | Score |
|---|---|
| Content | 30 |
| Language Use | 25 |
| Organization | 20 |
| Vocabulary | 20 |
| Mechanism | 5 |

Standard of Each element:

| Excellent | 21 – 25 |
| Very Good | 16 – 20 |
| Good | 11 -15 |
| Average | 6 – 10 |
| Poor | < 5 |

Batu bara,      February 2017

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Rialdi. SE

**APPENDIX 2**

**TEST ITEM**

**Writing Test for Pre-test and Post-test of experimental and control group.**

Direction

1. Write your name and your class on the left top of your worksheet!
2. Write a paragraph by the topic "Cars should be banned from cities"
3. Pay attention to content, organization, vocabulary, language use and mechanism.

**APPENDIX 3**

# ANSWER KEY

## Cars should be banned from cities

Cars should be banned from the city. As we all know, cars created pollution and cause a lot of road deaths and other accidents.

Firstly, cars, as well as we know, contribute to the most of pollutionin the world. Cars emit a deadly gas that causes ilness such as bronchitis, lung cancers and "triggers" of asthma. Some of these ilness are so bad that people can die for them.

Secondly, a city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them do die. Today cars are the biggest killers on roads.

Thirdly, cars are very noisy. If you live in the city. You may find it hard to sleep at night, or concentration on you homework, and especially talk to someone.

In conclution cas should be banned from the city for the reason listed.

**APPENDIX 6**

**The Technique for Analyzing Data**

In analyzing the data, descriptive quantitative technique was applied to analyze the data. The quantitative data was found by comuting the score of the students' scores, the steps were :

1. Reading the students' answer

2. Analyzing the students answer based on component that have presented in analytic scoring rubric for writing namely: content, organization, vocabulary, language use and mechanics.

3. Analyzing Scoring of the students' answer

4. Tabulating or calculating the total score pre-test and post-test in experimental and control group.

5. Determaining students' answer by using formula meansuring the standard devision of variable X and Y

6. Finding the mean of the score of pre-test and post test in experimental group and control group by using formula :

   a. Mean variable X (variable 1)

   $$M_{x} = \frac{\Sigma X}{N}$$

   (Sudijono, 2012 : 81)

   b. Mean variable Y (variable 2)

   $$M_{Y} = \frac{\Sigma y}{N}$$

7. Finding the standard devition by using formula :

   a. Standard Devition (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

(Sudijono, 2012 : 157)

b. Standard Devition (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard error of mean variable 1

$$SE\ M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

(Sudijono, 2012 : 315)

d. Standard error of mean variable 2

$$SE\ M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean variable 1 and mean variable 2

$$SE\ M_1 - M_2 = \sqrt{SE\ M_1^2 + SE\ M_2}$$   (Sudijono, 2012 : 316)

8. Testing hypothesis by applying T-test

$$t_\circ = \frac{M_1 - M_2}{SE\ M_1 - M_2}$$

(Sudijono, 2012 : 314)

Notes :

$M_x$           = Mean for variable 1 or X

$M_y$           = Mean for variable 2 or Y

$\sum X$        = Total of students' score

$\sum y$        = Total of students' score

$N_1$           = Number of Cases for variable 1

$N_2$           = Number of cases for variable 2

$SD_x$          = Standard deviation for variable x

$SD_y$ = Standard deviation for variable y

$\sum x^2$ = The square of total students' score

$\sum y^2$ = The square of Total students' score

$SE\ M_1 - M_2$ = Standard error between $M_1$ and $M_2$

$t_o$ = t observed

D = percentage

r = coefficient

**APPENDIX 7**

**Table 4.1**

**The Students' Score in Pre-test and Post test of Experimental Group**

| No. | Students' Initial | Pre-test | Post-test |
|-----|-------------------|----------|-----------|
| 1. | AS | 42 | 76 |
| 2. | AR | 42 | 76 |
| 3. | ADC | 42 | 76 |
| 4. | A | 42 | 76 |
| 5. | D | 53 | 73 |
| 6. | DN | 53 | 73 |
| 7. | EP | 53 | 73 |
| 8. | EPS | 53 | 73 |
| 9. | F | 66 | 87 |
| 10. | GMK | 66 | 87 |
| 11. | H | 66 | 87 |
| 12. | HPD | 66 | 87 |
| 13. | IC | 50 | 66 |
| 14. | IL | 50 | 66 |
| 15. | KL | 50 | 66 |
| 16. | LS | 50 | 66 |
| 17. | LF | 67 | 90 |
| 18. | MS | 67 | 90 |
| 19. | MF | 67 | 90 |
| 20. | MP | 67 | 90 |
| 21. | MF | 44 | 65 |
| 22. | MS | 44 | 65 |
| 23. | NA | 44 | 65 |
| 24. | PG | 44 | 65 |
| 25. | P | 63 | 83 |
| 26. | RW | 63 | 83 |

