THE EFFECT OF APPLYING SOCIAL INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS (SWELL) METHOD ON THE STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE PARAGRAPH

SKRIPSI

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By

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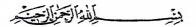**UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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ABSTRACT

Agung Prayogi. 1402050286. The Effect of Applying Social Interactive Writing For English Language Learners (SWELL) Method on the Students' Achievement in Writing Narrative Paragraph. A Thesis: English Department of Faculty of Teacher Training And Education, University Of Muhammadiyah Sumatera Utara Medan.2018.

The purpose of this research was to know and to find out The Effect of Applying Social Interactive Writing For English Language Learners (SWELL) Method on the Students' Achievement in Writing Narrative Paragraph. The population of this study was the student of the X IPA of SMA Muhammadiyah 02 Medan at academic year 2017-2018. There total number of population were 30, consisted of two classes. The sample were 30, and according to Arikunto, if the sample less than 100 then the sample same as the population, and then the sample was divided into two group, namely experimental group and control group. The experimental group was taught by using SWELL Method and control group was taught without SWELL Method. The instrument for collecting the data was writing test. The data was analyzed by using t-test formula. The result of the analysis shows that t-observed value is higher than t-table ($8.82 > 2.04$) at level of significant 0.05 with the degree of freedom 28. It means that the alternative hypothesis (Ha) is accepted and null hypothesis is rejected. Based on the finding of this study, it was found that there is a significant effect of SWELL Method on students' achievement in writing narrative paragraph. Hence, the writer suggested that the English teacher might consider using SWELL Method as an alternative method in teaching writing.

Key words : Swell Method, Writing a Narrative Paragraph

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Finally, the researcher realizes that this study is still far from being perfect. So, she expects suggestion and comments from all the readers or other researcher who want to learn about this study.

Medan,   March 2018

The Researcher

Agung Prayogi

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English is the first foreign language in our country. which is taught from Elementary level to University level. English is also intensively used international communication. There are four basic skills to be mastered in English Language such as: Speaking, Listening, Reading and Writing. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word.

As generally known that writing is the most complex and difficult among the language skills. Writing does not only need what to write the content of the writing but also the method or technique or procedure how to write what you want to write down. In other words, writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word.

However, one of the main problems second language researchers have found in the process-writing approach is the lack of structures when writers interact with each other. It means that there are usually no clear and specific guidelines in the process-writing approach, other than general direction such as

brainstorming, drafting, revising, editing, and publishing, for students to follow when they write together with their peers. To push beyond the generalities, we must situate writing, and the teaching and learning of writing, within the configurations of schooling, focusing not only on key transitions across the grades and across the curriculum in the schooling process, but also on the ecology of schooling within the family and community and on the ways that teaching and learning are judged and valued by diverse participants, among them parents and employers of our secondary school graduates. Writing can no longer be viewed as a neutral "problem-solving" skill shaped by varied social contexts, but must be seen as a way of participating in some kind of human discourse, as a way of giving voice (Dyson : 1990 : 05).

As it was observed by the researcher as his experience in Internship Program (PPL, 2017), interest of studying writing was very low, in the sense of less that it was expected. Because, The students' lack vocabulary in making narrative, The students' have difficulty in determining the main idea, and the students' have difficulty to express their own idea and feeling while writing a narrative paragraph. From the problems that explained above, the researcher observed to the students of Grade X 2017-2018 academic year of SMA Muhammadiyah 02 Medan on Jl. Abdul Hakim No. 02 Pasar 1 Medan, the PPL school.

The activities each unit help the students with a particular aspect of paragraph writing, such as brainstorming, writing topic sentences, and developing paragraphs with supporting sentences. A units activities might also teach correct

punctuation for academic writing and useful grammatical function for writing, such as conjunctions and transition expressions. The unit also show the students how to review their own and their classmates' writing in order to make revision (Dorothy E Zemach & Carlos Islam : 2004 : 04).

Since writing and writing paragraph is not easy, teacher should try to find ways of making it interesting and enjoyable. The teacher's guide support the instructor by offering suggestions, a discussion of marking and grading writing, idea for supplemental activities for each unit, and answer the exercises in the student book and learning to write takes a lot practice and patience students need clear guidance, positive feedback, and interesting ideas to write about (Dorothy E Zemach & Carlos Islam : 2004 : 04)

The technique used by teacher in teaching writing of tend appears as the main problems, thus, it is needed to be considered the effectiveness of those techniques in order of give the rapid elevation and expansion of the students thought, teacher often use techniques that do not suitable for certain teaching circumstances. In this study, the researcher conducted a study on the application of *Social Interactive Writing for English Language Learners* (SWELL) method. SWELL is the acronym of *social Interactive Writing for English Language Learner*; it is a method that is applied to improve students' ability in writing, particularly in writing narrative paragraph. This method introduced by Teo at 2007, she is an assistant professor of Chuang San Medical University, Taiwan.

Narrative is a type of writing which tells an event or process chronologically in a certain time. By using SWELL method, it is expected that students' ability in narrative writing can be improve, because student writers placed in pairs, as the *Helper* and the *Writer*, and The researcher provide the six steps writing process of: Step 1–Ideas, Step 2–Draft, Step 3–Read, Step 4–Edit, Step 5–Best Copy, and Step 6–Evaluate. it was gave stimulation for the students to generate ideas and develop their ideas in the direct way. So it will easier and enjoyable for the students to write a paragraph.

The researcher choose SWELL method to teach writing because the students lack vocabulary in making narrative, The students have difficulty in determining the main idea, the students have difficulty to express their own idea and feeling while writing a narrative paragraph, and then this method made the students become more confident, active and independent in writing class especially in writing narrative paragraph. In SWELL, the students write collaboratively in pairs that consisted of the higher and the lower student, this kind of pairing a more proficient student could be a tutor a less one. Through the application of SWELL, the student were able to transferred their ideas easily, get motivated, get activated, and they could avoid the boredom of the conventional teaching method, besides this method can lead the students to write better.

