THE INFLUENCE OF THINK-TALK-WRITE (TTW) STRATEGY TOWARD STUDENTS’ WRITING SKILL ON RECOUNT TEXT
(An Experimental Research at the Eighth Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016)

THESIS
Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

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EDUCATION AND TEACHER TRAINING FACULTY WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2016
THESIS STATEMENT

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Department : English Language Education

certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 9 June 2016
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had been ratified by the board of Examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of the requirement for gaining the Bachelor Degree in English Language Education.

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To
The Dean of Islamic Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamu'alaiكم wr.wb.

I inform that I have given guidance, briefing, and connection to
whatever extent necessary of the following thesis identification:

Title : The Influence of Think-Talk-Write (TTW)
Strategy Toward Students’ Writing Skill on
Recount Text (An Experimental Research at
eight Grade of SMP Muhammadiyah 7
Yogyakarta 2015/2016)
Name of Student  : Pradita Marlia Azis
Student Number   : 123411013
Department       : English Language Education

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and Teacher Training Faculty of Walisongo State Islamic University
to be examined at Munaqosyah session.

Wassalamu’alaikum wr.wb.

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ABSTRACT

Title: The Influence of Think-Talk-Write (TTW) Strategy toward Students’ Writing Skill on Recount Text (An Experimental Research at the eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016)

Writer: Pradita Marlia Azis
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The background of the study was the students of eighth grade SMP Muhammadiyah 7 Semarang have the problem to understand their English learning especially in writing. They were lack of vocabulary. Their comprehension can be recognized through their way of writing.

The population of the research was the eighth grade students of SMP Muhammadiyah 7 Yogyakarta. The research method was an experimental research, which conducted in two classes; the experimental group (VIII B) and control group (VIII F) as sample. The VIII B was taught by using Think-Talk-Write, while the VIII F was taught with conventional method. The formula that was used to analyze the data was t-test. It was used to determine whether there was significant different between students’ score in experimental and control class or not.

After collecting the data, it was found that the pre-test average score in experimental class was 63.10 and control class was 60.75. Meanwhile, the post-test average score of in experimental class was 76.34 and control class was 71.58. It was obtained that t-test was 2.883 and the t-table was 2.01 for (α) 5%. The t-test was higher than t-table (2.883>2.003) It means that Ha was accepted and Ho was rejected.

Based on the result, the researcher concluded that Think-Talk-Write as a teaching strategy influenced in teaching writing recount text at SMP Muhammadiyah 7 Yogyakarta in the academic Year of 2015/2016.
ACKNOWLEDGMENTS

Bismillahirrahmanirrahiim

First and foremost, the researcher would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending her to accomplish the thesis untitled The Influence of Think-Talk-Write (TTW) Strategy toward Students’ Writing Skills On Recount Text (An Experimental Research at the eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016). Without Him, the researcher could not stay patient and in control in writing this thesis from the first page to the last page.

May peace and salutation always be given to the Prophet Muhammad SAW, the last messenger of God who has guided us from the darkness to the brightness, from the stupidity to the cleverness.

The researcher realizes that she cannot completed this thesis without the help of others. Many people have helped her during the writing this thesis and it would be impossible to mention of all them. The researcher wishes, however, to give her sincerest gratitude and appreciation to:

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encouragement during the consultation. There is no single word that I can say except, “Thank you very much for guiding the researcher as good as her parent. You are nice lecturer.”

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7. M. Barlianta Halim, SS as the English teacher of SMP Muhammadiyah 7 Yogyakarta.

8. My beloved father, mother and aunt, Prapto Martono, Musliah and bude Pardiyati, my brother Pradiffa Atoriq Azis And Gustaf Noor Azis Thanks for your pray, support, your deepest love to me and all that you did for me and my life.

9. Muhammad Fatkhurozi, who always gives motivation and enthusiasm to keep trying.

10. The deepest gratitude for zumi, eva, evi, ninik, atin, dek susi, dek hany, dek bebep, miss ilip, ninta, muna, iis, sylfi, mba aniq, mia, mba kana, faiq and moni, thanks for your support.

11. Dearest friends PBI A 2012 that the researcher cannot mention one by one.
12. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

Finally, the writer realizes that this thesis is a far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, 9 June 2015

The Researcher,

Pradita Marlia Azis
Student Number: 123411013
MOTTO

.... يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوْا الْعِلْمَ دَرَجَتٍ....

