

**THE EFFECT OF IMPLICIT AND EXPLICIT GRAMMAR
TEACHING ON STUDENTS' WRITING SKILLS AT MA
MUHAMMADIYAH BANTAENG**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2023**

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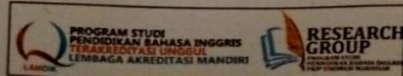
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18/8/2023		- Fix the margin & punctuation	
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22/8/2023		- Give addition theory in chapter 2	
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17 / 8 / 2023	Chapter 3	Influence of	
19 / 8 / 2023	Chapter 4	Complete your Chapter	U
21 / 8 / 2023	Chapter 5	Complete your Chapter	U
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ABSTRACT

SYAHRATUL JANNAH, 2023. The Effect of Implicit and Explicit Grammar Teaching on Students' Writing Skills at MA Muhammadiyah Bantaeng (A Pre-Experimental research design at Eleventh Grade of MA Muhammadiyah Bantaeng), under the thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Supervised by Ilmiah and Junaid.

This research aimed to find out the effect of implicit and explicit grammar teaching on students writing skills. The subject of this research was 19 students at eleventh grade students of MA Muhammadiyah Bantaeng. The method that used was quantitative research with pre-experimental research that consist of pre-test, treatment, and post-test. The researcher used writing narrative text test as a research instrumental. The research showed that the implicit and explicit method had a significant positive effect on students' writing skills in writing narrative text in terms of content with the mean pre-test 36,84 and post-test 80.26 and organization with mean pre-test 59.21, and post-test 84.21. This shows that there is an effect of the implicit and explicit methods on students' writing skills. Therefore, it can be concluded that statistically hypothesis of H_a was accepted and the statistically hypothesis of H_o was rejected.

Keyword: *Implicit method, Explicit Method, Writing Skills, Content, Organization.*



ABSTRAK

SYAHRATUL JANNAH, 2023. Pengaruh Pengajaran Tata Bahasa Implicit dan Explicit Terhadap Keterampilan Menulis Siswa di MA Muhammadiyah Bantaeng (Penelitian Pra-Eksperimen di Kelas XI MIA 1 MA Muhammadiyah Bantaeng), Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammaadiyah Makassar Dibimbing oleh Ilmiah dan Junaid.

Penelitian ini bertujuan untuk mengetahui efek dari metode pengajaran tata bahasa implisit dan explicit terhadap keterampilan menulis siswa. Subjek penelitian ini adalah 19 siswa kelas XI MIA 1 MA Muhammadiyah Bantaeng. Metode yang digunakan adalah penelitian kuantitatif dengan penelitian pre-experimental yang terdiri dari pretest, treatment, dan posttest. Peneliti menggunakan tes menulis narrative teks sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa metode implisit dan eksplisit signifikan untuk memberikan efek positif terhadap keterampilan menulis siswa dalam menulis narrative teks ditinjau dari konten dengan rata-rata pre-test 36,84 dan post-test 80,26, dan organisasi dengan mean pre-test 59,21 dan post-test 84,21. Hal ini menunjukkan bahwa adanya efek dari metode implisit dan explicit terhadap keterampilan menulis siswa. Dengan demikian, dapat disimpulkan bahwa secara statistik hipotesis H_a diterima dan secara statistik hipotesis H_o ditolak

Kata kunci : *Metode Implicit, metode Explicit, Keterampilan Menulis, Konten, Organisasi.*

Motto

“It always seems impossible until it’s done’.

-Nelson Mandela-

Dedication

I dedicate this thesis was to: my parents, my family and all my friends, for your sincerities and lots of prayers in supporting the researcher making her dream comes

true

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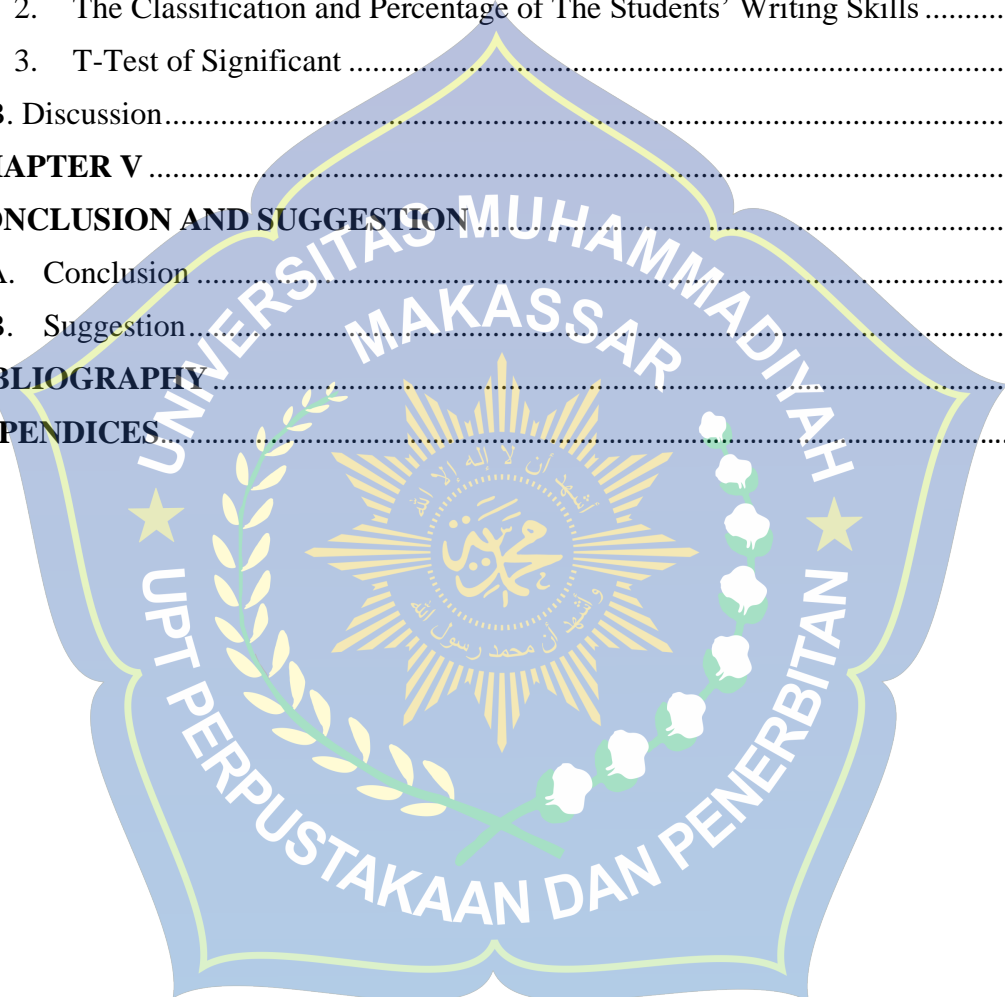
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Table of Contents