Those were the reasons why the researcher used SWELL method to be implemented in writing class of Senior High School. It was helped the student of Senior High School to be more enthusiastic in learning writing. Here, the

researcher having a collaborative to applied the SWELL method to achieve students' writing ability.

B. The Identifications to the Problem

The problems of this study were identified as follows

1. The students' lack vocabulary in making narrative.
2. The students' have difficulty in determining the main idea
3. The students' have difficulty to express their own idea and feeling while writing a narrative paragraph.

C. The Scope and Limitation

This research was focused on the effect of SWELL method on the students' achievement in writing narrative paragraph on the students of SMA Muhammadiyah 02, on Jl. Abdul Hakim No. 02 Medan, Grade X 2017-2018 academic year.

D. The Formulation of the Problem

The problem of this study were formulated as follows

1. Is there any effect of the students' achievement in writing narrative paragraph?

E. The objective of the Study

The objective of the study were:

1. to find out the effect of applying SWELL method on the students' achievement in writing narrative paragraph.

F. The Significance of the Study

Theoretically, this study was successes to achieved the students ability in writing narrative paragraph. The study of the effect of SWELL method was helped the students to open their mind in thinking and explore their own writing in narrative paragraph.

Practically, this study can give the following significance:

1. For the students, they get experienced of applying SWELL and also, it helped them to achieve their ability in writing narrative paragraph.
2. For the teachers, especially English teachers as a contribution for them in achievement and enriching their teaching strategies, and as a means of.
3. For the Researcher, It was hoping that other researcher conducted a much more in depth study on writing narrative paragraph, and trying to discover some other methods applicable to teach writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The SWELL method is primarily based on the construct of social-cognitive theory, which integrates research on social context with research on cognition (Freedman, Dyson, Flower, & Chafe, 1987). Some terms

will be used in this study and they need to be explained. In the following part, theoretical elaboration on the terms will be presented.

1. Definition of Writing

Writing is an important form of communication in day-to-day life, but it is especially important in high school and college. Writing is one of the difficult skills to master in both a first language and second language. Student can find it challenging to find ideas to include in their writing, and each culture has its own style to organizing academic writing (Dorothy E Zemach & Carlos Islam : 2004 : 04). Writing and literacy researchers have grappled with how development or transformations in written language knowledge overtime should be described (Dyson, 1990).

2. Paragraph

Oshima and Hogue (1988: 55) assert that paragraph is a basic unit of organization in writing in which a group of related sentences that develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however. the paragraph should be long enough to develop the main idea clearly.

A paragraph may stand by itself. In academic writing, a paragraph is often used to answer a test question such as the following: Define management by objectives, and give one example of it from the reading you have done for this class. A paragraph may also be one part of a longer piece of writing such as a chapter of a book or an essay. You will first learn how to write good paragraphs, and then you will learn how to combine and expand paragraphs to build essays. A paragraph has three major structural parts: a topic sentence. supporting sentences, and a concluding sentence. The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. In addition to the three structural parts of a paragraph, a good paragraph also has the elements of unity and coherence.

2.1 Types of the Paragraph

According to carol (2001: 14) there are some kinds of paragraph namely, narrative, descriptive, expository, and argumentative.

a. Narrative

Narrative is a form of discourse, which present an event in related series. It tells of action in such a way as to give what is popularly recognized as "story". Its functions are to tell what happened.

b. Descriptive

Descriptive is the form of discourse used in creating sensory and alliance emotion all reaction. Descriptive reproduces the way of thinking, looking, tasting, feeling, and hearing. It used to create a visual image of people, place, even of the time days or season.

c. Expository

Expository is the form of discourse used in giving information, making explanation, and interpreting meanings. Its purpose is to make the reader understand.

d. Argumentative

Argumentative is a form of discourse that functions to persuade the reader to agree, to believe or to take a course of action. In other words, argumentative is used to prove a statement or a position

3. Narrative Paragraph

According to Berger (1997:4) a narrative is a story, and stories tell about things that have happened or are happening to people, animals, and aliens from outer space, etc. That is, a story contains a sequence of events, which means that narratives take place within or over, some kind of time period. This time period can be very short, as in a nursery tale, or very long, as in some novels and epics. Narratives are very important in the culture of human beings as they tend to showcase the values being taught by our culture, and our culture as a whole, in a less formal and more enjoyable manner.

According to D' Angelo, (1980: 196), narrative can be found in numerous kinds of writing : the narrative of personal experiences, biographies, autobiographies, journals, diaries, memoirs, reminiscences, logs, records, genealogies, newspaper stories, magazine, advertisement, chronicles, anecdotes, obituaries, and sermons.

Schank (1990) classifies narratives into :

1. Official Stories: Stories we learn from official sources e.g. church and school.

2. Invented (Adapted) Stories: Stories created by people.

3. Firsthand Stories: People's own experiences. These are the stories we talk about the most.

4. Second-hand Stories: Firsthand stories of others that we have heard or remembered.

5. Culturally Common Stories: These are stories gotten from our environment.

The narrative can be written or spoken. The spoken narrative uses the oral language which is mostly used in daily life to establish and maintain social relations while the written narrative employs the written language which is used to decipher and transfer information. Researchers have long since tapped into this wealth of knowledge understanding the importance of narratives [23-27]in the constantly ongoing research of an individual's field of interests and the myriad issues that plague our world such as cancer, global warming, financial meltdown etc. They have sought many different was to gain insight from this wave of information. Narrative analysis comes forth as one of these methods. Narrative analysis is a research method that is applied to a narrative by means of breaking the narrative into constituent parts that each have an integral role to play in the narrative. These parts would be discussed in more detail later on in the paper. As much as myths and tales by moonlight spark our imagination and teaches us valuable lessons, it's those experiences that we or someone close to us has that resonates the most with us.