‘Allah will raise up to (suitable) ranks and (degrees), those of you who believe and who have been granted (mystic) knowledge’

(QS. Al Mujadilah: 11)\(^1\)

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# TABLE OF CONTENT

## THESIS STATEMENT ............................................................. ii

## RATIFICATION NOTE .......................................................... iii

## ADVISOR NOTE ....................................................................... iv

## ABSTRACT ............................................................................... v

## ACKNOWLEDGMENT ............................................................... vi

## MOTTO .................................................................................... ix

## TABLE OF CONTENT ............................................................. x

### CHAPTER I: INTRODUCTION

A. Background of the Research................................. 1

B. Question of the Research................................. 6

C. Objective and Benefit of the Research ......... 6

### CHAPTER II: REVIEW OF THE RELATED LITERATURE

A. Previous Research .......................................................... 8

B. Theoretical Review .................................................... 11
   1. Concept of writing ................................................. 11
   2. Genre ................................................................. 15
   3. Recount text ......................................................... 18
   4. Teaching Recount Writing ................................. 23
   5. Strategy of Teaching Writing Recount
      Text ...................................................................... 24
         1) The Three-Step Interview ......................... 25
         2) Snowball Throwing ..................................... 25
         3) Think-Talk-Write ........................................ 25
   6. Teaching Recount Text Through

xiii
1) Think-Talk-Write ............................... 26
2) Definition ........................................ 26
3) Think-Talk-Write in Teaching Recount Text ........................................ 27
4) Advantage and Disadvantage .......... 27
C. Hypothesis....................................................... 31

CHAPTER III: RESEARCH METHODOLOGY
A. Research Design....................................................... 32
B. Place and Time of the Research......................... 34
C. Population, sample and Technique ....................... 38
D. Variable and Indicator............................................. 40
E. Technique of Data Collection ......................... 41
F. Technique of Data Analysis ............................... 43

CHAPTER IV: RESEARCH FINDING AND DISCUSSION
A. Description of the Research Finding................. 53
B. Data Analysis and Hypothesis Test...................... 53
   1. First Phase Analysis........................................ 53
   2. Phase End Analysis........................................ 57
C. Discussion of Research Finding...................... 61
D. Limitation of the Research.............................. 63

CHAPTER V: CONCLUSION AND SUGGESTION
A. Conclusion ...................................................... 64
Suggestion...................................................... 65

REFERENCES

APPENDICES

CURRICULUM VITAE
LIST OF TABLES

Table 2.1 Kinds of Genre, 17.
Table 2.2 Text Probing, 17.
Table 3.2 The Schedule of The Research, 36.
Table 3.2 List of the Population, 38.
Table 3.3 The Explanation of Criteria, 44.
Table 3.4 The Explanation of Scoring, 45.
Table 4.1 Score of Pre-Test Experimental and Control Classes, 54.
Table 4.2 The Normality Result Pre-Test in Experimental Class And Control Classes, 54.
Table 4.3 The Homogeneity Result of Pre-Test in Experimental and Control Classes, 55.
Table 4.4 The Average Similarity Test of Pre-Test in Experimental and Control Classes, 56.
Table 4.5 The Normality Result Of Post-Test In Experimental And Control Classes, 58.
Table 4.6 The Homogeneity Result of Post-Test in Experimental and Control Classes, 58.
Table 4.7 The Result of Computation T-Test, 60.
LIST OF APPENDICES

1. List of Students Experimental Class
2. List of students Control Class
3. Data Test
4. The Pre-test Score for Experimental Class
5. The Pre-test Score for Control Class
6. The Post-test Score for Experimental Class
7. The Post-test Score for Control Class
8. Normality Test of Pre Test (Experimental Class)
9. Normality Test of Pre Test (Control Class)
10. Homogeneity Test of Pre Test
11. The Average Similarity Test of Pre-test of the Experimental and the Control Classes
12. Normality Test of Post Test (Experimental Class)
13. Normality Test of Post Test (Control Class)
14. Homogeneity Test of Post Test
15. The Average Similarity Test of Post-test of the Experimental and the Control Classes
16. Lesson Plan for Experimental Class First Meeting
17. Lesson Plan for Experimental Class Second Meeting
18. Lesson Plan for Control Class First Meeting
19. Lesson Plan for Control Class Second Meeting
20. Instrument Pre-Test
21. Picture of instrument
22. Instrument Post-Test
23. Picture of instrument
24. Document of research
CHAPTER I