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET I	iv
COUNSELING SHEET II	v
SURAT PERJANJIAN	vi
SURAT PERNYATAAN	vii
ABSTRACT	vii
ABSTRAK	viii
ACKNOWLEDGEMENT	x
CHAPTER I	1
INTRODUCTION	1
A. BACKGROUND.....	1
B. Research Question.....	3
C. Research Objectives.....	3
D. Significance of the Research.....	4
E. Scope of the Research.....	5
CHAPTER II	6
LITERATURE REVIEW	6
A. Previews Related Findings.....	6
B. Some Pertinent Ideas.....	8
a. The Concept of Implicit and Explicit Teaching.....	8
b. The Concept of Writing Skills.....	13
c. Narrative Text.....	17
C. CONCEPTUAL FRAMEWORK.....	21
CHAPTER III	23
RESEARCH METHOD	23
A. Research Design.....	23
B. Research Variables and Indicators.....	24

C. Population and Sample	24
D. Research Instrument.....	25
CHAPTER IV	30
FINDINGS AND DISCUSSION	30
A. Findings.....	30
1. The Improvement of The Students' writing Skills.....	30
2. The Classification and Percentage of The Students' Writing Skills	31
3. T-Test of Significant	34
B. Discussion.....	34
CHAPTER V	30
CONCLUSION AND SUGGESTION.....	36
A. Conclusion	36
B. Suggestion.....	36
BIBLIOGRAPHY.....	38
APPENDICES.....	41



LIST OF FIGURE

Figure 2. 1 Conceptual Framework.....	21
Figure 3. 1 Research Design	23



LIST OF TABLES

Table 3. 1 The Total of The Population.....	24
Table 3. 2 Rubric Assessment of Content.....	28
Table 3. 3 Rubric Assessment of Organization.....	29
Table 4. 1 The Improvement of The Students' writing Skills.....	30
Table 4. 2 The Students Frequency and Rate Percentage of Writing Skills in Content	31
Table 4. 3 The Students Frequency and Rate Percentage of Writing Skills in Organization.....	32
Table 4. 4 The Students Frequency and Rate Percentage in Writing Skills	33
Table 4. 5 T-Test Value of Significant	34



LIST OF APPENDIX

APPENDIX A The list name of MIA 1 Students	42
APPENDIX B Data analysis of students mean score	43
APPENDIX C Statistics tests data	45
APPENDIX D Rencana pelaksanaan pembelajaran	47
APPENDIX E Instruments	53
APPENDIX F Letter	60



CHAPTER I

INTRODUCTION

A. BACKGROUND

Everyone should learn English, but this generation in particular should do so because English is a global language that is widely spoken. The majority of people find it challenging to learn English, particularly when writing.

Writing is a fun activity that can benefit students, however there are some inherent challenges. Nonetheless, writing is an important, critical, helpful, and entertaining component of foreign language instruction. (Yulianti, 2019).

Since writing is such an important instrument for communication, learning, and self-expression, students who lack the necessary writing abilities will be at a severe disadvantage and may have limited options for furthering their education or even finding work. Less than one-third of American pupils have achieved proficient, or grade-level appropriate, writing on the National Assessment of Educational Progress, according to data from the National Centre for Education Statistics (2012). According to Harris et al. (2013), the majority of our kids in the United States scored at the basic level or lower, indicating that they only partially mastered the writing abilities required for each grade. The effectiveness of a student's writing education has unquestionably been demonstrated to play a significant factor in that accomplishment.

Effective research-based solutions must be used in the classroom to assist struggling writers become successful writers since they frequently lack or have inadequate strategies for accessing the knowledge they possess. Researchers contend that students' development as writers is influenced by their motivation, knowledge, abilities, and writing techniques.

When it comes to writing abilities, students frequently run across a number of issues. Along with the issues students at MA Muhammadiyah Bantaeng encounter, some of these issues include a lack of coherence and clarity, poor grammar and syntax, a small vocabulary, awkward sentence construction, and others. One of the causes is the dearth of efficient writing instruction methods.

It is proven beyond a shadow of doubt that writing is the most difficult skill for L2 learners to achieve. Therefore, teachers need an effective teaching technique that has a better impact on students' writing skills development. Among the several teaching techniques, the Implicit and Explicit Teaching is one of the most effective to teach for students. Implicit instruction is a type of exploratory education in which students take more responsibility for their own learning. Teachers fail to provide concise justifications or a description of the lesson's objectives. Instead, students are given information or a problem to solve before being given the chance to reach their own conclusion (DeValley & Posey, 2022). Explicit teaching, also known as explicit instruction, is a teacher-centered approach that calls on educators to use a variety of tactics to make the desired, attainable learning goals and results plain to the students.

(DelValley & Posey, 2022). On the other side, implicit instruction is a special kind of language teaching where students learn by experimentation (Pangestu, et al. (2021).

Based on preliminary data obtained by researchers from observations about problems in students writing skills at MA Muhammadiyah Bantaeng, therefore, the researcher wants to examine the implicit and explicit teaching to see which one is more effective in students writing skills at MA Muhammadiyah Bantaeng.

B. Research Question

Based on the background of the research above, the research problem can be formulated as follows : To what extent do the implicit and explicit grammar teaching method affect students' writing skills?

C. Research Objectives

The objectives of this research is to examine the effectiveness of implicit and explicit grammar teaching method on students' writing skills in writing narrative text.

D. Significance of the Research

The findings of this study were anticipated to provide beneficial knowledge to a wide range of people, including:

1. The Teachers

This research is predicted to be helpful in assisting teachers in honing their instructional techniques by selecting the most effective teaching strategy for each student, particularly in the area of writing.

2. The Students

This research is expected to help students understand how a teaching method can affect the learning process, thereby enabling an increase in academic achievement in their writing skills.

3. The other Researchers

The result of the research might become a basis for further research in the field of teaching methods, as well as broaden understanding of the interaction between methods and learning outcomes.

E. Scope of the Research

This study focused on students achievement in writing narrative text in terms organization and content through both implicit and explicit method.



CHAPTER II

LITERATURE REVIEW

A. Previews Related Findings

A study was undertaken by (El-Dakhs, 2022) evaluated the impact of explicit versus implicit instruction on how interactional metadiscourse markers were used in writing by EFL learners. The study involved 120 female undergraduates who are Arab EFL learners. The analysis of variance findings revealed a favorable, if very small, influence for the explicit/implicit teaching with the markers of self-mentions, appeals to shared knowledge, instructions, and inquiries. Regarding how the participants perceived the educational intervention, they found both explicit and implicit instruction to be beneficial, albeit task demands occasionally prevented them from applying what they had learned. The findings are explored in relation to the body of prior research and the particular setting in which the study was conducted.

According to (Altun, 2020) the use of explicit instruction must be incorporated into lessons by language teachers. Implicit teaching strategies must be employed in addition to explicit ones. Teachers should also adapt their pedagogies to the subject at hand. For teachers, practicing enough is a crucial part of the teaching process. Because they ought to be aware that these kinds of methods exist, the administration should modify the

curriculum to reflect these kinds of approaches. The administrative personnel should be knowledgeable about these methods and in charge of instructing both current teachers and aspiring language instructors.