These are personal experiences and they stick mostly because they are that personal. These stories have directly impacted our beings due to their visceral realism in our lives. A personal experience narrative is a story which was experienced firsthand by the narrator i.e. the person telling the story. The author has decided to expand upon the premise of personal experience narratives and include second-hand stories i.e. other people's personal experiences as well. In

addition to identify, person refer to attitude or personality of the narrator. Position is the narrator's closeness to the action in both space and time: the narrator may be participant or observer and may be telling the story as it happens, shortly three after, or much later

4. Narrative Writing

Narrative writing relates an event or tells a story Foresman (1997:117). In fiction, narratives often exist for themselves alone. Narration is used to tell a story, to explain a process, or to explain cause and effect. When using narration, details are usually arranged in chronological order. In addition, Brereton (1982:66) states narratives demands chronological order, the order in which events happened.

a. Purpose of Narrative

Clouse (2004:17) states that there are some purposes for narration, they are; to entertain, to express feeling, to relate experience, to inform (to explain), to inform (to teach a lesson), to persuade. Langan (2005:195) states "the main purpose of narrative essay is to make a point by telling your audience a story. Colorful details and interesting events that built up to a point of some kind make narrative essays enjoyable for reader and writers alike."

b. Generic Structure of Narrative

Narrative paragraph has a particular generic structure or the rhetorical structure as Pardiyono (2007:96) said. First there is orientation, the introduction to the topic of an activity or event. Then there are sequences of events, which are problematic that lead to conflict to climax. Then the resolution, the problem is resolved. The final part is coda, the conclusion or reflection over the event.

c. Example of Narrative

My Most Embarrassing Moment

The most embarrassing moment of my sophomore year was how I earned my nick name, Crash. It all started right after school when I turned on to the busiest street by the school. First I pulled up right behind this truck at a stop sign. After a second, a fellow older student told me that I was really close and that I was going to hit the truck in front of me. At the moment I was trying to tell the kid that I was giving a ride to get back in the car because he was hanging out the window.

Since I was distracted, I thought the long line of traffic had started to move, but it hadn't. In the blink of an eye I hit the back of the truck in front of me. The devastation sunk in. I was so worried that I damaged the truck, but all that I did was scratch his bumper. Lucky for him! Then it came time to look at my car. My car was ruined. The hood was buckled, the front end was pushed back, and my headlights were broken. Humiliated and scared, I still had to drive my totalled

care home. During School that year, I never did hear the end of what had happened that day.

Title : **My Most Embarrassing Moment**

Orientation : The most embarrassing moment of my sophomore year was how I earned my nick name, Crash. It all started right after school when I turned on to the busiest street by the school.

Complication : First I pulled up right behind this truck at a stop sign.

Complication : After a second, a fellow older student told me that I was really close and that I was going to hit the truck in front of me.

Complication : At the moment I was trying to tell the kid that I was giving a ride to get back in the car because he was hanging out the window.

Complication : Since I was distracted, I thought the long line of traffic had started to move, but it hadn't. In the blink of an eye I hit the back of the truck in front of me. The devastation sunk in.

Resolution : I was so worried that I damaged the truck, but all that I did was scratch his bumper.

Resolution : Lucky for him! Then it came time to look at my car. My car was ruined. The hood was buckled, the front end was pushed back, and

my headlights were broken. Humiliated and scared, I still had to

drive my totalled care home.

Coda　　　　: During School that year, I never did hear the end of what had

happened that day.

5. Grammar Features of Narrative

According to Knapp & Watkins (2005: 165) the Grammar Features of

Narrative are as follows :

In writing narrative, past tense is predominantly used. When sequencing

people and events in time and space, narrative typically uses action verbs.

Temporal connectives such as then, after, after that, etc. in action sequence,

mainly action verbs are used, while in reflection/evaluation, mental verbs

predominate. Narrative often uses rhythm and repetition to create particular effect.

Play with sentence structure is another common feature of narrative. Often

sentences comprising one word or a short phrase are used to create poignant

effects.

6. Method in Teaching English

In this study researcher conducted a study on the application of *Social

Interactive Writing for English Language Learners* (SWELL) method. SWELL is

a method that is applied to achieve students' ability in writing, particularly in

writing narrative paragraph. Narrative is a type of writing which tells and event or

process chronologically in a certain time. By using SWELL method, it is

expecting that the students' ability in narrative writing can be improved, because SWELL method provide "WH" question as the guidance for the students to get ideas, in which a student will ask this question to her/his friend and her/his friend will give her/his answers and then they will discuss together interactively. By asking that questions, it will give stimulation for the students to generate ideas and develop their ideas in the directed way. It will easier and enjoyable for the students to write a paragraph.

7. SWELL Method

Social Interactive Writing for English Language Learners (SWELL) is a method that is applied to achieve students' ability in writing, particularly in writing narrative paragraph. This method introduced by Teo at 2007. She is an assistant professor of Chung San Medical University, Taiwan, where she teaches writing and research methodology, SWELL has six steps, they are: Step 1–Ideas, Step 2–Draft, Step3–Read, Step 4–Edit, Step 5–Best Copy, and Step 6–Teacher Evaluate. The following describe in detail the procedures that researcher can use to implement SWELL in their classroom.

