ABSTRACT

Usmatun Taibah. 809115022. The Effect of Instructional Strategies and Students' Self Efficacy on the Students' Achievement in Argumentative Writing. A thesis. English Applied Linguistic Study Program, State University of Medan.2012

The objectives of this study were: (1) To find out whether PLEASE and PMI strategies significantly affect students' achievement in writing argumentative. (2) To find out whether Self efficacy significantly affect students' achievement in writing argumentative. (3) To investigate whether PLEASE and PMI strategies and self efficacy had significantly interactive effect on the students' achievement in argumentative writing. This study was conducted by using experimental research with factorial design 2x2. The population of the study was all students of grade X of 2011/2012 of *SMA Swasta Teladan Medan*. There were four parallel classes and two classes were chosen as the samples by applying multistage cluster random sampling technique. Each class consists of 35 students. The instruments used for data collection were questionnaire and writing test. The data were analyzed by using two-way ANOVA. The research findings show that (1) Both PMI and PLEASE strategies did not significantly affect the students' achievement in argumentative writing. The $F_{observed}$ was 0,331 and it's not significant at the level 0.05 (0,571 > 0,05(α)). (2) The students' self efficacy significantly affects the students' achievement in argumentative writing. the $F_{observed}$ was 2,161 and it's significant at the level 0.05 (0,034 < 0,05(α)). (3) There was no an interaction between teaching strategies and students' self efficacy to the students' achievement in argumentative writing. the $F_{observed}$ was 0,769. And it's not significant at the level 0,05 (0,695.>0,05).

ABSTRAK

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Penelitian ini bertujuan untuk mengetahui: (1) hasil belajar siswa dalam menulis Argumentasi yang diajarkan dengan PMI dan PLEASE secara signifikan mempengaruhi hasil belajar menulis Argumentasi siswa, (2) kepercayaan diri siswa mempengaruhi hasil belajar dalam menulis Argumentasi, dan (3) terdapat interaksi antara strategi pengajaran dan kepercayaan diri siswa terhadap hasil belajar siswa dalam menulis argumentasi. Penelitian ini adalah penelitian eksperimen dengan desain faktorial 2x2. Populasi penelitian ini adalah semua siswa kelas X tahun ajaran 2011/2012 SMA Swasta Teladan Medan. Empat lima kelas paralel dan dua kelas dipilih sebagai sample dengan menggunakan teknik random multi klaster. Setiap kelas terdiri dari 35 orang siswa. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah angket dan tes menulis. Data dianalisis dengan menggunakan ANAVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) PMI dan PLEASE keduanya secara significan tidak mempegaruhi hasil belajar siswa dalam menulis Argumentasi (Sig. = 0.572 > 0.05). (2) kepercayaan diri siswa secara signifikan mempengaruhi hasil belajar dalam menulis Argumentasi (0,034 < 0,05), dan (3). Tidak terdapat interaksi antara strategi pengajaran dan kepercayaan diri siswa dalam memperngaruhi hasil belajar siswa dalam menulis Argumentasi (Sig. = 0.695 < 0.05).