Pangestu et al. (2021) find out the effects of teaching English connectors explicitly and implicitly on the reading comprehension of EFL students. The samples were 50 third-semester students from a university in Bengkulu's English department. The current study found that both explicit and implicit teaching of English connectors improved the reading comprehension of EFL students. However, the explicit teaching of English connectors considerably and more efficiently improved the reading comprehension of EFL pupils.

According to (Huimin Ke, 2021) the effectiveness of explicit versus implicit instruction over the long term in a classroom setting was examined in the study. An intervention group got implicit education in a meaning-based setting for two academic years, whereas the control group received explicit instruction. The participants were 114 Dutch secondary school students learning English as a second language. According to the findings, both explicit and implicit instruction were equally successful at fostering fluency, complexity, and global writing competency. Interesting distinctions were identified in the learners' command of verb phrases connected to tense/aspect in terms of correctness. According to the research, explicit education is beneficial for using the right verb tenses, whereas

implicit instruction is beneficial for selecting the right tense or aspect in a communicative situation.

In a study published in (Yulia, 2020) aimed to determine whether the use of the explicit instruction method had any effect on the tenth grade students at SMA Muhammadiyah Limbung in Gowa in terms of improving their writing abilities. The outcome reveals that the students' writing skills greatly improved, going from a pre-test score of 53.5 to a post-test score of 75.47. It demonstrates that after receiving explicit instruction, the pupils' writing skills increased. This was demonstrated by the T-table result, which is less significant than the threshold of 0.05. This indicates that the researcher could hit the goal by age 75. According to this study, using explicit instruction methods can increase students' writing skills and engagement in the learning process.

B. Some Pertinent Ideas

a. The Concept of Implicit and Explicit Teaching

1. Definition Implicit Teaching

Implicit teaching method is a type of exploratory education in which students take more responsibility for their own learning.

Teachers don't give clear explanations or a list of the lesson's goals.

Students are instead provided facts or a problem to solve before being allowed time to come to their own conclusions.

Because it encourages independent thought and involvement in self-directed learning, implicit instruction is crucial. Additionally, since students engage in natural discussions and collaborate to find solutions to problems in the real world through project-based learning, implicit instructions tend to be more useful.(DelValley & Posey, 2022).

Contrarily, implicit method motivates students to analyze the language and develop their own set of generalizations of rules. On the other side, implicit instruction is a special kind of language teaching where students learn by experimentation. Pangestu et al. (2021).

2. Definition of Explicit Teaching

Explicit method is a type of teaching methodology in which the instructor directly teaches the students. Teachers do not presume that students will learn knowledge and skills on their own while utilizing explicit instruction. Instead, they employ deliberate techniques of teaching and delivery that explicitly state the learning objectives. Teachers carefully explain the what, when, why, and how of their teaching tactics while emphasizing step-by-step participation in their well-organized and sequential lessons.

Explicit teaching, often called explicit instruction, is a teacher-centred strategy that requires educators to make the desired achievable learning goals and outcomes clear to the children through a range of strategies.

When learning a second language, explicit grammar instruction is especially crucial because, unlike learning one's first language, which is typically acquired through environmental input, language acquisition naturally declines as one ages cognitively. (DelValley & Posey, 2022).

Explicit method aims to focus students' attention on a particular learning objective. More noticing is triggered by explicit instruction, and this is essential for matching feedback to intake. Pangestu et al. (2021)

To conclude, the implicit teaching method only directly students' to analyze text independently, teachers do not give a clear explanation. Meanwhile, the explicit method the teachers give a clear explanation about the text like the use of tenses in writing narrative text and grammarly.

3. The Steps of Applying Implicit and Explicit Teaching method in Writing Skills

a. Implicit Teaching

- 1) Immersion: Provide students with a language-rich environment by exposing them to various forms of written

texts, such as books, articles, and poems. This helps students develop an intuitive understanding of the structures, styles, and conventions of writing.

- 2) Reading as a Model: Encourage students to read extensively. Expose them to well-written texts that exemplify the specific writing skills you want them to develop. Discuss and analyze these texts together, drawing attention to the authors' techniques, strategies, and language choices.
- 3) Guided Practice: Engage students in guided writing activities. Provide prompts or specific tasks that require them to practice the targeted writing skills. Offer feedback and support during the writing process, focusing on areas that need improvement while highlighting strengths.
- 4) Collaborative Learning: Foster a collaborative learning environment where students can work together on writing projects. Encourage peer review and group discussions, allowing students to learn from each other and share their insights and perspectives.
- 5) Reflective Activities: Incorporate reflective activities into the writing process. Ask students to reflect on their writing choices, strengths, and areas for improvement. Promote

self-assessment and goal-setting, encouraging students to take ownership of their learning.

b. Explicit Teaching

1) Introduction and Explanation: Begin by introducing the specific writing skill or concept you want to teach.

Explain its purpose, relevance, and key elements. Use clear and concise language to ensure students understand the objectives.

2) Modeling: Demonstrate the desired writing skill explicitly by providing step-by-step examples. Show students how to apply the skill in practice, using a think-aloud approach to explain your thought process and decision-making.

3) Guided Practice: Provide structured practice activities that allow students to apply the targeted writing skill with support. Break down the skill into manageable components and guide students through the process, offering prompts, templates, or scaffolding as necessary.

4) Independent Practice: Gradually transition students to independent writing tasks. Assign exercises or assignments that require them to apply the writing skill autonomously. Encourage creativity and critical thinking while providing feedback and guidance as needed.

- 5) Feedback and Revision: Provide constructive feedback on students' written work, focusing on the targeted skill. Guide them through the revision process, helping them identify areas for improvement and suggesting strategies to enhance their writing.

b. The Concept of Writing Skills

1. Definition of Writing Skills

In alongside the other skills, writing is a crucial ability in the study of English. Even though writing ability is crucial, the teaching and learning process does not give it enough consideration or adequate time allocation. (Yulianti, 2019).

One of the four English language skills is writing, which is used to express ideas, opinions, thoughts, and feelings in writing. Writing abilities are specialized skills that enable authors to communicate their ideas in meaningful ways and engage readers on a deeper level. Different linguists have several definitions of writing that they have put forth. Writing is a crucial component of a broader activity where the main emphasis is on speaking, acting out, or language practice.

Writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with the other people. (Khasanah, 2015).

From this point of view, The researcher conclude that writing is one of the skills in English which is a medium used to convey the ideas, feelings and to communicate with other people.

2. The Component of Writing

As mentioned by (Yuniati, 2015), to create a decent piece of writing, vocabulary, syntax, and understanding how to construct a proper sentence must be taken into account. The scoring method will assess each student's writing grade. Organization, topic, grammar, and mechanics are the criteria for rating. The researcher will explain each component to provide clarity.

1. Organization

It means how the students organize their idea. Whether each paragraph is organize well or not. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

2. Content

The content refers to the topic and its explanation, discussion, evaluation, and conclusion. The good content had to fulfill the

criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

3. Language

The students use effective complex sentence construction and make only a few mistakes in the using of grammar.

4. Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph.

5. Vocabulary

If the students could choose the correct words as it is function and master informing words.

3. Text Types in Writing

In writing, there are several types of text that serve different purposes and have distinct characteristics. Here are some common types of text:

1. Narrative Text: Narrative text tells a story and typically includes characters, a plot, and a setting. It can be fictional or non-fictional and can be found in novels, short stories, biographies, and personal narratives.

2. **Descriptive Text:** Descriptive text aims to create a vivid image or impression of a person, place, object, or event. It often uses sensory details and adjectives to provide a detailed and sensory experience for the reader. Descriptive text can be found in travel writing, poetry, and some forms of fiction.
3. **Expository Text:** Expository text provides information, explains a topic, or presents an argument in a clear and concise manner. It is often used in textbooks, newspaper articles, essays, and research papers. Expository text tends to be factual, logical, and organized.
4. **Persuasive Text:** Persuasive text aims to convince the reader to adopt a certain view point or take a specific action. It often uses persuasive techniques such as logical reasoning, emotional appeals, and evidence to support its argument. Persuasive text can be found in advertisements, opinion pieces, speeches, and editorials.
5. **Argumentative Text:** Argumentative text is similar to persuasive text but focuses more on presenting and supporting a specific argument or claim. It often includes counterarguments and refutations to strengthen the writer's position. Argumentative text is commonly found in academic essays, debates, and legal documents.

6. **Informative Text:** Informative text provides objective and factual information about a particular subject. It is typically found in textbooks, encyclopedias, scientific articles, and news reports. Informative text aims to educate and convey information to the reader.

7. **Instructional Text:** Instructional text provides step-by-step directions or guidance on how to perform a specific task or process. It is commonly found in manuals, user guides, recipes, and tutorials. Instructional text is structured and organized to help the reader understand and follow the instructions.

8. **Literary Text:** Literary text refers to works of literature that focus on artistic expression, creativity, and literary techniques. It includes genres such as poetry, novels, plays, and short stories. Literary texts often prioritize aesthetic qualities, symbolism, and deeper meanings.

C. Narrative Text

1. Definition of Narrative Text

A narrative text is a form of writing that recounts a series of events or narrates a tale. As mentioned by (Wulandari, 2019), the objectives of narrative writing are to amuse, convey sentiments, educate, and persuade the audience. It also has a different function

that deals with actual or different experiences in various ways. On the other hand, the narrative language is created to appeal to our emoticons and imagination, which can make us laugh or cry, reflect about our lives, or evaluate our benefits, according to (Wulandari, 2019) as referenced in Mark and Anderson (in Sari, 2015). Students who comprehend the narrative text's substance will be able to relate to the story's setting.

2. Types of Narrative Text

Since they were frequently taught legends, fairy tales, folktales, and fables in kindergarten and elementary school, senior high school students need to be conversant with several sorts of narrative texts. (Wulandari, 2019). According to (Wulandari, 2019) as cited in Nuning as cited in Khusnul (2017) state that there are several different types of narrative text, as follow:

a. Legend

A legend is a narrative of human actions that are perceived by the readers to take place within human story. Typically, a legend is a short, traditional and historicized narrative performed in a conventional model, for instances, Toba Lake, Roro Jonggrang, and sangkuriang.

b. Fable

A fable is a short allegorical narrative that has animal as characters who speak like act human beings. For examples, The Lion and The Mouse, The Ants and Grasshopper, and The Monkey and The Turtle.

c. Fairy Tale

A fairy tale typically features like folkloric characteristics as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. For instances, Snow White, Cinderella, and Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction uses a setting involving science and technology. For examples, To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

3. Generic Structure of Narrative Text

Generally, there are four steps for constructing a narrative text, such as:

a. Orientation

It is about the opening paragraph where the sets, the scene and the characters of the story are introduced. It consists of Who, When, Where questions.

b. Complication

It is a series of complications or where the problems happened and developed.

c. Resolution

Where the problems are solved, it means the characters finally sort out the complication.

d. Reorientation

It is the ending of the story. It may be happy or sad ending.