7.1 Procedures of SWELL Method

To examine how the SWELL method affected the participants' social interaction in writing narrative process, field notes from participant observation were used. As a participant observer, the researcher introduced the SWELL method to the participants, taught them the strategies in each step, and observed their writing processes. In applying SWELL method, the students will be paired

by the teacher based on their writing level. The one who will be at a higher level plays the role of a **helper** (symbolized with H) and the one who will be at a lower writing level a **writer** (symbolized with W). Specific task need to be done by the helper and the writer when they write collaboratively, teacher may begin to train them to follow the six steps. Teacher should go over the hand with students and model each step for them before they practice the activity in pairs. The following describes in detail the procedures that teacher can use to implement SWELL in their classrooms.

a. Step 1 : Ideas

According to Teo (2007: 22), in order to help the students understand the important components in narrative writing such as character, setting, problem, and solution, students are provided with complete questions that mostly begin with "WH" words to generate ideas.

The questions are follows :

1. Who did what?

2. Who did what to whom?

3. What happened?

4. Where did it happen?

5. When did it happen?

6. Who are the important people (main characters) in the story?

7. Why did he/she/they do that?

8. What was the problem?

9. How did he/she/they solve the problem?

10. What happened next?

11. Then what?

12. Did anyone learn anything at the end? What was it?

13. (Ask any other questions you can think of)

In order to help *the writer* stimulate ideas, *the helper* begins by asking *the writer* the list of questions stated before. *The helper* can raise the question with *the writer* in any relevant order. The "ask any question" option on the list above is provided to indicate that *the helper* can think up his/her own question. When *the writer* responds verbally to the questions asked by *the helper, the writer* also makes a note of key words. *The writer* might also add to note any relevant information s/he might want to write about.

The pair then reviews the keywords in the notes and determines if the order or organization should be changed. This could be indicated by numbering the ideas. Alternatively, the ideas may seem to fall into obvious sections, which can be dealt with in turn. Such section can be color-coded and the ideas belonging to them underlined or highlighted with a marker. Pair will also choose to draw lines linking or around related ideas, so that a "semantic map" is constructed.

b. Step 2 : Draft

The key words in the notes created in the step 1 should be placed where both members of the pair can easily see them. In the step, there are five different stages as shown below, varying from the simplest the most challenging degrees of task difficulty:

Stage 1 : The helper writes it all, writer copies it all

Stage 2 : The helper writes hard words for writers

Stage 3 : The helper writes hard words in rough, writer copies in

Stage 4 : The helper says how to spell hard words

Stage 5 : Writer writes it all

The researcher chooses one specific stage from the five stages given to the students before they more on writing. However, one should keep in mind that the stages chosen should not be stagnant. They should rely on the students' writing development. In the other words, throughout the study, researcher may choose a higher stage for the pair to work on when the students progress in their writing. They may also go back one stage (or more) when they find that their students encounter a particularly difficult stage.

After the researcher chooses a stage, the paired writers will receive instruction from the teacher regarding what they are expected to do in that particular stage. The pair then proceeds to write. The researcher should emphasize

that the writer does not have to worry too much about spelling when she/he is writing a draft. Emphasis at this point should been having the students continue writing and allowing the ideas to flow.

c. Stage 3 : Read

After the pair finish write the draft in step 2, then *the writer* reads the writing aloud. If she/he reads a word incorrectly, *the helper* may provide support if she/he is able do so.

d. Stage 4 : Edit

In the step 4 the pair edit draft. In this step, *the helper* and *the writer* look at the draft together, and *the writer* considers whether improvements are necessary. At the same time, *the helper* also considers if there are some improvements *the writer* might want to make. The problem words, phrases or sentences can be making with a colored pen or pencil. There are five edit levels in this step: there are meaning, order (*organization of the separate ideas in the text, organization within a phrase or sentence, and organization of the order of sentences), style (choice of words and sentence structure),* spelling, and punctuation. *The writer* and *the helper* should inspect the draft mere than once, to check on the different criteria on each accession. While editing, *the writer* and *the helper* should consider the five questions namely : 1) Does *the helper* (H) understand what *the writer* want to say? (idea and meaning). 2) Does the writing have a clear beginning, middle, and ending? (order). 3) Are the words and sentences are correct? (style). 4) Are the words spell correctly? (spelling). 5) Is the

punctuation correct and in the right places? (punctuation). The order of each question shows the ranking of the importance as each criterion, the first question being the most important, and the last being the least. Question 1 and 2 are the two most important questions the pair should pay attention to while editing the written products. With the questions in mind, *the helper* marks any areas *the writer* has missed, and *the writer* can make any additional suggestions about changes based on his/her own reflection of their writing. Then the pair discusses the best correction to make, and when agreement is reached, the new version is inserted in the text (preferably by the Writer). If the pair has doubt about the spelling, they may refer to the dictionary.

e. Step 5 : Best Copy

When the pair finish edit the draft, *the writer* then copies out a neat or best version of the corrected draft. *The helper* provides help when necessary, depending on the skill of *the writer*. The best copied iwas a joint product of the pair and is then will give it to the teacher.

f. Step 6 : Teacher Evaluates

Step 6 which is the last step where the students' writing would be evaluated by the researcher. In this step, the students will have an opportunity to receive comments and instructive feedback directly from the teacher. When *the writer* and *the helper* turn in their best copy, the teacher will meet with them and provide them with explicit writing and grammatical instruction as well as

corrective feedback. The teacher's comments focus on *meaning/idea, order, style, spelling,* and *punctuation.* Then the pair reviews the teacher's comment together.

7.2 The Advantages of Using SWELL Method

Teo (2007: 22) explains some advantages in using SWELL method such as :

1) SWELL Method increased the proficiency and confidence of the writers/ students.

2) The student enjoyed using SWELL method and actively participated in discussion.

3) SWELL helped the students to generate ideas for their writing.

4) SWELL helped the students to be independent thinkers and learners.