| | | | |
|---|---|---|---|
| 27. | RE | 63 | 83 |
| 28. | R | 63 | 83 |
| 29. | SJ | 58 | 82 |
| 30. | SN | 58 | 82 |
| 31. | S | 58 | 82 |
| 32. | SA | 44 | 86 |
| 33. | SN | 44 | 86 |
| 34. | UL | 44 | 86 |
| 35. | WW | 44 | 86 |

Based on the data table 4.1 showed that the highest score in pre-test was 67 and lowest was 42. While the highest score in post-test was 90 and the lowest was 65.

**APPENDIX 8**

**Table 4.2**

**The Scores Differences of Pre-test and Post-test of Experimental Group**

| No. | Name | Pre-test | Post-test | (TI-T2)X |
|-----|------|----------|-----------|----------|
| 1. | AS | 42 | 76 | 34 |
| 2. | AR | 42 | 76 | 34 |
| 3. | ADC | 42 | 76 | 34 |
| 4. | A | 42 | 76 | 34 |
| 5. | D | 53 | 73 | 20 |
| 6. | DN | 53 | 73 | 20 |
| 7. | EP | 53 | 73 | 20 |
| 8. | EPS | 53 | 73 | 20 |
| 9. | F | 66 | 87 | 21 |
| 10. | GMK | 66 | 87 | 21 |
| 11. | H | 66 | 87 | 21 |
| 12. | HPD | 66 | 87 | 21 |
| 13. | IC | 50 | 66 | 16 |
| 14. | IL | 50 | 66 | 16 |
| 15. | KL | 50 | 66 | 16 |
| 16. | LS | 50 | 66 | 16 |
| 17. | LF | 67 | 90 | 23 |
| 18. | MS | 67 | 90 | 23 |
| 19. | MF | 67 | 90 | 23 |
| 20. | MP | 67 | 90 | 23 |
| 21. | MF | 44 | 65 | 21 |
| 22. | MS | 44 | 65 | 21 |
| 23. | NA | 44 | 65 | 21 |
| 24. | PG | 44 | 65 | 21 |
| 25. | P | 63 | 83 | 20 |

| | | | | |
|---|---|---|---|---|
| 26. | RW | 63 | 83 | 20 |
| 27. | RE | 63 | 83 | 20 |
| 28. | R | 63 | 83 | 20 |
| 29. | SJ | 58 | 82 | 24 |
| 30. | SN | 58 | 82 | 24 |
| 31. | S | 58 | 82 | 24 |
| 32. | SA | 44 | 86 | 42 |
| 33. | SN | 44 | 86 | 42 |
| 34. | UL | 44 | 86 | 42 |
| 35. | WW | 44 | 86 | 42 |
| | **TOTAL** | **1890** | **2750** | $\sum x = 860$ |
| | **MEAN** | $\sum t_1 = 54$ | $\sum t_2 = 78.57$ | |

Based on the table 4.2 previously, the mean score of experimental group was calculated as follows:

$$M_X = \frac{\sum x}{N}$$

$$= \frac{860}{35}$$

$$= 24.57$$

So, the mean score for experimental group was 24,57.

Which:

$T_1$ : The score of pre-test

$T_2$ : The score of post-test

$\sum x$ : Total students' score

$M_X$ : The mean of X variable

$N$ : Number of sample

So, after being calculated and and analyzed the data, the final score of mean the experimental group was 860.