C. CONCEPTUAL FRAMEWORK

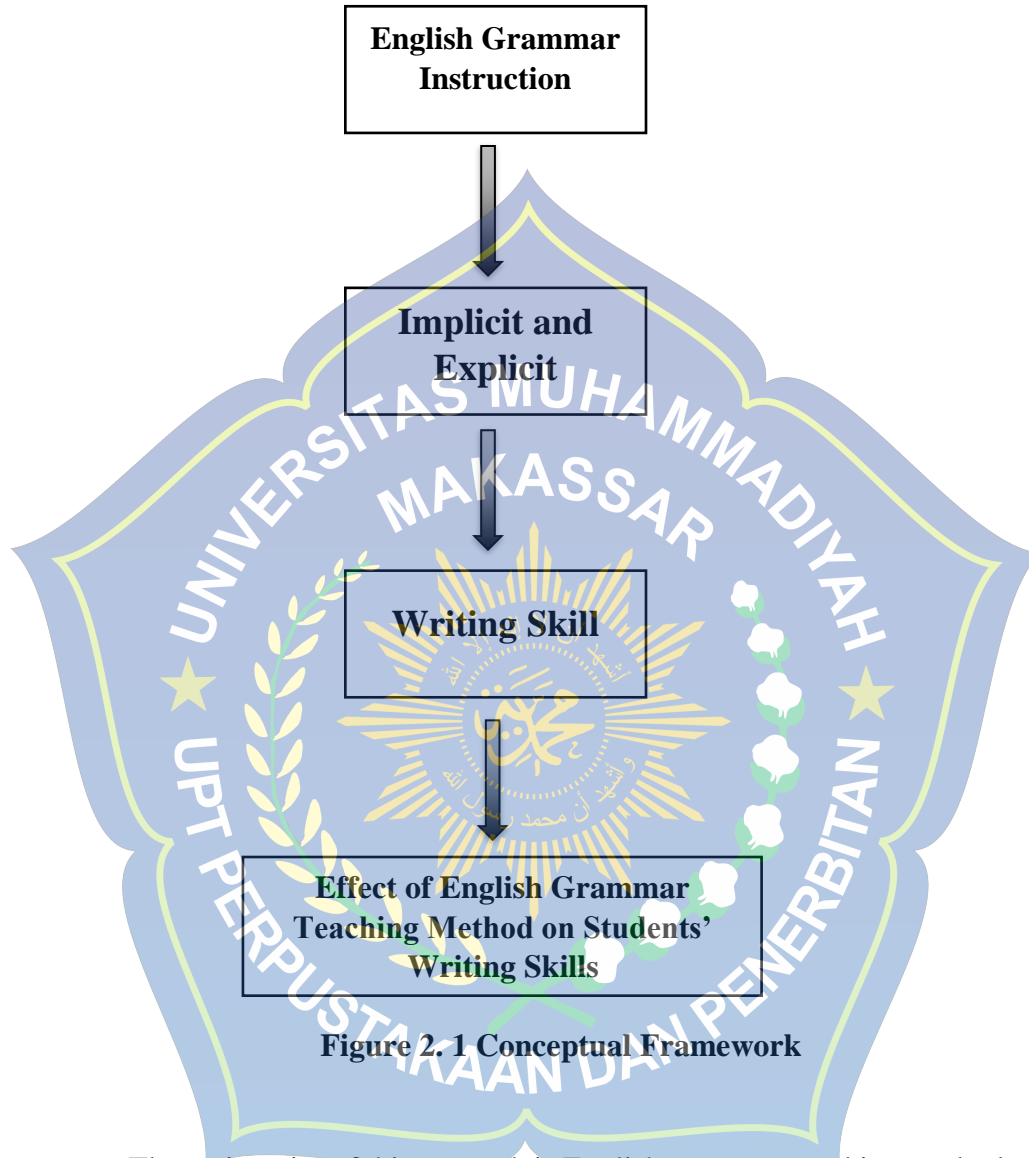


Figure 2. 1 Conceptual Framework

The main point of this research is English grammar teaching method where the subject is the Implicit and Explicit teaching method which is related to students' writing skills. Where the expected output is the effect of English grammar instruction on students' writing skills.

D. Hypothesis

1. H₀ (null hypothesis) : There is no effect whether the implicit and explicit method in students' writing skills
2. H_a (alternative hypothesis) : there is an effect of the implicit and explicit method in students' writing skills



CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a quantitative, experimental approach for this investigation. A pre-experimental study design with pre- and post-tests was used by the researcher. The following figure shows how the design is present:

O ₁	X	O ₂
Pre-Test	Treatment	Post-Test

Figure 3. 1 Research Design

Where:

O₁ : Pre-test

X : Treatment of Experimental group

O₂ : Post-test

(Emzir, 2015:97)

B. Research Variables and Indicators

1. Variables

(a) The Implicit and Explicit grammar teaching is the independent variable (X) in this research as the method.

(b) Students' writing skills is the dependent variable (Y) in this research.

2. Indicators

The students' writing skills (organization and content) serve as an indicator for this study in narrative text for students of MA Muhammadiyah Bantaeng.

C. Population and Sample

a. Population

Students at MA Muhammadiyah Bantaeng, which had six classes with various student enrollments in each, contributed to the study's population. There were 2 kinds of classes, IPA Class and IPS Class. Therefore, the total of the population of MA Muhammadiyah Bantaeng, overall had 131 students.

Table 3.1 The Total of The Population

No.	Class	Number of Students
1.	X.IPA	28
2.	X.IPS	22
3.	XI.IPA	19

4.	XI.IPS	15
5.	XII.IPA	23
6.	XII.IPS	24
Total		131

b. Sample

The researcher used purposive sampling in selecting class from the population. The researcher employed purposive sampling because this sampling method was one of the most effective sampling method. The study used samples from XI IPA, which included 19 students. 19 students made up the sample as a whole.

E. Research Instrument

Writing tests were the instrument for this study's data collection, and the tests themselves were of the narrative text kind. Both a pre-test and a post-test were administered. The pre-test was administered to the students during the first meeting, and the post-test was provided using the same exam as the pre-test following the intervention to determine the students' writing achievement in terms of content and organization.

1. Data Collection Technique

In collecting the data, the researcher gave the same test for students in pre-test and post-test. The procedure of the test was as follows:

a. Pre-Test

The researcher used a writing test that involved creating a narrative text as a pre-test before providing the treatment. It aimed to find out the students' writing skills.

b. Treatment

After giving the pre-test, the researcher does the treatment using the implicit and explicit method. The steps of using the implicit and explicit method in the class as follow :

1. The Implicit method

- a) Start by providing students with a variety of well-written narrative texts.
- b) Encourage students to read and analyze these texts independently.
- c) Organize class discussions where students can share their observations about the narrative texts.
- d) Assign narrative writing tasks to students.

2. The Explicit method

- a) Begin by explaining the specific narrative techniques
- b) Break down each technique into smaller components.

- c) how students how to apply the techniques by walking them through the process step by step. This could involve using a mentor text and demonstrating how to incorporate various elements into the narrative.
- d) Assign narrative writing tasks that allow students to showcase their understanding of the techniques on their own.

c. Post-Test

The same exam that was used for the pre-test was used for the post-test to determine how well the students had improved at writing narrative text. It was also to determine whether the Implicit and Explicit Instruction were really effective to be used in teaching English.

2. Data Analysis Technique

Using the results of the students' pre- and post-tests, the researcher analyzed the data. The researcher graded the students' writing skills using categorizing abilities in the following way:

1. To scoring the test

$$score = \frac{\text{total correct answer}}{\text{total criteria score}} \times 100$$

(Depdiknas, 2006)

2. The Rubric Assessment of Writing Narrative Text

- a. Content

Table 3. 2 Rubric Assessment of Content

Classification	Criteria	Score
Excellent	The student has included at least 4 supporting phrases, all of which are relevant..	4
Good	Students have produced 3 supporting statements, all of which are relevant.	3
Almost	The 2 supporting statements that the student wrote are all relevant.	2
Needs work	Only 1 statement supporting the topic was written by the students..	1

b. Organization

Table 3. 3 Rubric Assessment of Organization

Classification	Criteria	Score
Excellent	Paragraphs have an opening sentence, detail sentences in correct order, and a concluding sentence.	4
Good	Paragraph is missing either the opening sentence or concluding sentence, Details are in correct order.	3
Almost	Paragraph is missing both opening sentence and concluding sentence, details are in correct order.	2
Needs work	Paragraphs is missing both opening and concluding sentences and the details are in incorrect order.	1

(iRubric 2019)

The researcher chose the test value to show the significance between the pretest and posttest using the SPSS formula after calculating the data on the students' writing abilities.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The test was conducted twice, once as a Pre-Test and once as a Post-Test. The Pre-Test was given earlier to the treatment, and the Post-Test was provided following the treatment.

1. The Students' improvement in writing Skills

The researcher found that implicit and explicit affect students writing skills. Those are identified as the content and organization. The table below shows what is developing:

Table 4. 1 The Improvement of The Students' writing Skills

Indicator	Pre-Test	Post-Test	Improvement
Content	36.84	80.26	7.92%
Organization	59.21	84.21	8.32%
X	96.05	164.27	16.32%
Writing	48.02	82.23	8.12%

Based on the table 4.1, it presents the average rating for each variable in the students' writing skills. Between the Pre-Test and Post-Test, the mean score was increased. The students' average content score improved by 7.92% from 36.84 on the pre-test to 80.26 on

the post-test. On the post-test, the students' average organization score got from 59.21 on the pre-test to 84.21, representing an 8.32% improvement. The mean score for students' writing abilities in the pre-test was 48.02, and the mean score in the post-test was 82.25, representing an 8.25% improvement between the two assessments, according to accurate general statistics. According to the data, there is an increasing effect of implicit and explicit teaching on students' writing skills in this case writing narrative text.