B. Conceptual Framework

There were four basic skills to be mastered in English Language such as: Speaking, Listening, Reading and Writing. As general known that writing is the most complex and difficult among the language skills. Writing did not only need what to write the content of the writing but also the method or technique or procedure how to write what you want to write down. In applying SWELL method in writing narrative paragraph, firstly the researcher gave the pre-test to find how the scores that the students achieved were. Then the researcher explained

the material about narrative paragraph, from the text function, text structure, and also grammatical aspects.

After that, the researcher applied SWELL as method in writing narrative paragraph. After that, the researcher divided the students into some groups and the teacher researcher the higher and the lower student, this kind of pairing was more proficient student could be a tutor a less one, through the application of SWELL, the student were able to transferred their ideas easily. Then, the researcher gave the work for the students about narrative paragraph and the researcher as a guide for the students, After the students finished their work, the research gave the comments and corrective feedback for the students' assignment. Meanwhile, in applying demonstration as method in writing narrative paragraph, the researcher firstly took pre-test as well. Then gave the material was narrative paragraph and then explained the details about it. Then, research prepared the material and the tools before researcher do the demonstrate, after everything had already, the teacher perform the demonstrate especially how to make it something and the students gave the attention to the teachers' instruction.

The goal of using SWELL method is to achievement writing ability which was suitable for teaching narrative paragraph. By applying this method, the students were assumed to be more active, not easily bored, and gives more confident in learning process. The one who will be at a higher level play the role of a **helper** (symbolized with H) the one who will be at a lower writing level a **writer** (symbolized with W). Specific task need to be done by the helper and the writer when they write collaboratively, the researcher may begin to train them to

follow the six steps. Researcher should went over the hand out with students and model each step for them before they practice the activity in pairs.

To achieve students' ability in writing narrative paragraph, it is not easy task. Many students find difficulties in writing narrative paragraph. Most of them think writing is difficult, and they have no ideas to write well and also they are unable to organize their ideas into a paragraph. To solve those problem the teachers can apply some methods in teaching. One of them is SWELL method. By applying this method, the students' ability in writing narrative paragraph achieved because SWELL method offers a new idea about how to developed students' ability in writing especially writing a narrative paragraph. SWELL method provided the list of questions for the learners, by answer and discuss this questions interactively, it gave benefit for the students because it helped them to understand the important component in narrative writing such as character, setting , problem, and solution and also, it guided the students to get and developed their easier. So, their writing focuses and better. Besides that, this method also helped the students to developed their social ability and helped them to be independent thinkers and learners because this method doing in pair interactively.

C. Hypothesis

Based on the explanation of both theoretical and conceptual framework, the hypothesis of this study was formulated as follows:

Ha   : "the using of SWELL method was significant on students' achievement in writing narrative paragraph"

Ho   : "There is no significant effect of using SWEEL method on students' achievement in writing narrative paragraph"

Ho = $X_1 = X_2$ = or $X_1 > X_2$

Ha = $X_1 < X_2$

X_1 = Calculation finding of experimental group

X_2 = Calculation finding or control group

Testing the hypothesis by applying **T-test**

$$TO = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$ (Sugiyono : 2010)

CHAPTER III

RESEARCH DESIGN

A. Location

The researcher conducted at SMA Muhammadiyah 02, on Jl. Abdul Hakim No. 02 Pasar 1 Medan. The reason for choosing the location because the researcher have some strength on the students' achievement in writing a narrative paragraph, these were:

1. SWELL Method is an interaction method then made the students easier to write narrative paragraph by this method

2. This method was provided more detailed explanation than the previous method.

3. The students' could asked to the researcher if there any difficulty in writing narrative paragraph

4. Able to describe what they wanted to write. Because, this method easier to understand and applied

5. And the students' able to write narrative and paragraph properly and correctly.

B. Population and Sample

The population of this research is students of X Grade 2017/2018 academic year of SMA Muhammadiyah 02 . There are 2 classes, consist of X.MIA.PLUS (15 students), X.IPS.PLUS (15 students) and the total 2 numbers of the population are 30 students. Sugiyono (2008: 117) stated that population is defined as all members of any well – defined class of people, events or objects that has certain quality and characteristic made by researcher to study and taken the conclusion.

The sample of the study is all population. Sugiyono (2011:81) state "The sample is part of the number and characteristics possessed by that population." The researcher took all populations to observed, it is 30 students. 15 students in class A are for experimental group and 15 students in class B are for control group.

Table 3.1.

The population and Sample of the X Grade Students of SMA Muhammadiyah 02 Pasar 1 Medan

No	Class	Population	Sample
1	X IPA	15	
2	X IPS	15	30
Total		30 tudents	

C. Research Design

This study conducted by applying an experimental design. In experimental design the researcher was attempted to describe a causal relationship between an independent variable and a dependent variable. In this study, SWEEL method as independent variable and writing narrative paragraph as dependent variable. The design applied in order to investigate the effect of SWEEL method on students' achievement in writing narrative paragraph. In this study, there are two groups, namely experimental group and control group. The experimental group is taught by using SWEEL method while control group is taught with traditional method. Both group gave pre test and post test .

The design in presented as follows:

Table 3.2 : Research Design

Group	Pre-test	Treatment	Post-test
Experimental group (X)	✓	✓	✓
Control group (Y)	✓	-	✓

X : The experimental group, where the sample is treated by applying SWELL Method in writing narrative paragraph.

✓ **Pre-test**

Before doing the treatment, pre-test gave to the sample which consists of experimental group. Pre-test was used to measure the students' achievement in writing narrative paragraph before getting treatment. In pre-test, the students' were ask to make a narrative about how to achieve to write a narrative paragraph.