INTRODUCTION

A. Background of the Research

Learning is a complex process that happened to everyone in their life.\(^1\) It is an activity in education. Learning of process as a formal education involves two important component, they are teacher and students. Both are interacting actively in the learning activity to achieve a goal in learning. Teachers have to optimal their ability and their knowledge to the students in the teaching learning activity. Meanwhile, the students have to respond actively what the teachers give. So, the learning process that is conducted in learning situation can run in proper order.

In the world of education is often encountered various problems related to the implementation of learning problems. Implementation of learning in general, teachers are still applying conventional learning that at the implementation stage of learning begins explaining the material, giving examples and followed by exercises, so that learning tends to be centered on the teacher. It is because the students do not learn to practice finding and developing the concept of creativity. The teachers rarely make a group in study groups, so it is less interaction between students and students and students with teachers. As well as studying

writing. Researchers assume that writing is a skill that is most difficult, for people who are learning English because in the writing process, students will discover many Difficulties in transferring thoughts and ideas in writing.

The purpose of teaching English is to make students master four skills: listening, speaking, reading, and writing. Writing is frequently useful as preparation for some other activities. Writing in its broad sense—as distinct from simply putting words on paper—has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure). The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process. It is the process of finding and organizing ideas, put them on paper and revise. Writing allows students to express our ideas well; however, to get the meaning of a strong, attractive and clear to the reader, these skills should be improved by practicing a lot. The importance of writing can be seen in the daily activities when they have to write a personal

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letter, invitation, official letters, articles, books and the other product of writing activities.

In Islam, writing is the skill taught by Gabriel to the prophet Muhammad SAW when he got the first relevant from Allah. Allah states in the Holy Qur’an surah Al- Alaq verse 1-5:

```
آقرأُ بِنِعْمَتِ رَبِّكُمْ لَدَيْكُمُ خَلَقَ الرُّوحَ لَدَيْنَا خَلَقَكُمْ مِنْ شَرْهَةٍ أَقْرِئْ وَرَبَّكُ
```

"Proclaim (or read) in the name of the lord and cherisher, who created. Created man, out of a (mare) clot of congealed blood. Proclaim! And the Lord is most bountiful. He who taught (the use of) pen. Taught man that which he knew not."  

God’s the most Akram it is God who has made the pen as a tool to deliver ideas through writing and to provide understanding to others as his case orally which is also a tool to express ideas with speech.

The word qalam in the fourth verse means the tool to write (pen). It means that pen is used to write, and the result of using pen is writing. By writing the people will get some information. That is why human being needs to learn how to write correctly.

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According to school-based curriculum there are five kinds of text taught in the eighth junior high school that are; descriptive, recount, procedure and narrative text. In the roles from minister of education and culture number 68 year 2013 mentions that standard of passing the examination for writing course is the students can understand the purpose, structure of the text, and linguistic elements of descriptive, recount, procedure and narrative text.

The writer considers that writing is the hardest skill for people who learn English because in writing process, students will face many difficulties in transferring thought and ideas in writing from. In understanding the recount text, the students also encounters problem in implementing the structure of recount text. The students feel confused how to make or write recount text correctly. There are also still confused to differentiate it such as orientation, events, and reorientation.

In learning English at SMP Muhammadiyah 7 student need for improvement in the learning process in the classroom through learning experiences that are innovative, challenging, and fun. Students who write rarely will find some problems when they must write. Especially when they want to transfer their thought and ideas in writing form. Not only they must focus on words, phases, sentences, pattern and grammar, but also they must focus

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on the idea of each paragraph, especially in understanding recount text, the students also encounters problem in implementing the structure of recount text. The students feel confused to differentiate it such as orientation, events and reorientation. The researcher has found that the students of SMP Muhammadiyah 7 got difficulties in writing and understanding the structure of recount text correctly. From those kinds of problem, teachers should find some ways out how to makes students’ writing ability and understanding in recount text better than before. It would require a new strategy to make students more enthusiastic in participating in the learning process.

To make the students motivated and enjoyable to learn, the teacher should use an interesting strategy to the material as well as involving students actively in learning, both mentally, physically, and socially. The Competence in mastered the material that is expected to be optimized. Kemp (Wina Senjaya, 2008) states that the learning strategy is a learning activity that must be done teacher and students to the learning goals can be achieved effectively and efficiently. It can be concluded that the learning strategy includes actives or the use of techniques performed by teachers from planning, implementation to evaluation stages.

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7 Observation at eight grade of SMP Muhammadiyah 7 Yogyakarta, 24 September 2015.

It is necessary to reform the model or learning techniques to make effective the learning process, one that can be used is a learning Think-Talk-Write (TTW) strategy. It is expected that learners can be involved directly in the learning process.

Think-Talk-Write can help students construct their own knowledge. So that, students’ understanding of the concepts is better. Students are also able to communicate or discuss their thought with their friends. So, the students can help each other and exchange their ideas. This strategy can help students to understand the material being taught. It is possible thing, if they are already familiar with the material obtained, they will be easy to apply their idea in writing or in this case, students are able to make recount text.

Because of the problem above, the researcher wants to conduct an experimental research with the title ”The Influence of Think Talk Write (TTW) Strategy toward Students’ Writing Skills on Recount Text” eighth Grade of SMP Muhammadiyah 7 YOGYAKARTA in the Academic year of 2015/2016.

B. Question of the Research

How is the influence of Think-Talk-Write (TTW) strategy toward students writing skills on recount text of SMP Muhammadiyah 7 Yogyakarta in the academic year of 2015/2016?
C. Objectives and Benefit of the Research

The objectiveness of this research is to find out the influence of using *Think-Talk-Write* (TTW) strategy toward students’ writing skills in Recount text, eighth Grade of SMP Muhammadiyah 7 YOGYAKARTA in the Academic year of 2015/2016.

The benefit of the research can be stared as follows:

1. For the writer
   
   By conducting this research, hopefully the writer will get some experiences and knowledge directly how to implement the teaching writing recount text using *Think-Talk-Write*.

2. For the teacher
   
   By doing this research, it is as motivation to improve skills in choosing appropriate and variation learning strategy and the writer hopes the teacher can use Think-Talk-Write strategy as an alternative in teaching recount. So students will get better achievement.

3. For the students
   
   The writer hopes that students will improve their writing skill in recount text. Think-Talk-Write strategy can make student interested and more enthusiastic in learning especially learning writing.
4. For the school
   To increase the Learning Process especially in the material of
   English Language, and to increase the academic quality of
   students’ especially in English Learning.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

Literature review is used as a comparison against existing research, both on the excess or shortage that existed before. The formulation in the study of literature fully excavated from material written by experts in the field related to the research.1

1. “The use of the Three-Step Interview Technique to Teach Recount Text (An Experimental Research at the Eight Grade of SMPN 1 Pati in the Academic Year of 213/2014) By Susi Susanti (103411047).2 (Students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang). Thesis: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), Semarang, 2014. The writer gave writing test to gather the data. There are two test; pretest and posttest. This research is an experimental research with quantitative approach. The result showed that there was a significance difference in the achievement between the students


who were taught recount using a three-step interview technique and who were taught recount text by using conventional method. We can see experimental class that were given treatment using three-step interview got higher score that was 70.37 compare with the control class who did not treatment using three-step interview that was 63.13. So, three-step interview technique is effective to teach students in recount text. The similarity with this thesis is an object of the study and research design is experimental research. Both of them focus on recount writing. While the differences can be explained as thesis used the three-step interview technique. While the researcher used strategy of Think-Talk-Write.

2. The thesis entitled “The effectiveness of Strip Stories to Help Students’ Sequence Events in Recount Writing” (An Experimental Study at MTs N Margoyoso Pati Grade VIII in The Academic Year of 2010/2011). By Ika Aries Tantiya (073411015).³ (Students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang). Thesis: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), Semarang, 2014. This study is an

³ Ika Aries Tantiya (073411015) English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, The effectiveness of Strip Stories to Help Students’ Sequence Events in Recount Writing” (An Experimental Study at MTs N Margoyoso Pati Grade VIII in The Academic Year of 2010/201). Unpublished Thesis.
experimental Study, In this study, The researcher used strip stories to teach writing recount text in the form of strip of pictures completed with key words under each strip as guide. The researcher used documentation and test as an instrument to collect data. The results of her study are there was an improvement of the students’ achievement in writing recount text by using strip stories and also writing a recount text by using strip stories as a media was better than the writing recount text without strip stories.

The similarities between her research and the writers are the subject or material of the study. The difference is the research design of the study.

3. “The Implementation of Think Talk Write in Teaching Writing (A Classroom Action Research for the Eight Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014). (Students of English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Thesis: Bachelor Program of English Department. This research is a classroom action research (CAR). In 1 cycle of CAR consist of 4 steps; planning, acting, observing, and reflection. The subject of this research is the eighth grade students of SMPN 2 Kalinyamatan Jepara class B which consist of 35 students. In this research, the writer uses two instruments: test and observation sheet. The result of this research shows that there were improvement in writing ability of the students taught by
using Think-Talk-Write strategy. It was proved by the improvement of the students’ score from the cycle 1 to the cycle 2. In cycle 1, many students got score under passing grade. 20 students were failed and 14 were passed in doing the first test. The average score of the students in cycle 1 was 64.1. while in cycle 2, 24 students were passed and only 9 students were failed in doing the test. The average score of the students in cycle 2 was 72.7.4

The similarity between her research and my research is using Think-Talk-Write in improving students writing skills.

The differences between her research and my research are she conducted her research by classroom action research and her research still general. Though, my research use experimental research in conducting this research and my research more focus. It is about students’ writing ability in Recount text.

B. Theoretical Review

1. Concept of Writing

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is process, not a

product. This means that piece of writing, whether it is a composition for your English class is never complete, that is always possible to review and revise, and revise again.5

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes and it is produced in different pattern.6

Based on definition above, writing is one productive skill through sets of symbols to represent the sounds of speech for such things as punctuation and numerals. It is important to note that writing is process, not a product. The results in a text but the text must be read and comprehended.

Writing can be defined as the activity to make letters or number on a surface, especially using pen or pencil.7 It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purposes. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil.


Most of people have little time to write. They spend more their time to listen, speak, or read. It is because the writing is a conversation that is written down, it includes a sequence of sound, from letter, vocabulary, grammatical structures, and punctuation.⁸

Becoming a good writer is not easy for some people. There are some steps that must be done in order to be a good writer. We cannot deny that sometimes people write a note about something, as example shopping list, but they do not realize that they are writing. This process of writing seems to be the stages a writer goes through in order to produce something in its final written from. When writing something, writers also should think about the content of what they will write and thinking their writing is classified into what type. The media of writing are divers, people commonly used pen and paper or sometimes using computer, etc. things that differ the good writers and poor writers are on its process.⁹ We can ensure that good writers always think carefully every step that they will pass. So, their writing will look so different than the poor one.

Good writers always think and plan what they are going to write. This is their first step of writing. Sometimes it called with pre-writing process. In this step, the writers have to think

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about three man issues. First, they have to consider about the purpose of writing. This purpose, of course will influence the text type, the language they use and also the information contained in the writing. Secondly, good writers tend to consider the audience. Because they is the people who want to read their writing. They do not want that the readers will be confused of their writing, if they do not notice of what they have written, and the last, writers should consider the content structure of the writing, that is how best to sequence the facts, ideas, or arguments which they have decided to include. This step called planning. Next step is drafting. This is the step where the writers start to write after planning what they are going to write.¹⁰ The amounts of planning they are thinking about will influence how many paragraphs or writings will they produce. In this step also, the writers required to describe all of their thought in a pieces of papers. After finishing their writings, good writers reread what they have already written before continuing to compose. Perhaps the order of information is not clear; the way it is written is ambiguous or confusing, and overall structures of the writing, such as individual words and grammatical accuracy.

In this step, the writer can add the needed information or even delete unimportant words or sentences they have written. In reflecting and revising their paper, the authors

¹⁰ Jeremy Harmer, *How to Teach Writing*, . . . p. 4-5.
sometimes assisted by editors who will gave their comments and suggestions. Having the writing is neatly arranged, the writers produce the final version. This may look considerably different from both of the original plan and the first draft, because things have changed in the editing process. We might decide to represent these stages in the following way: planning, drafting, and editing, final draft. But, to be a good writer, if they just run the process only in one way, they feel that their writing is not a sophisticated writing. So, in this case, writers should re-plan, re-draft, and re-edit in order to be better writing.\textsuperscript{11} Sometimes writers will find a bored situation in this step. They should look their own writing start from the beginning until the end. If the writers worry about this condition, just take a break for an hour or even one day before continuing looking their own writing.