2. The Students' Classification and Percentage of Writing Skills

a. The Students Frequency and Rate Percentage of Writing Skills in Content

Table 4. 2 The Students Frequency and Rate Percentage of Writing Skills in Content

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96-100	-	-	4	21.05%
2.	Good	66-85	-	-	15	78.94%
3.	Almost	36-55	9	47.36%	-	-
4.	Needs Work	0-35	10	52.63%	-	-

Based on the rate percentage in Table 4.2, it is determined that no students in the Pre-Test received a classification of excellent or good, while 9 students (47.36%) received an almost classification and 10 (52.63%) received a classification of needs work. Following

that, it was discovered that 4 (21.05%) of students received an Excellent classification, while 15 (78.94%) students received good classification.

b. The Students Frequency and Rate Percentage of Writing Skills in Organization

Table 4. 3 The Students Frequency and Rate Percentage of Writing Skills in Organization

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96-100	11	57.89%	9	47.36%
2.	Good	66-85	4	21.05%	8	42.10%
3.	Almost	36-55	4	21.05%	2	10.52%
4.	Needs Work	0-35	-	-	-	-

Table 4.3's rate percentage reveals that 11 students (or 57.89%) in the Pre-Test received an excellent classification, 4 (21.05%) students received good and almost classification and none received needs work classification. Next, determine the percentage of students taking the Post-Test showed that 9 (47.36%) students received an excellent classification, 8 (42.10%) students received good classification, 2 (10.52%) students received an almost classification, and none received needs work classification.

c. The Students Frequency and Rate Percentage in Writing Skills

Table 4. 4 The Students Frequency and Rate Percentage in Writing Skills

No.	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	96-100	-	-	9	47.36%
2.	Good	66-85	7	36.84%	8	42.10%
3.	Almost	36-55	10	52.63%	2	10.52%
4.	Needs Work	0-35	2	10.52%	-	-

According to the table 4.4, no students were given an exceptional rating on the Pre-Test, while 7 (36.84%) received a good classification, 10 (52.63%) students received an almost flawless classification, and 2 (10.52%) received needs work classification. Following that, it is found that 9 (47.36%) of the students received excellent classification, 8 (42.10%) of the students received good classification, 2 (10.52%) of the students received almost classification, and there were no students who had needs work classification in post-test.

3. T-Test of Significant

Table 4. 5 T-Test Value of Significant

Test Statistics ^a	
	PostTest Writing - PreTest Writing
Z	-3,641 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of data processing using SPSS, The asymp.S ig (2 tailed) value is 0.000, which is known. Due to the fact that 0.000 is less than 0.05, Ho is rejected and Ha is accepted. This means that there is a positive influence (positive because the negative rank values are all 0).

B. Discussion

In order to describe the effect of implicit and explicit methods on students' ability to write narrative text, this part reviewed the findings of data collecting and analysis. Previous section's explanation of the data gathering from writing skills shown an improvement in the students' writing skills to produce narrative text. It was backed up by the students' Pre-Test and Post-Test results, which included the mean score and percentage.

Following an analysis of the writing test results, the researcher found that students' struggle to finish the supporting sentences in their paragraphs because there are no students' achieved an excellent or good classification. However, the students score was improved after given the treatment used the implicit and explicit method as seen in the findings data. It indicates that the implicit and explicit method. The analysis of the writing test data described in the previous section demonstrates that students' writing skills in creating narrative texts in term content has improved.

In terms of organization, the researcher discovered that in the pre-test, students was struggle in organized their paragraphs, many of them missed both opening and concluding sentences in their paragraphs. Same as with content, the analysis of the data collected through the writing test, as described in the previous section, shows that the students' writing skills in the field of narrative text organization has improved.

Therefore, it can be conclude that, H_0 is rejected and H_a is accepted. This means that there is a positive effect of the implicit and explicit method on students' writing skills at MA Muhammadiyah Bantaeng. This is in line with the opinion from Huimin Ke (2021) that both implicit and explicit method were equally successful at writing competency. Explicit method is beneficial for using the right verb tenses, whereas implicit method is beneficial for selecting the right tense or aspect in a communicative situation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research, it was discovered that there was an improvement from students pre-test to post-test after given the treatment by used the implicit and explicit teaching method.

As seen in the research findings, students' scores increased from pretest to posttest after given the treatment where through the implicit method students were given narrative text and directed to analyze it independently and give their own opinions about the narrative text so as to help their communicative abilities in selecting the right tense. Meanwhile, through the explicit method, students are given specific explanations about narrative text material, given guided instructions such as the use of tenses in narrative texts, and so on. So this helps students in using their right verb tenses.

With an increase in students' writing skills in writing narrative texts, the researchers conclude that both the implicit and explicit methods has a positive effect on students' writing skills both in content and organization because there was an improvement from their writing test result and this is effective for use in teaching methods especially in writing subject.

B. Suggestion

The researcher in this case wanted to provide solutions to the challenge of teaching English by offering these suggestions in accordance with the findings mentioned above.

1. The Teachers

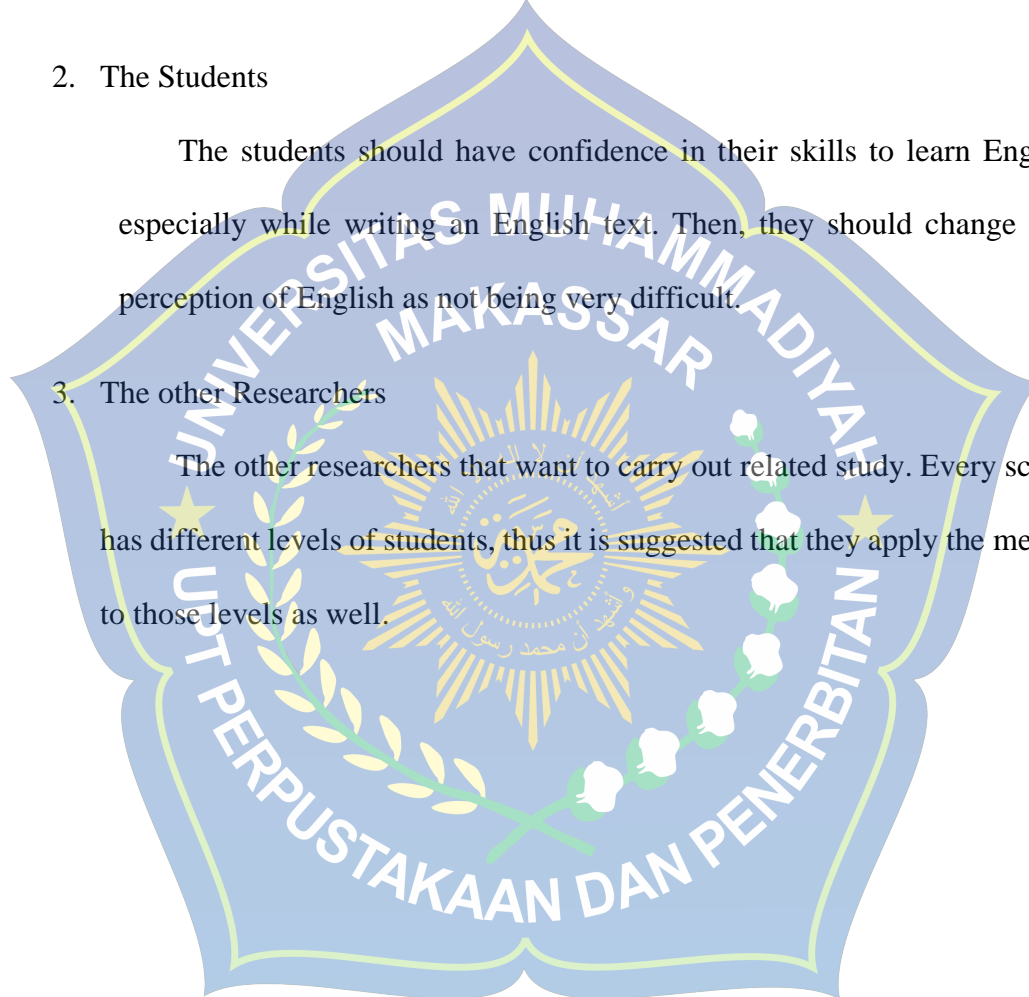
The researcher suggests teachers to be more innovative when introducing students to English, particularly writing. Because learning English requires additional ways and strategies, the researcher suggests teachers to be more patient with their students in order to help them in resolving any difficulties they may be having with the English language.