Table 3.3

Treatment in Experimental Group

Steps	Experimental Group	
	Researcher Activities	**Students' Activities**
1st Ideas	Firstly, the researcher would be begun with "WH" words to generate ideas before practice the activity in pairs.	The Students' pay attention to the researcher
2nd Draft	Stage 1 : The helper written it all, writer copies it all Stage 2 : The helper written hard words for writers Stage 3 : The helper written hard words in rough, writer copies in Stage 4 : The helper said how to spell hard words Stage 5 : Writer written it all	The students follow the researcher instruction
3rd Read	*The helper* might provided support if she/he was able do so.	
4th Edit	The helper and the writer considered the five questions while editing : 1. Did *the helper* understand what *the writer* want to say? (idea and meaning). 2. Did the writing have a clear beginning, middle, and ending? (order).	The students start to write narrative paragraph

	3. Were the words and sentences are correct? (style). 4. Were the words spell correctly? (spelling). Was the punctuation correct and in the right places? (punctuation).	
5th **Best Copy**	*The helper* provided help when necessary, depending on the skill of *the writer.*	*The writer* then copies out a neat or best version of the corrected draft and will give it to the researcher.
6th **Researcher** **Evaluates**	The researcher would be evaluated the students' writing.	The writer collected it all to the helper

✓ **Post-test**

The test gave to the experimental group and control group in order to find out the students' achievement in writing narrative paragraph by applying SWELL Method.

31 Instrument of Data Collection

The data was collected by using written test. The students' asked to write a narrative paragraph about their experience whether it is happy, sad, funny, or scary experience. The length of paragraph is minimum 100 words. In this case, the same test in pre-test and post-test would be given to experimental and control groups.

1. **Scoring the Test**

The score the students performance in narrative writing, some criteria was used. Jacobs et al. 's in Weigle (2002: 116) states that there are five scoring components scale namely, content, organization, vocabulary, language use, and mechanics. The specific criteria are described as follow:

Table 3.4 : Scoring the Test

SCORING COMPONENT	SCORE	CRITERIA
Orientation	30-27	EXCELLENT TO VERY GOOD : Knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-20	GOOD TO AVERAGE : Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	19-17	FAIR TO POOR : Limited knowledge of subject, little substance, inadequate development of topic.
	16-10	VERY POOL : Does not show knowledge of subject, not-substantive, not pertinent, or not enough to evaluate.
Complication	20-18	EXCELLENT TO VERY GOOD : Fluent expression, ideas clearly stated/supported. Succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE : Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	FAIR TO POOR : Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.

	9-7	VERY POOR : Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	EXCELLENT TO VERY GOOD : Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE : Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR : Limited renge, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	VERY POOR : Essentially translation, little knowledge of English vocabulary, idioms word form, or not enough to evaluate.
Grammar	25-20	EXCELLENT TO VERY GOOD : Effective complex construction, few errors or agreement, tense, number, word order/function, articles, pronouns, preposition.
	19-18	GOOD TO AVERAGE : Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR :Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun prepositions and/order fragment, run-ons, deletion, meaning, confused or obscured.
	10-5	VERY POOR : Virtually no mastery of sentence construction reles, dominated by error, does not communicate or not enough to evaluate.

Reorientation	20-18	EXCELLENT TO VERY GOOD : Demonstrates mastery of conventions few errors of spelling, punctuation, capitalization, paragraphing.
	17-14	GOOD TO AVERAGE : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	13-10	FAIR TO POOR : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
	9-7	VERY POOR : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate

Based on those indicators then the students' competences in writing easy in qualitative and quantitative system.

The scales are shown :

Qualitative Form :   Quantitative Form :

Excellent   90 - 100

Good   70 - 89

Poor   30 - 69

Very Poor   0 – 2

E. Techniques of Data Analysis

To find out the differences mean of score of the test between experimental and control group, the writer using **"t – test formula"**. Formulation of the test (Sugiyono : 2010 : 220):

1. Scoring the sample answer

2. Listing their scores in two scores table : Experimental Group as "X" variable and Control Group as "Y" variable.

3. Measuring Standard Deviation of Variable "X" and "Y" by the following formula :

$$SD_x \text{ or } SD_1 \ = \sqrt{\frac{\sum x^2}{N}} \qquad \text{for variable X}$$

$$SD_y \qquad = \sqrt{\frac{\sum y^2}{N}} \qquad \text{for variable Y}$$

4. Measuring the correlation between both variable by using the following formula :

$$SE\ M_1 = \frac{SD^1}{N_1 - 1} \qquad\qquad SE\ M_2 = \frac{SD^2}{N_2 - 1}$$

5. Finding out the error of standard deviation brtween M_x and M_y by using the following formula :

$$SE\ M_1 - M_2 = \sqrt{SE_{M_1}2 + SE_{M_2}2}$$

6. Testing hypothesis by applying T-test

$$to = \frac{M_1 - M_2}{SE\ M_1 - SE\ M_2}$$

Where:

SD_x	= Standard Deviation of Experimental Group
SD_y	= Standard Deviation of Control Group
X^2	= Total score of $(X_1 - X_1)^2$
Y^2	= Total score of $(X_2 - X_2)^2$
N_1	= Total sample of experimental group
N_2	= Total sample of control group
$SE\ M_1$	= Correlation in experimental group
$SE\ M_2$	= Correlation in control group
$SE\ M_1 - SE\ M_2$	= The error of standard deviation
to	= Test observation

(sugiyono : 2010 : 220)

1. Testing the Hypothesis

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

$Ho = X_1 = X_2 =$ or $X_1 > X_2$

$Ha = X_1 < X_2$

$X_1 =$ Calculation finding of experimental group

$X_2 =$ Calculation finding or control group

Testing the hypothesis by applying **T-test**

$$to = \frac{M_1 - M_2}{SE_{M1} - SE_{M2}}$$

CHAPTER IV

DATA COLLECTIONS AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test score. There are two kinds of test for each group, pre-test and post-test. The cumulative score of each student from each group is based on five indicators :

Orien   : Orientation

Comp   : Complication

Reso   : Resolution

Gram   : Grammar

Vo   : Vocabulary

The following are students' scores on the pre-test and post-test of the experimental group and control group.