**APPENDIX 9**

**Table 4.3**

**The Correlation of Product Moment in Experimental Group**

| No. | Name | X | Y | $x^2$ | $y^2$ | Xy |
|-----|------|----|----|-------|-------|------|
| 1. | AS | 42 | 76 | 1764 | 5776 | 3192 |
| 2. | AR | 42 | 76 | 1764 | 5776 | 3192 |
| 3. | ADC | 42 | 76 | 1764 | 5776 | 3194 |
| 4. | A | 42 | 76 | 1764 | 5776 | 3194 |
| 5. | D | 53 | 73 | 2809 | 5329 | 3869 |
| 6. | DN | 53 | 73 | 2809 | 5329 | 3869 |
| 7. | EP | 53 | 73 | 2809 | 5329 | 3869 |
| 8. | EPS | 53 | 73 | 2809 | 5329 | 3869 |
| 9. | F | 66 | 87 | 4356 | 7569 | 5742 |
| 10. | GMK | 66 | 87 | 4356 | 7569 | 5742 |
| 11. | H | 66 | 87 | 4356 | 7569 | 5742 |
| 12. | HPD | 66 | 87 | 4356 | 7569 | 5742 |
| 13. | IC | 50 | 66 | 2500 | 4356 | 3300 |
| 14. | IL | 50 | 66 | 2500 | 4356 | 3300 |
| 15. | KL | 50 | 66 | 2500 | 4356 | 3300 |
| 16. | LS | 50 | 66 | 2500 | 4356 | 3300 |
| 17. | LF | 67 | 90 | 4489 | 8100 | 6030 |
| 18. | MS | 67 | 90 | 4489 | 8100 | 6030 |
| 19. | MF | 67 | 90 | 4489 | 8100 | 6030 |
| 20. | MP | 67 | 90 | 4489 | 8100 | 6030 |
| 21. | MF | 44 | 65 | 1936 | 4225 | 2860 |
| 22. | NS | 44 | 65 | 1936 | 4225 | 2860 |
| 23. | NA | 44 | 65 | 1936 | 4225 | 2860 |
| 24. | PG | 44 | 65 | 1936 | 4225 | 2860 |
| 25. | P | 63 | 83 | 3969 | 6889 | 5229 |
| 26. | RW | 63 | 83 | 3969 | 6889 | 5229 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 27. | RE | 63 | 83 | 3969 | 6889 | 5229 |
| 28. | R | 63 | 83 | 3969 | 6889 | 5229 |
| 29. | SJ | 58 | 82 | 3364 | 6724 | 4756 |
| 30. | SN | 58 | 82 | 3364 | 6724 | 4756 |
| 31. | S | 58 | 82 | 3364 | 6724 | 4756 |
| 32. | SA | 44 | 86 | 1936 | 7396 | 3784 |
| 33. | SN | 44 | 86 | 1936 | 7396 | 3784 |
| 34. | UL | 44 | 86 | 1936 | 7396 | 3784 |
| 35. | WW | 44 | 86 | 1936 | 7396 | 3784 |
| | **TOTAL** | **1890** | **2750** | **105128** | **218732** | **150292** |

Notes:

$\sum x$ = 1890

$\sum y$ = 2750

$\sum x^2$ = 105128

$\sum y^2$ = 218732

$\sum xy$ = 150292

$n$ = 35

Based on the table 4.3 previously, the correlation of product moment was calculated as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{150292}{\sqrt{(105128)(218732)}}$$

$$r_{xy} = \frac{150292}{\sqrt{22994857696}}$$

$$r_{xy} = \frac{150292}{151640.55425907}$$

$r_{xy} = 0,98$

Next, the T-test was calculated as follows:

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

$$t = \frac{0,98\sqrt{35-2}}{\sqrt{1-0,98^2}}$$

$$t = \frac{0,98\sqrt{33}}{\sqrt{1-0,98^2}}$$

$$t = \frac{0,98\sqrt{33}}{\sqrt{0,0396}}$$

$$t = \frac{5,58}{0,19}$$

$$t = 29,36$$

Based on the calculating of t-observed, it was found that t-observed was 29,36 and based on the level of significant 0.05 with the degree of freedom 33 (*n*-2) = 35-2 = 33, t-table was 1.684. It shows that there was significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph.

Which:

$H_a$ : $t_{observed} > t_{table} = 29,36 > 1.684$

It means that there was significant effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph.

Next, testing linear regression was calculated as follows:

$Y' = a + b X$ where a and b is getting by:

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

$$= \frac{(2750)(105128) - (1890)(150292)}{35\,(105128) - (1890)^2}$$

$$= \frac{289102000 - 284051880}{3679480 - 3572100}$$

$$= \frac{5050120}{107380}$$

$$= 47,03$$

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

$$= \frac{35\,(150292) - (1890)(2750)}{35\,(105128)\,(1890)^2}$$

$$= \frac{5260220 - 5197500}{3679480 - 3572100}$$

$$= \frac{62720}{107380}$$

$$= 0.58$$

So, the linear regression formulated as follows:

$$Y' = 47,03 + 0.58\,X$$

Next finding significant effect with formulas:

$$D = (r_{xy})^2$$

$$= (0.98)^2 \text{ x } 100\%$$

$$= 0.9604 \text{ x } 100\%$$

$$= 96\%$$

It means that the effect of using self directed learning combined with small group discussion on the students' achievement in writing expository paragraph was 96.00% and 4.00% from the other factors.