2. The Students

The students should have confidence in their skills to learn English, especially while writing an English text. Then, they should change their perception of English as not being very difficult.

3. The other Researchers

The other researchers that want to carry out related study. Every school has different levels of students, thus it is suggested that they apply the method to those levels as well.



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APPENDIX A

The list name of MIA 1 students

No.	Nama
1.	Aidil Efendi
2.	Nur Islamiyah
3.	Fajri
4.	Haerul Anwar
5.	Ihsan
6.	Khaerum Muawan
7.	Mardatillah
8.	Mubayyina
9.	Muh Restu Ananda
10.	Nurwahidah
11.	Muh. Nur Taslim
12.	Shodiqah Dhomrona. H
13.	Silfa Mulfia Syam
14.	Nafla
15.	St. Nuraniza
16.	Putri Naila
17.	Suci Cahyariyadi
18.	Rama Wahyu Setya
19.	Muh. Faudzil Adhiem

APPENDIX B

Data analysis of students' mean score Pre-Test and Post-Test

Nama	C	O	Writing	C	O	Writing
Aidil Efendi	25	75	50	75	100	87.5
Ihsan	25	50	37.5	75	75	75
Khaerul Muawan	50	25	37.5	100	100	100
Muh. Nur Taslim	25	75	50	100	75	87.5
Muh. Restu Ananda	50	75	62.5	75	50	62.5
Fajri	25	25	25	75	100	87.5
Haerul Anwar	25	25	25	75	75	75
Mubayyina	50	50	37.5	75	100	87.5
Nur Islamiyah	25	75	37.5	100	100	100
Silfa Mulfia Syam	50	75	62.5	75	75	75
Shodiqah Dhomrona. H	50	75	62.5	75	50	62.5
Mardatillah	50	50	62.5	75	75	75
Nafila	25	50	37.5	100	75	87.5
Nurwahidah	50	75	62.5	75	100	87.5
St. Nuraniza	25	75	50	75	100	87.5
Putri Naila	50	75	62.5	75	100	87.5
Suci Cahyariyadi	25	50	37.5	75	75	75

Rama Wahyu Setya	25	75	62.5	75	100	87.5
Muh. Faudzhiel Adhiem	50	75	50	75	75	75
X	700	1.095	850	1.525	1.600	1.562,50
Mean Score	36.87	57.68	44.73	80.26	84.21	82.23



APPENDIX C

Statistical Test Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest C	19	25,00	50,00	36,8421	12,82473
PostTest C	19	75,00	100,00	80,2632	10,47135
PreTest O	19	25,00	75,00	59,2105	20,76744
PostTest O	19	50,00	100,00	84,2105	17,09964
PreTest Writing	19	25,00	62,50	48,0263	13,34840
PostTest Writing	19	62,50	100,00	82,2368	10,47135
Valid N (listwise)	19				

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PreTest Writing	,229	19	,010	,846	19	,006
PostTest Writing	,271	19	,001	,873	19	,016

a. Lilliefors Significance Correction

Ranks			
	N	Mean Rank	Sum of Ranks
PostTest Writing - PreTest Writing			
Negative Ranks	0 ^a	,00	,00
Positive Ranks	17 ^b	9,00	153,00
Ties	2 ^c		
Total	19		

a. PostTest Writing < PreTest Writing

b. PostTest Writing > PreTest Writing

c. PostTest Writing = PreTest Writing

T-Test Table

Test Statistics^a

	PostTest Writing - PreTest Writing
Z	-3,641 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

APPENDIX D
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

4 Pertemuan

Sekolah : MA Muhammadiyah Bantaeng
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / Ganjil
Materi Pokok : Narrative Text
Alokasi Waktu : 8 Minggu x 3 Jam Pelajaran @45 Menit

- **Kompetensi Inti**

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

- **Kompetensi Dasar dan Indikator Pencapaian**

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<p>3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks naratif.</p> <p>3.8.2 Siswa dapat mengidentifikasi dan menjelaskan generic structure dari teks narrative.</p> <p>4.8.1 Mengidentifikasi kata kata dari teks narrative.</p> <p>4.8.2 Menggunakan kalimat bentuk lampau.</p> <p>4.8.3 Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.</p> <p>4.8.4 Menghasilkan teks berbentuk narrative.</p>
4.1 Menangkap makna secara kontekstual terkait fungsisosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.	

- **Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menjelaskan struktur teks narrative text secara implisit.
- Mengidentifikasi unsur kebahasaan dalam narrative text secara eksplisit.
- Menyusun cerita pendek berdasarkan struktur teks dan unsur kebahasaan narrative text.

- **Materi Pembelajaran**

1. Narrative Text

- **Metode Pembelajaran**

2. Implicit dan Explicit

- **Media Pembelajaran**

1. Worksheet atau lembar kerja (siswa)
2. Lembar penilaian

- **Sumber Belajar**

1. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
2. Kamus Bahasa Inggris
3. Pengalaman peserta didik dan guru

- **Langkah-Langkah Pembelajaran**

Kegiatan Pendahuluan (15 Menit)

Guru :

Orientasi

- Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
- *Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran*

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (100 Menit)

Kegiatan Pembelajaran

Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi

Narrative Text dengan cara :

- Guru menjelaskan pengertian teks naratif dan ciri ciri yang membedakannya dari jenis teks lain.
- Guru memberikan contoh contoh teks naratif dalam bahasa inggris baik secara lisan maupun tertulis, untuk membantu siswa memahami struktur dan gaya penulisan teks naratif.