Table 4.1 : The Scores of Pre-test of Experimental Group

No	Students' Initial	The Five Indicators for Scoring the Data					
		Orien	Compli	Reso	Gram	Voc	Score
1	AAP	10	10	10	10	10	50
2	AM	20	10	10	10	10	60
3	ANH	10	10	10	10	10	50

4	AR	10	10	10	20	10	60
5	ES	20	20	10	10	10	70
6	FN	20	20	10	20	10	80
7	KAZW	20	20	10	10	15	75
8	MAA	20	20	10	10	10	70
9	MM	20	20	20	10	10	80
10	SWD	20	20	10	10	10	70
11	TSV	20	10	20	10	10	70
12	RAZ	20	10	10	10	20	70
13	RDAL	10	10	10	5	10	45
14	VDU	10	10	20	10	10	60
15	ZA	10	20	10	10	10	60
SUM							970
MEAN							64.67

Table 4.2 : The Scores of Post-test of Experimental Group

No	Students' Initial	The Five Indicators for Scoring the Data					
		Orien	Compli	Reso	Gram	Voc	Score
1	AAP	20	20	10	20	20	90
2	AM	20	20	20	10	10	80
3	ANH	20	20	20	10	10	80
4	AR	20	20	10	20	20	90
5	ES	20	20	20	10	20	90
6	FN	10	20	20	15	20	85
7	KAZW	20	20	20	10	20	90
8	MAA	20	20	20	20	10	90
9	MM	20	20	20	20	18	98
10	SWD	20	20	20	20	15	95
11	TSV	20	20	20	20	15	95
12	RAZ	20	20	20	15	10	85
13	RDAL	20	20	20	20	15	95
14	VDU	20	20	20	10	10	80
15	ZA	20	20	10	20	20	90
SUM							1333
MEAN							88.87

From the table above, the students' score in pre-test was 970 and the scores of the mean in the students' writing was 64.67. it can be seen by using the formula below :

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

$$M_X = \frac{970}{15}$$

$$M_X = 64.67$$

And the students' score in pre-test was 1333 and the scores of the mean in the students' writing was 88.87. it can be seen by using the formula below :

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

$$M_X = \frac{1333}{15}$$

$$M_X = 88.87$$

Table 4.3 : The Scores of Pre-test of Control Group

NO	Students' Initial	The Five Indicators for Scoring the Data					
		Orien	Compli	Reso	Gram	Voc	Score
1	AAH	20	10	10	10	10	60
2	AAP	20	20	20	10	10	80
3	AAR	20	10	20	10	10	70
4	AHI	10	10	10	10	10	50
5	AHS	20	10	10	10	10	60
6	DMF	20	20	20	10	10	80
7	FRA	20	10	20	10	10	70
8	LK	20	10	10	20	10	70
9	MAS	20	20	20	10	10	80

10	MRH	20	10	20	10	10	70
11	MRN	20	10	20	10	10	70
12	NM	20	20	10	10	10	70
13	NP	10	10	10	10	10	50
14	QAH	20	20	20	10	10	80
15	RA	20	20	10	10	10	70
SUM							1030
MEAN							68.67

Table 4.4 : The Scores of Post-test of Control Group

NO	Students' Initial	The Five Indicators for Scoring the Data					Score
		Orien	Compli	Reso	Gram	Voc	
1	AAH	20	10	10	10	10	60
2	AAP	20	20	10	20	15	85
3	AAR	20	20	10	20	10	80
4	AHI	20	10	10	10	10	60
5	AHS	20	10	10	10	15	65
6	DMF	20	20	20	10	10	80
7	FRA	20	20	20	10	10	80
8	LK	20	15	10	10	10	65
9	MAS	20	20	20	10	20	90
10	MRH	20	20	20	10	10	80
11	MRN	20	20	10	10	20	80
12	NM	20	20	10	10	10	70
13	NP	20	10	10	10	10	60
14	QAH	20	20	20	10	20	90
15	RA	20	20	10	10	20	80
SUM							1125
MEAN							75

From the table above, the students' score in pre-test was 970 and the scores of the mean in the students' writing was 64.67. it can be seen by using the formula below :

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

$$M_{X} = \frac{1030}{15}$$

$$M_{X} = 68.67$$

And the students' score in pre-test was 1333 and the scores of the mean in the students' writing was 88.87. it can be seen by using the formula below :

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

$$M_{X} = \frac{1125}{15}$$

$$M_{X} = 75$$

A. Data Analysis

Based on the table 4.3 and 4.6 above, the following tables are the different scores between pre-test and post-test in both experimental and control group.

Table 4.5

Standard Deviation in Experimental Group

NO	Students' Initial	Score		X	X²
		Pre-test	Post-test		
1	AAP	50	90	40	1600
2	AM	60	80	20	400
3	ANH	50	80	30	900
4	AR	60	90	30	900
5	ES	70	90	20	400
6	FN	80	90	10	100
7	KAZW	75	90	15	225
8	MAA	70	90	20	400
9	MM	80	98	18	324
10	SWD	70	95	25	625
11	TSV	70	95	25	625
12	RAZ	70	85	15	225
13	RDAL	45	95	50	2500
14	VDU	60	80	20	400
15	ZA	60	90	30	900
SUM				368	10524
MEAN				24.54	701.6

The measure Standard Deviation (SD) in experimental group by using the formula below:

