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iii

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LIST OF CONTENT

TITLE PAGE i

VALIDATION PAGE iii

ACKNOWLEDGEMENT iv

LIST OF CONTENT vii

LIST OF FIGURES ix

LIST OF TABLES x

LIST OF APPENDICES xi

DECLARATION xii

ABSTRAC xii

Chapter I INTRODUCTION

A. Background 1

B. Problem Statement 3

C. Objective of The Research 3

D. Significance of The Research 3

E. The Scope of The Research 4

Chapter II REVIEW AND RELATED LITERATURE

A. Some Previous Related Research Findings 6

B. Some Pertinent Ideas 7

1. The Concept of Writing 7

2. Cognitive Strategy Instructional in Writing 10

3. Descriptive Text 11

C. Conceptual Framework 13

D. Research Hypothesis 14

Chapter III RESEARCH METHOD

A. Research Design 20

B. Research Variables and Definition of Variables 21

C. Population and Sample 21

D. Instrument of The Research 22

E. The Procedure of Collecting Data.....22

F. Tretment 23

G. The Technique of Data Analysis.....24

Chapter IV FINDINGS AND DISCUSSION

A. Findings 29

B. Discussion 32

Chapter V CONCLUSION AND SUGGESTION

A. Conclusion 39

B. Suggestion 39

Bibliography 41

Appendix 44

LIST OF FIGURE

2.1 Conceptual Framework

LIST OF TABLES

1.1 Research Design

1.2 The Technique of Data Analysis

1.3 Scoring Classification

1.4 Research Schedule

4.1 The Percentage Students' Score of Writing Skill in Pre-test

4.2 The Percentage Students' Score of Writing Skill in Post-test

4.3 The Mean Score, Standar Deviation (SD),and Mean difference of the Students'

4.4 The Gain Score of the Students' Writing Skill

4.5 The t-test value and t-test table value

LIST OF APPENDICES

APPENDICES 1	Pre-test and Post-test
APPENDICES 2	Rencana Pelaksanaan pembelajaran (RPP)
APPENDICES 3	The Result of the Students' Score Classification of Pre-test and Post-test
APPENDICES 4	The Score and Square on Pre-test and Post-test
APPENDICES 5	The Calculation in Pre-test Result Score of Writing test
APPENDICES 6	The Calculation in Post-test Result Score of Writing test
APPENDICES 7	The Comparison between t-test value and t-test table value
APPENDICES 8	Titik Persentase Distribusi t (df = 1-40)
APPENDICES 9	The Calculation of the Result of Writing test
APPENDICES 10	Dokumentasi

DECLARATION

The students who signs below :

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Title of Thesis : The Implementation of Cognitive Strategy Instruction in Writing (CSIW) to Improve The Students' Writing Ability Of SMK Negeri 2 Parepare.

Hereby declare that this thesis is purely and entirely written by myself personally and contains no plagiarism, as being regulated in Praturan Materi Pendidikan Nasional Number 17 in year of 2010 about *Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi as well as the Aturan Akademik UM Parepare*

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Parepare, Desember 2021



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ABSTRACT

Nurhamida, 2021, The Implementation of Cognitive Strategy Instruction in Writing (CSIW) to Improve Students' Writing Ability of SMK Negeri 2 Parepare (Supervised by Siti Hajar Land Badaruddin).

This research is based on students' problems related to learning English, especially writing English. This is due to the very poor quality of their writing. Therefore, the purpose of this study was to find out whether the use of strategy CSIW in learning English can help improve students' writing skills in class X TITL B SMK Negeri 2 Parepare.

The researcher applied a pre-experimental method using a one-group pre-test and post-test design, using the sample X TITL B, which consisted of 36 students from SMK Negeri 2 Parepare by using cluster sampling of 72 students from the population.

The results of the data analysis showed that the students' writing ability increased significantly. This is indicated by the average score of students from the pre-test results (48.77) and the average score of students from the post-test is 80.03. This indicated that the writing ability of students in class X TITL B at SMK Negeri 2 Parepare has progressed by using the CSIW strategy to improve students' descriptive writing skills. This is proved by the t-test value (3.11) which is higher than the t-table value (1.689).

Keywords: Cognitive Strategy Instruction in Writing (CSIW), Writing Skills, Teaching Strategy

ABSTRAK

Nurhamida, 2021, Penerapan Cognitive Strategy Instruction in Writing (CSIW) untuk Meningkatkan Keterampilan Menulis Siswa di SMK Negeri 2 Parepare (Dibimbing oleh Siti Hajar L dan Badaruddin).

Penelitian ini dilatarbelakangi oleh permasalahan siswa yang berkaitan dengan pembelajaran bahasa Inggris, khususnya menulis bahasa Inggris. Hal ini disebabkan rendahnya nilai tulisan mereka. Oleh karena itu, tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan strategi CSIW dalam pembelajaran bahasa Inggris dapat membantu meningkatkan keterampilan menulis siswa kelas X TITL B SMK Negeri 2 Parepare.

Peneliti menerapkan metode pre-experimental dengan menggunakan desain pre-test dan post-test satu kelompok, dengan sampel yang digunakan adalah X TITL B yang terdiri dari 36 siswa SMK Negeri 2 Parepare. Pengambilan sampel menggunakan sampel klasterdari 72 siswa dari populasi.

Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat secara signifikan. Hal ini ditunjukkan dengan nilai rata-rata siswa dari hasil pre-test (48,77) dan nilai rata-rata siswa dari hasil post-test adalah 80,03. Hal ini menunjukkan bahwa kemampuan menulis siswa kelas X TITL B di SMK Negeri 2 Parepare mengalami kemajuan dengan menggunakan strategi CSIW untuk meningkatkan keterampilan menulis deskriptif siswa. Hal ini dibuktikan dengan nilai t-test (3,11) yang lebih tinggi dari nilai t-tabel (1,689).

KataKunci : Pembelajaran Strategi Kognitif dalam Menulis (CSIW), Keterampilan Menulis, Strategi Menngajar.