**APPENDIX 10**

**Table 4.4**

**The Students' Score in Pre-test and Post test of Control Group**

| No. | Students' Initial | Pre-test | Post-test |
|-----|-------------------|----------|-----------|
| 1. | AS | 43 | 57 |
| 2. | AA | 43 | 57 |
| 3. | ATA | 43 | 57 |
| 4. | DA | 43 | 57 |
| 5. | DO | 41 | 69 |
| 6. | EYS | 41 | 69 |
| 7. | F | 41 | 69 |
| 8. | F | 41 | 69 |
| 9. | HD | 56 | 64 |
| 10. | IG | 56 | 64 |
| 11. | IA | 56 | 64 |
| 12. | J | 56 | 64 |
| 13. | LS | 53 | 73 |
| 14. | MD | 53 | 73 |
| 15. | MM | 53 | 73 |
| 16. | MS | 53 | 73 |
| 17. | N | 47 | 59 |
| 18. | N | 47 | 59 |
| 19. | NA | 47 | 59 |
| 20. | NH | 47 | 59 |
| 21. | PAS | 53 | 54 |
| 22. | RS | 53 | 54 |
| 23. | RT | 53 | 54 |
| 24. | RRS | 53 | 54 |
| 25. | S | 41 | 61 |
| 26. | SS | 41 | 61 |

| | | | |
|---|---|---|---|
| 27. | SBS | 41 | 61 |
| 28. | SFF | 41 | 61 |
| 29. | SR | 43 | 71 |
| 30. | TD | 43 | 71 |
| 31. | TS | 43 | 71 |
| 32. | TP | 42 | 60 |
| 33. | UK | 42 | 60 |
| 34. | YD | 42 | 60 |
| 35. | YY | 42 | 60 |

Based on the data table 4.4 showed that the highest score in pre-test was 56 and lowest was 41. While the highest score in post-test was 73 and the lowest was 54.

**APPENDIX 11**

**Table 4.5**

**The Scores Differences of Pre-test and Post-test of Control Group**

| No. | Name | Pre-test | Post-test | (TI-T2)X |
|-----|------|----------|-----------|----------|
| 1. | AS | 43 | 57 | 14 |
| 2. | AA | 43 | 57 | 14 |
| 3. | ATA | 43 | 57 | 14 |
| 4. | DA | 43 | 57 | 14 |
| 5. | DO | 41 | 69 | 28 |
| 6. | EYS | 41 | 69 | 28 |
| 7. | F | 41 | 69 | 28 |
| 8. | F | 41 | 69 | 28 |
| 9. | HD | 56 | 64 | 8 |
| 10. | IG | 56 | 64 | 8 |
| 11. | IA | 56 | 64 | 8 |
| 12. | J | 56 | 64 | 8 |
| 13. | LS | 53 | 73 | 20 |
| 14. | MD | 53 | 73 | 20 |
| 15. | MM | 53 | 73 | 20 |
| 16. | MS | 53 | 73 | 20 |
| 17. | N | 47 | 59 | 12 |
| 18. | N | 47 | 59 | 12 |
| 19. | NA | 47 | 59 | 12 |
| 20. | NH | 47 | 59 | 12 |
| 21. | PAS | 53 | 54 | 1 |
| 22. | RS | 53 | 54 | 1 |
| 23. | RT | 53 | 54 | 1 |
| 24. | RRS | 53 | 54 | 1 |
| 25. | S | 41 | 61 | 20 |

| | | | | |
|---|---|---|---|---|
| 26. | SS | 41 | 61 | 20 |
| 27. | SBS | 41 | 61 | 20 |
| 28. | SFF | 41 | 61 | 20 |
| 29. | SR | 43 | 71 | 28 |
| 30. | TD | 43 | 71 | 28 |
| 31. | TS | 43 | 71 | 28 |
| 32. | TP | 42 | 60 | 18 |
| 33. | UK | 42 | 60 | 18 |
| 34. | YD | 42 | 60 | 18 |
| 35. | YY | 42 | 60 | 18 |
| | **TOTAL** | **1633** | **2201** | $\sum x = 568$ |
| | **MEAN** | $\sum t_1 = 46.65$ | $\sum t_2 = 62.88$ | |

Based on the table 4.5 previously, the mean score of control group was calculated as follows:

$$M_X = \frac{\sum x}{N}$$

$$= \frac{568}{35}$$

$$= 16.22$$

So, the mean score for control group was 16.22.