1. SD Variable X =

$$SD_X = \sqrt{\frac{\sum X^2}{N}}$$

$$= \sqrt{\frac{10524}{15}}$$

$$= \sqrt{701.6}$$

$$= 26.487733$$

$$= 26.48$$

After analysis Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Experimental Group to know correlation between two both variable by using formula below:

$$\text{SE M}_1 \quad = \frac{\text{SD}^1}{\sqrt{N_1 - 1}}$$

$$= \frac{26.48}{\sqrt{15 - 1}}$$

$$= \frac{26.48}{\sqrt{14}}$$

$$= \frac{26.48}{3.74165739}$$

$$= 7.28969874$$

$$= 7.29$$

After analyzing, it concluded that Standard Deviation (SD) in Experimental Group was 26.48 and Standard Error of Mean (SEM) in Experimental Group was 7.29. To know SD and SEM in control Group, it can be seen in analyzing below:

Table 4.6

Standard Deviation in Control Group

NO	Students' Initial	Score		Y	Y²
		Pre-test	Post-test		
1	AAH	60	60	0	0
2	AAP	80	85	5	25
3	AAR	70	80	10	100
4	AHI	50	60	10	100
5	AHS	60	65	5	25
6	DMF	80	80	0	0
7	FRA	70	80	10	100
8	LK	70	65	15	225
9	MAS	80	90	10	100
10	MRH	70	80	10	100
11	MRN	70	80	10	100
12	NM	70	70	0	0
13	NP	50	60	10	100
14	QAH	80	90	10	100
15	RA	70	80	10	100
SUM				115	1175
MEAN				7.67	78.34

To measure Standard Deviation (SD) in Control Group by using formula below :

2. SD Variable Y =

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

$$= \sqrt{\frac{1175}{15}}$$

$$= \sqrt{78.34}$$

$$= 8.85098865$$
$$= 8.85$$

After analysis Standard Deviation (SD), then the researcher analyzed Standard Error of Mean (SEM) in Control Group to know correlation between two both variable by using formula below:

$$\text{SE } M_2 = \frac{SD^1}{\sqrt{N_1 - 1}}$$

$$= \frac{8.85}{\sqrt{15 - 1}}$$

$$= \frac{8.85}{\sqrt{14}}$$

$$= \frac{8.85}{3.74165739}$$

$$= 2.36526199$$

$$= 2.36$$

Thus, value can be used to find the result of applying t-test formula, it can be seen by using in the following :

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$t_0 = \frac{88.87 - 75}{7.29 - 2.36}$$

$$t_0 = \frac{13.75}{4.93}$$

$$t_0 = 8.82$$

The result of analysis showed that the t-test was **8.82** and t-table was 2.04. The t-test showed that the t-test was higher than t-table (8.82 > 2.04). it conclude that SWELL method a significant effect o the students' achievement in writing narrative paragraph.

1. Testing Hypothesis

In analysis the hypothesis, it referred to t-table at the level of significant of 0.05 in degree of freedom (df) = n-2 was 30-2 = 28. It means the level of significant of 0.05 was 2.04. The testing of criterion used for the hypothesis result is if t-test > t-table, it means that the research was accepted (Ha), and if t-test<t-table, it means that the research was rejected (Ho). Based on the result of the data analysis, it shown that t-test > t-table (8.82 > 2.04). It means that the result of the research was accepted (Ha). So, the SWELL Method can be achieved at ten grade of SMA Muhammadiyah 02 Medan

2. **Research Finding**

From the result, It was found there were 11 students (74%) were able in pre-test of experimental group and 4 students (26%) were failed, and in post-test of experimental group, there were 25 students (100%) were able. And pre-test of control group, there are 10 (67%) were able and 5 (33%) were failed, and in post-test of control group, there are 15 students (100%) were able. It was found that the students who were taught writing narrative paragraph by using SWELL Method got achieved. It was proved from the result of the t-test, in which the scores of t-observed is higher than t-table (t-observed > t-table ; 8.82 > 2.04). It means that using SWELL Method in teaching writing gave positive effect to the students' achievement in writing narrative paragraph.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, it was found that the students' achievement in writing narrative paragraph taught by SWELL Method is higher than those taught without SWELL Method. Table 4.5 and Table 4.6 showed that writing from experimental group and control group showed that there were different means in pots test. They were 26.48 and 8.85, it means that the mean of experimental group is higher than mean the mean of control group. Besides, the calculation of t-test shows that t-observed is higher than t-table. It means that the proposed hypothesis is accepted. It showed that the use of SWELL Method was significantly effects on the students' achievement in writing a narrative paragraph.

B. Suggestion

Based on the conclusion drawn, the result of findings contribute valuable suggestion for those who are interested in teaching writing narrative paragraph.

1. a.   English teachers were suggested to apply SWELL method in teaching writing paragraph especially narrative paragraph because this method makes the students easier to exchange their ideas with their friend

b. The teacher has to improved their method in teaching writing as a subject matter to make their students understand about narrative paragraph.

c. To the readers who were interested about this study were suggested to us SWELL method in another writing genre, such as descriptive, expository, and argumentative.

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بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Agung Prayogi
N.P.M	: 1402050286
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Social Interactive Writing for English Language Learners (SWELL) Method on the Students' Achievement in Writing Narrative Paragraph

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05 maret 2010	- Acknowledgement	
05 maret 2010	- Abstract	
05 maret 2010	- Table of Contents	
09 maret 2010	- Acknowledgement	
09 maret 2010	- Abstract	
14 maret 2010	- Introduction	
14 maret 2010	- Review of literature	
14 maret 2010	- References	
20 maret 2010	- Chapter III, IV	
20 maret 2010	- Suggestions	
22 maret 2010	- Data Analysis	
22 maret 2018	Finish / Acc to Submit green file	

Medan, 22 Maret 2018

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap   : Agung Prayogi
N.P.M   : 1402050286
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : The Effect of Social Interactive Writing for English Language Learners (SWELL) Method on Students' Achievement in Writing a Narrative Paragraph

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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,   Januari 2018
Hormat saya
Yang membuat pernyataan,

Agung Prayogi

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum