THE EFFECT OF NOMINAL GROUP TECHNIQUE TOWARDS STUDENT' WRITING SKILL IN PROCEDURETEXT AT GRADE IX OF MTsN 4 PESISIR SELATAN

THESIS

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ABSTRACT

Gusri Eka Putri. 2018. The Effect of Nominal Group Technique Towards Students' Writing Skill in Procedure Text at Grade IX of MTsN 4 Pesisir Selatan

This research was based on students got difficulties in expressing ideas/arguments into written text. They have some problem in indicator of writing because they did not know how to make the sentences in a good order and the students feel bored to follow the lesson, because the teacher was too often explaining the materials taught through the same technique. Therefore, to improve quality of the students especially in writing skill, it is needed a way to help students develop their writing skill. One of the ways was apply as an appropriate technique that called Nominal Group Technique.

The purpose of this research was found out whether any significant effect on students' writing skill who taught through Nominal Group Technique with the students who taught through conventional technique in procedure text at grade IX of MTsN 4 Pesisir Selatan.

In this research the data population was all of the students at class IX of MTsN 4 Pesisir Selatan that consist of 185 students who were divided into six classes. Then, the researcher took class IX.B and IX.C as the sample. Next, researcher was chosen IX.B as the experiment class and IX.C as the control class that both of classes consist of 64 students by using *flapping a coin.* In collecting the data, researcher used English score of students was obtained by the teacher. The test was given to both classes with the same topic. Then, post-test was given after doing treatments for several meetings to determine the effect of Nominal Group Technique.

This research showed that $t\text{-}_{calculate}$ (7.60) was bigger than $t\text{-}_{table}$ (5.89). While, mean scores of students' writing in experiment class (77.34) was higher than the mean scores of writing in control class (61.18). Moreover, each components of writing both classes were different. It can be seen from the comparison of students' mean scores of post-test. Statically, it was proved that teaching writing through Nominal Group Technique gave significant effect on students' writing skill.

In short, it can be concludes that the Nominal Group Technique made the students' writing had better than conventional technique especially in considering five components of writing at grade IX MTsN 4 Pesisir Selatan. So, this technique can be recommended to help students to improve their writing skill especially in procedure text.

ABSTRAK

Gusri Eka Putri. 2018. Pengaruh Nominal Grup Teknik terhadap Keterampilan Menulis Siswa dalam Teks Prosedur Siswa di Kelas IX MTsN 4 Pesisir Selatan

Penelitian ini didasarkan pada penguasaan siswa yang kesulitan dalam mengekpresikan ide/argument kedalam teks tertulis. Mereka mempunyai beberapa masalah dalam menulis karena mereka tidak mengetahui bagaimana cara membuat kalimat yang bagus and siswa merasa bosan untuk mengikuti pelajaran, karena guru terlalu sering menjelaskan materi dengan teknik yang sama. Oleh karena itu, untuk meningkatkan kualitas siswa terutama dalam keterampilan menulis, itu diperlukan sebuah cara untuk membantu siswa mengembangkan keterampilan menulis mereka. Salah satu caranya menerapkan teknik yang tepat yaitu *Nominal Group Technique.*

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan terhadap keterampilan menulis siswa yang diajarkan melalui *nominal group technique* dengan siswa-siswa yang diajarkan melaluik teknik konvensional dalam teks prosedur di kelas IX MTsN 4 Pesisr Selatan.

Dalam penelitian ini populasi data adalah seluruh kelas IX MTsN 4 Pesisir Selatan yang terdiri dari 185 siswa yang dibagi menjadi enam kelas. Kemudian, peneliti mengambil kelas IX.B dan IX.C sebagai sampel. Selanjutnya, peneliti memilih kelas IX.B sebagai kelas eksperimen dan kelas IX.C sebagai kelas pembanding yang kedua terdiri dari 64 siswa dengan menggunakan teknik lempar koin (*flapping a coin*). Dalam mengumpulkan data, peneliti menggunakan nilai bahasa inggris siswa yang diperoleh dari guru. Tes diberikan sesudah diperlakukan *treatment* selama beberapa kali pertemuan untuk melihat pengaruh penggunaan Teknik Nominal Grup.

Hasil penelitian menunjukkan $t\text{-}_{hitung}$ (7.60) lebih besar dari pada $t\text{-}_{table}$ (5.89). Selain itu, nilai rata-rata *post-test* siswa di kelas esperimen (77.34) lebih tinggi daripada nilai rata *post-test* siswa di kelas pembanding (61.18). Disamping itu, masing-masing komponen menulis juga meningkat. Hal ini dapat dilihat dari perbandingan nilai rata-rata *post-test* siswa. Secara statistic, terbukti bahwa pengajaran menulis dengan menggunakan teknik *Nominal Group* memberikan dampak yang signifikan terhadap kemampuan menulis siswa.

Singkatnya, dapat disimpulkan bahwa dampak dari penggunaan Teknik *Nominal Group* ini membuat kemampuan menulis siswa menjadi lebih baik daripada teknik konvensional terutama dalam mempertimbangkan kelima komponen menulis di kelas IX MTsN 4 Pesisir Selatan. Jadi, strategi ini dapat direkomendasikan untuk membantu siswa dalam meningkatkan kemampuan menulisnya terutama dalam teks prosedur.

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I realize that this thesis may be have several weaknesses; therefore, I need any comment and suggestion from the reader in order that this thesis more useful.

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