Which:

$T_1$ : The score of pre-test

$T_2$ : The score of post-test

$\sum x$ : Total students' score

$M_X$ : The mean of X variable

$N$ : Number of sample

So, after being calculated and and analyzed the data, the final score of mean the control group was 568.

**APPENDIX 12**

**Table 4.3**

**The Correlation of Product Moment in Control Group**

| No. | Name | X | Y | $x^2$ | $y^2$ | Xy |
|-----|------|-----|-----|-------|-------|------|
| 1. | AS | 43 | 57 | 1849 | 3249 | 2451 |
| 2. | AA | 43 | 57 | 1849 | 3249 | 2451 |
| 3. | ATA | 43 | 57 | 1849 | 3249 | 2451 |
| 4. | DA | 43 | 57 | 1849 | 3249 | 2451 |
| 5. | DO | 41 | 69 | 1681 | 4761 | 2829 |
| 6. | EYS | 41 | 69 | 1681 | 4761 | 2829 |
| 7. | F | 41 | 69 | 1681 | 4761 | 2829 |
| 8. | F | 41 | 69 | 1681 | 4761 | 2829 |
| 9. | HD | 56 | 64 | 3136 | 4069 | 3584 |
| 10. | IG | 56 | 64 | 3136 | 4069 | 3584 |
| 11. | IA | 56 | 64 | 3136 | 4069 | 3854 |
| 12. | J | 56 | 64 | 3136 | 4069 | 3854 |
| 13. | LS | 53 | 73 | 2809 | 5329 | 3869 |
| 14. | MD | 53 | 73 | 2809 | 5329 | 3869 |
| 15. | MM | 53 | 73 | 2809 | 5329 | 3869 |
| 16. | MS | 53 | 73 | 2809 | 5329 | 3869 |
| 17. | N | 47 | 59 | 2209 | 3481 | 2773 |
| 18. | N | 47 | 59 | 2209 | 3481 | 2773 |
| 19. | NA | 47 | 59 | 2209 | 3481 | 2773 |
| 20. | NH | 47 | 59 | 2209 | 3481 | 2773 |
| 21. | PAS | 53 | 54 | 2809 | 2916 | 2862 |
| 22. | RS | 53 | 54 | 2809 | 2916 | 2862 |
| 23. | RT | 53 | 54 | 2809 | 2916 | 2862 |
| 24. | RRS | 53 | 54 | 2809 | 2916 | 2862 |
| 25. | S | 41 | 61 | 1681 | 3721 | 2501 |
| 26. | SS | 41 | 61 | 1681 | 3721 | 2501 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 27. | SBS | 41 | 61 | 1681 | 3721 | 2501 |
| 28. | SFF | 41 | 61 | 1681 | 3721 | 2501 |
| 29. | SR | 43 | 71 | 1849 | 5041 | 3053 |
| 30. | TD | 43 | 71 | 1849 | 5041 | 3053 |
| 31. | TS | 43 | 71 | 1849 | 5041 | 3053 |
| 32. | TP | 42 | 60 | 1764 | 3600 | 2520 |
| 33. | UK | 42 | 60 | 1764 | 3600 | 2520 |
| 34. | YD | 42 | 60 | 1764 | 3600 | 2520 |
| 35. | YY | 42 | 60 | 1764 | 3600 | 2520 |
| | **TOTAL** | **1633** | **2201** | **77299** | **139627** | **102719** |

Notes:

$\sum x$ = 1633

$\sum y$ = 2201

$\sum x^2$ = 77299

$\sum y^2$ = 139627

$\sum xy$ = 102719

$n$ = 35

Based on the table 4.5 previously, the correlation of product moment was calculated as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{102719}{\sqrt{(77299)(139627)}}$$

$$r_{xy} = \frac{102719}{\sqrt{10793027473}}$$

$$r_{xy} = \frac{102719}{10388949645175}$$

$r_{xy} = 0,98$

Next, the T-test was calculated as follows:

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

$$t = \frac{0,98\sqrt{35-2}}{\sqrt{1-0,98^2}}$$

$$t = \frac{0,98\sqrt{33}}{\sqrt{1-0,98^2}}$$

$$t = \frac{0,98\sqrt{33}}{\sqrt{0,0396}}$$

$$t = \frac{5,58}{0,19}$$

$$t = 29,36$$

Based on the calculating of t-observed, it was found that t-observed was 29,36 and based on the level of significant 0.05 with the degree of freedom 33 (*n*-2) = 35-2 = 33, t-table was 1.684. It shows that there was significant effect of using conventional method on the students' achievement in writing expository paragraph.

Which:

$H_a$     : $t_{observed} > t_{table} = 29,36 > 1.684$

It means that there was significant effect of using conventional method on the students' achievement in writing expository paragraph.

Next, testing linear regression was calculated as follows:

$Y' = a + b\,X$ where a and b is getting by:

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

$$= \frac{(2201)(77299) - (1633)(102719)}{35\,(77299) - (1633)^2}$$

$$= \frac{170135099 - 167740127}{2705465 - 2666689}$$

$$= \frac{2394972}{38776}$$

$$= 61.76$$

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

$$= \frac{35\,(102719) - (1633)(2201)}{35\,(77299)\,(1633)^2}$$

$$= \frac{3595165 - 3594233}{2705465 - 2666689}$$

$$= \frac{932}{38776}$$

$$= 0.02$$

So, the linear regression formulated as follows:

$$Y' = 61.76 + 0.02\,X$$

Next finding significant effect with formulas:

$$D = (r_{xy})^2$$

$$= (0.02)^2 \text{ x } 100\%$$

$$= 0.0004 \text{ x } 100\%$$

$$= 0.04\%$$

It means that the effect of using conventional method on the students' achievement in writing expository paragraph was 0.04% and 99.06% from the other factors.

# CURRICULUM VITAE

**Name**               : Ulfa Zahara

**Registered**         : 1302050194

**Place/date of birth** : Kuala tanjung, 21 September 1995

**Sex**                : Famale

**Religion**           : Moslem

**Martial status**     : Single

**Nationality**        : Indonesia

**Father's name**      : Ok. Syahruddin

**Mother's name**      : Ummi Kalsum

**Address**            : dusun 1 padang serunai, Kuala indah kec, sei suka kab

.                        Batu bara

**Mobile phone**       : 0812 6502 8519

**Yahoomail**          : Ulfazahara21@yahoo.com


**Education**

1. **Elementry school at SD Negeri 014717 dusun 1 padang serunai kec. Sei suka, kab. Batu bara (2002 – 2007)**
2. **Junior High School at SMP Negeri 4 Sei suka kab. Batu bara (2008-2010)**
3. **Senior High School at SMK. T. Amir Hamzah Indrapura kec, Air putih kab. Batu bara (2011-2013)**
4. **Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara (2013-2017)**

Medan, 17 Maret 2017



Ulfa zahara

**Form K-2**

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

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa     : Ulfa Zahara

NPM     : 1302050194

Prog. Studi     : Pendidikan Bahasa Inggris

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

The Effect of Using Self-Directed Learning Combined with Small Group Discussion on the
Students' Achievement in Writing Expository Paragraph

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Imelda Darmayanti Manurung, SS, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 19 Desember 2016
Hormat Pemohon,

**Ulfa Zahara**

Keterangan
Dibuat rangkap 3 :     -    Untuk Dekan / Fakultas
                   -    Untuk Ketua / Sekretaris Prog. Studi
                   -    Untuk Mahasiswa yang Bersangkutan

Nomor : 423.4/175/SMK-AH/2017
Lamp : Nihil
Hal : **Izin Riset**

Kepada Yth,
Dekan UMSU
Fakultas Keguruan Dan Ilmu Pendidikan
di –
      **Medan.**

Dengan hormat,

Sehubungan dengan Surat Bapak Nomor : 118/113-AU/UMSU-02/F/2017 tanggal 09 Februari 2017, Hal : Izin Observasi Atas Nama :
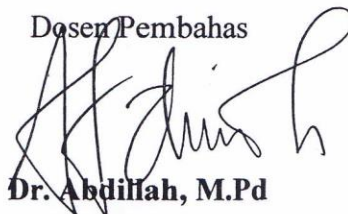
Nama          : ULFA ZAHARA
N P M         : 1302050194
Program Studi   : Pend. Bahasa Inggris
Judul Skripsi    :

**THE EFFECT OF USING SELF DIRECTED LEARNING COMBINED WITH SMALL GROUP DISCUSSION ON THE STUDENTS' ACHIEVEMENT IN WRITING EXPOSITORY PARAGRAPH**

Pada Prinsipnya dapat kami setujui dan dilaksanakan pada tanggal 16 Februari s.d 16 Maret 2017

Demikian kami sampaikan untuk dapat dimaklumi dan diucapkan terima kasih.