- Siswa diberikan teks naratif untuk dibaca secara individual atau dibacakan secara lisan. Biarkan mereka merespons secara intuitif terhadap cerita tersebut tanpa memberikan penjelasan lebih dahulu.
- Siswa dibagi dalam kelompok kecil dan diminta berdiskusi tentang cerita yang mereka dengar. Biarkan mereka berbagi pemahaman mereka tentang isi cerita, karakter, dan alur cerita tanpa campur tangan secara langsung.
- Identifikasi kata-kata atau frasa kunci dalam teks naratif dan jelaskan artinya kepada siswa. Diskusikan bagaimana makna kata dan frasa tersebut berhubungan dengan pemahaman keseluruhan cerita.
- Ajarkan siswa tentang struktur cerita naratif, seperti pengenalan, konflik, klimaks, dan penyelesaian. Berikan contoh dan minta siswa mengidentifikasi elemen-elemen tersebut dalam teks naratif yang diberikan.
- Bantu siswa dalam menganalisis karakter-karakter dalam cerita, termasuk kepribadian, motivasi, dan perubahan yang dialami karakter utama.

Catatan : Selama pembelajaran *Narrative Text* berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: *nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan*

Kegiatan Penutup (20 Menit)

- Peserta didik dibantu guru untuk bersama-sama merefleksikan pelajaran dan menemukan pesan moral yang terkandung dalam teks narrative.
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Guru dan peserta didik secara bersama-sama berdoa untuk mengakhiri kegiatan pembelajaran.
-

APPENDIX E

Instrument

A. Pretest

Pre-Test : Writing

Genre : Narrative

Grade : XI

Time allocation : 80 minutes

Try to remember anything you like or you know well. It could be a folk tale, a legend, or your own experience. Write down your story at least 2 paragraph which consist of 250 words. Use your own words.

B. Teaching Materials

Pertemuan 1

At the first meeting, the teacher provided the material about narrative text, how to make a narrative text, the generic structure and give the students the example of narrative text and apply the implicit method with arrange the students to analyze the text independently.

The example of Narrative Text :

The Ant and The Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Pertemuan 2

At the second meeting, the teacher apply the explicit method with give a clear explanation about the narrative text, tenses that used in narrative text.

Pertemuan 3

At the third meeting, the teacher give organize class discussions where the students can share their observations about narrative texts.

Pertemuan 4

At the last meeting, the teacher give an explanation how to write a paragraph narrative text, show them what tenses that used in writing narrative text after that the teacher give the students assignment to write a narrative text about their experiences. The teacher give the students 30 minutes to write their paragraph.

C. Posttest

Post-test : Writing

Genre : Narrative

Grade : XI

Time allocation : 80 Minutes

Now write anything about your own experience. Write down at least 4 paragraphs which consist of 250 words. Use your own words.



D. Worksheet

The Legend of Toba Lake

In the past, there lived a young orphan man in the northern part of the island of Sumatra. Syahdan, the young man made his life from farming and fishing. One day while he was fishing he got a fish which was so beautiful in golden brown. While he was holding it, the fish turned into a beautiful princess. The princess was a woman who was condemned for violating the prohibitions and it would turn into a kind of creature who first touched it, then it turned into a princess. ✓

Fascinated by her beauty, the young man asked her to be his wife. The application was accepted on condition that the young man was not allowed to tell the origin of the princess who came originally from fish. The young man agreed to this requirement. Having got married for a year, the couple got a boy but he had a bad habit that he never felt satisfied while he was eating. He ate all the food. ✓

One day the boy ate all the food that should be given to his father. The young man then so angrily said: "basically you are the offspring of fish!" That statement by itself unveiled the secrets of his wife and broke his promise.

Content = 2

Organization = 3

Last holiday, I went to Anger beach in serang, Banten.
I went there with my big family. We left for the beach
from my grand father home in ramulang at 06:00 a.m.
we went there by two car. we arrived in the beach at 10:00 a.m.

This is Complication

Content = 1

organization = 1



Weekend At Erbol

One weekend I went to Erbol with my uncle, at that time my uncle and I were assigned to serve the tourists who wanted to go up to the Waterboom. I was assigned to push and my uncle was on duty to take tires/pull tires from the pulley.

At that time there was a tourist who wanted to go up but he was very scared because he couldn't swim, but because of his curiosity the tourist gave himself to go up.

When the tourist got on the tire I immediately pushed the tire so that tourists could enjoy the waterboom rides. With my uncle.

Since the time of the incident for 1 ~~week~~ week I did not want to work at waterboom.

Content = 3

organization = 2

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APPENDIX F

Letter



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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Syahratul Jannah
Nim : 105351104719
Program Studi : Pendidikan Bahasa Inggris

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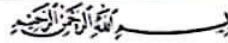
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Assalamu Alaikum Warahmatullahi Wabarakatuh

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Nama : SYAHRATUL JANNAH
Stambuk : 105351104719
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : BANTAENG / 15-01-2002
Alamat : Jln. Dg Tata Perumahan Tata Green Land

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: *The Effect of Implicit and Explicit Grammar Teaching on Students
Writing Skills at MA Muhammadiyah Bantaeng*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu
Khaeran Katsiraan*.

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh*

Makassar, 6 Jumadal Ula 1441 H
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Dekan



Erwin Akib, M.Pd., Ph.D.
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LETTER OF ACCEPTANCE
0834/BG-FKIP/LOA/B/VIII/1445/2023

Dear SYAHRATUL JANNAH

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECT OF IMPLICIT AND EXPLICIT GRAMMAR TEACHING ON
STUDENTS' WRITING SKILL AT MA MUHAMMADIYAH BANTAENG

The manuscript ID: 1082

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Faculty of Teacher Training and Education


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NIM : 10131101919
Judul Penelitian : The Effect of Implicit and explicit Grammar teaching on students Writing skill at MA Muhammadiyah Karamong
Tanggal Ujian Proposal : 08 Juni 2023
Tempat/Lokasi Penelitian : MA Muhammadiyah Karamong

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu / 20 Juni 2023	Pre-test	Alma, S.pd	Alma
2	Senin / 24 Juni 2023	Penelitian	Alma, S.pd	Alma
3	Senin / 25 Juni 2023	Penelitian	Alma, S.pd	Alma
4	Senin / 1 Agustus 2023	Post-test	Alma, S.pd	Alma
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CURRICULUM VITAE



Syahratul Jannah is a student of English Department in Universitas Muhammadiyah Makassar. She was born on 15th January 2002. She is the first daughter of marriage between Syamsuddin and Saharia, she has 1 siblings. In 2010, she started in elementary school at SD Inpres Mattoanging, graduated in 2015. Then she continued junior high school at SMP Negeri 1 Bissappu and graduated in 2017. After that she continued to senior high school at SMA NEGERI 1 BANTAENG and graduated in 2019. In 2017, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of his study, he could finished her thesis in 2023 entitle “The Effect of Implicit and Explicit Grammar Teaching on Students’ Writing Skills at MA Muhammadiyah Bantaeng”.