Indrapura, 20 Februari 2017
Kepala Sekolah,

RIZALDI, SE

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

## LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

| | | |
|---|---|---|
| Nama Lengkap | : | Ulfa Zahara |
| N.P.M | : | 1302050194 |
| Prog. Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Effect of Using Self Directed Learning Combined with Small Group Discussion on The Students' Achievement in Writing Expository Paragraph |

Pada hari Senin, tanggal 30 bulan Januari, 2017 sudah layak menjadi proposal skripsi.

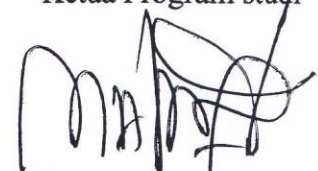Medan, 31 Januari 2017

Disetujui oleh:

Dosen Pembahas

**Dr. Abdillah, M.Pd**

Dosen Pembimbing

**Imelda Darmayanti Manurung, SS, M.Hum**

Diketahui oleh
Ketua Program studi

**Mandra Saragih S.Pd, M.Hum**

**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ulfa Zahara

N.P.M : 1302050194

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effect of Using Self Directed Learning Combined with Small Group Discussion on The Students' Achievement in Writing Expository Paragraph

sudah layak disidangkan.

Medan, 12 April 2017
Disetujui oleh:
Pembimbing

**Imelda Darmayanti Manurung, SS, M.Hum**

Diketahui oleh:

Dekan

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

Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum**

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: http://fkip.umsu.ac.id   E-mail: fkip@umsu.ac.id

*Unggul, Cerdas & Terpercaya*

Nomor      : 118 /II.3-AU/UMSU-02/F/2017          Medan, 12 Jum. Awwal  1438 H
Lamp       : ---                                              09 Februari    2017 M
H a l       : **Mohon Izin  Riset**

Kepada      : **Yth, Bapak / Ibu  Kepala**
             **SMK  T. AMIR HAMZAH  INDRAPURA**
             **Tempat**

*Bismillahirahmanirrahim*
*Assalamu'alaikum Wr. Wb*

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 sarat  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 Mahasiswa    : **ULFA ZAHARA**
N P M            : 1302050194
Program Studi     : Pend. Bahasa Inggris
Judul Skripsi      : THE EFFECT OF USING SELF DIRECTED LEARNING COMBINED WITH SMALL GROUP  DISCUSSION   ON THE   STUDENTS'   ACHIEVEMENT   IN   WRITING EXPOSITORY PARAGRAPH

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan

**Dr` ELFRIANTO . M.Pd**
**NIDN 0115057302**

** Pertinggal**

**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 | : Ulfa Zahara |
| NPM | : 1302050194 |
| Prog. Studi | : Pendidikan Bahasa Inggris |
| Kredit Kumulatif | : 129 SKS |

IPK= 3,05

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan Oleh Dekan Fakultas |
|---|---|---|
| 09/12/16 | The Effect of Using Self-Directed Learning Combined with Small Group Discussion on the Students' Achievement in Writing Expository Paragraph | |
| | Effects of Bilingual Cooperative Integrated Reading and Composition on Students Making the Transition from Spanish | |
| | Effect of a Blended e-Learning Environment on Students' Achievement and Attitudes toward Using E-Learning in Teaching and Learning at the University Level | |

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

Medan, 09 Desember 2016
Hormat Pemohon,

**Ulfa Zahara**

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

Nomor      : 7406 /II.3-AU /UMSU-02/F/2016
Lamp       : ---

H a l      : **Perpanjangan Proyek Proposal**
             **Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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 :.
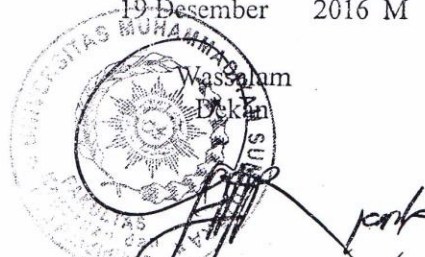
Nama              : **ULFA ZAHARA**
N P M             : 1302050194
Program Studi     : Pend. Bahasa Inggris
Judul Penelitian  : **THE EFFECT OF USING SELF-DIRECTED LEARNING COMBINED WITH SMALL GROUP DISCUSSION ON THE STUDENTS' ACHIEVEMENT IN WRITING EXPOSITORY PARAGRAPH**

Pembimbing        : Imelda Darmayanti.,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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **19 Desember  2017**

Medan, 19 Rab. Awwal  1438 H
       19 Desember     2016 M

Wassalam
Dekan

**Elfrianto .,M.Pd.**
NIDN 0115057302

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   **WAJIB MENGIKUTI SEMINAR**

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

## SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendiikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

| | | |
|---|---|---|
| Nama Lengkap | : | Ulfa Zahara |
| N.P.M | : | 1302050194 |
| Prog. Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Effect of Using Self Directed Learning Combined with Small Group Discussion on the Students' Achievement in Writing Expository Paragraph |

Benar telah melakukan seminar proposal skripsi pada hari Senin, tanggal 30 bulan Januari, tahun 2017.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 9 Februari 2017
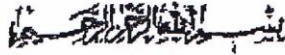Ketua

**Mandra Saragih, S.Pd, M.Hum**

**MAJELIS PENDIDIKAN TINGGI**
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
**PERPUSTAKAAN**

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238

## SURAT KETERANGAN
Nomor:**1850**/KET/II.3/UMSU-P/F/2017

بسم الله الرحمن الرحيم

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | **Ulfa Zahara** |
| N P M | : | 1302050194 |
| Fakultas | : | Keguruan dan Ilmu Pendidikan |
| Jurusan | : | Pendidikan Bahasa Inggris |

adalah benar telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 22 Jumadil Akhir 1438.H
21 Maret 2017.M.

An.Kepala UPT Perpustakaan
KTU,

*T.Syahbakar Umri, SE*

## SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

| | | |
|---|---|---|
| Nama Lengkap | : | Ulfa Zahara |
| N.P.M | : | 1302050194 |
| Prog. Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Effect of Using Self Directed Learning Combined with Small Group Discussion on the Students' Achievement in Writing Expository Paragraph |

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 (dibuat) 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, 4 Februari 2017
Hormat saya
Yang membuat pernyataan,

**Ulfa Zahara**

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

**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

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

## BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ulfa Zahara
N.P.M : 1302050194
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Self Directed Learning Combined With Small Group Discussion on the Students' Achievement in Writing Expository Paragraph

| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---------|-----------------------------------|--------------|
| 21/3 17 | Raw Data | |
| 23/3 17 | data analysis | |
| 28/3 17 | findig & discussion | |
| 30/3 17 | Conclusion & suggesti | |
| 04/4 17 | abstract, achnowledguest, reference | |
| 06/4 17 | abstract | |
| 11/4 17 | loref; Syst | |
| 12/4 17 | acc | |

Medan, 13 April 2017

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

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

(Imelda Darmayanti Manurung, SS, M.Hum)

## BERITA ACARA BIMBINGAN PROPOSAL

| | | |
|---|---|---|
| Perguruan Tinggi | : | Universitas Muhammadiyah Sumatera Utara |
| Fakultas | : | Keguruan dan Ilmu Pendidikan |
| Nama Lengkap | : | Ulfa Zahara |
| N.P.M | : | 1302050194 |
| Prog. Studi | : | Pendidikan bahasa inggris |
| judul skripsi | : | The Effect of Using Self Directed Learning Combined With Small Group Discussion on The Students' Achievement in Writing Expository Paragraph |

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|---|---|---|
| 26/12 '17 | Ch. I. Background, problem | |
| 27/12 | Ch. II. Theoritical framework previous study | |
| 9/01 '17 | Ch. II. Theoritical framework | |
| | III. location, population, sample | |
| 18/01 '17 | Ch. IV. Tech. of analy. Research design | |
| 16/01 '17 | Ch. IV. Research design | |
| 19/01 '17 | Instruments, table of content, reference | |
| 23/01 '17 | acc | |

Medan, Januari 2017

Diketahui Oleh :
Ketua Program Studi

**Mandra Saragih, S.Pd, M.Hum.**

Dosen Pembimbing

**Imelda Darmayanti Manurung, SS, M.Hum**

## BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 21 April 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Ulfa Zahara
NPM : 1302050194
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Self Directed Learning Combined with Small Group Discussion on the Students' Achievement in Writing Expository Paragraph

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

Ditetapkan : ( **A** ) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

### PANITIA PELAKSANA

Ketua                    Sekretaris

**Dr. Elfrianto Nasution, S.Pd, M.Pd**      **Dra. Hj. Syamsuyurnita, M.Pd**

ANGGOTA PENGUJI:

1. Dr. T. Winona Emelia, S.Pd, M.Hum    1. _____

2. Dr. Abdillah, M.Pd                         2. _____

3. Imelda Darmayanti Manurung, SS, M.Hum 3. _____