2. **Genre**

   a. Definition of Genre

      Ken Hyland states that *Genre* is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, generic structure, and specific

\textsuperscript{11} Jeremy Harmer, *How to Teach Writing*, . . . p. 6.
linguistic features of the text. Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what is was.

The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

Genre has attracted growing interest because the idea of genre can help us to understand the ways individuals use language to engage in particular communicative situations and to employ this knowledge to help student create communicatively effective text.

The writer concludes that genre is the grouping of the text. It can be recognized from social function, schematic structure and language feature. Genre helps the students to create communicatively effective texts.

b. Kinds of genre

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Actually, there are two different

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14 Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignments)*. (Semarang: IKIP Semarang. 2010). p 10.

kinds of genres or text types. Moreover, every kind of genre has different social function, different schematic or generic structure, and different language feature.\textsuperscript{16}

\textbf{Table 2.1}

\textbf{Kinds of Genre}

<table>
<thead>
<tr>
<th>STORY GENRE</th>
<th>FACTUAL GENRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Narrative</td>
<td>1. Procedure</td>
</tr>
<tr>
<td>2. News story</td>
<td>2. Explanation</td>
</tr>
<tr>
<td>4. Anecdote</td>
<td>4. Exposition</td>
</tr>
<tr>
<td>5. Recount</td>
<td>5. Discussion</td>
</tr>
<tr>
<td>6. Spoof</td>
<td>6. Description</td>
</tr>
<tr>
<td></td>
<td>7. Review</td>
</tr>
<tr>
<td></td>
<td>8. News item</td>
</tr>
<tr>
<td></td>
<td>9. Commentary</td>
</tr>
</tbody>
</table>

\textbf{Table 2.2}

\textbf{Texts Probing}

<table>
<thead>
<tr>
<th>TEXT TYPE</th>
<th>PROBING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recount</td>
<td>Showing memory of a series of events.</td>
</tr>
<tr>
<td>2. Explanation</td>
<td>Why it is as it is.</td>
</tr>
<tr>
<td>3. Narrative</td>
<td>Reflecting on experience of why and what happened and how it ends.</td>
</tr>
<tr>
<td>4. Procedure</td>
<td>How something is accomplished or done.</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Entika Fani and Siti Musarokah, \textit{Writing 3 (Handout and Assignments)}, . . . p. 11.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Description</td>
<td>Giving account of imagined or factual events.</td>
<td></td>
</tr>
<tr>
<td>6. Report</td>
<td>What it is as it is.</td>
<td></td>
</tr>
<tr>
<td>7. Discussion</td>
<td>Explaining how something is considered right or wrong.</td>
<td></td>
</tr>
<tr>
<td>8. Exposition</td>
<td>How arguing or considering for why something has been proposed.</td>
<td></td>
</tr>
<tr>
<td>9. Spoof</td>
<td>Something funny with expected ending.</td>
<td></td>
</tr>
<tr>
<td>10. Anecdote</td>
<td>Something funny with expected ending.</td>
<td></td>
</tr>
<tr>
<td>11. Review</td>
<td>Critique or complain about an artwork or public performance.</td>
<td></td>
</tr>
<tr>
<td>12. News story/ Item</td>
<td>Elaborating sensational and dramatic events of the day.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Recount Text**

   a. **Definition of Recount Text**

   Recount text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is a piece of text that retells past
events, usually in order which they happened. The purpose of a recount is to give the audience a description of what occurred and when it happened.\textsuperscript{17}

Recount text “tell what happened”. The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary or story recount is to tell a sequence of events. So that it entertains. The story recount has expressions’ of attitude and feeling, usually made by the narrator about the events.\textsuperscript{18}

To retell the events for the purpose of informing or entertaining.\textsuperscript{19} Its generic structures are the orientation, series of event, and re-orientation. The orientation is a part of recount text that tells the introduction or information of the interesting event that is being told. The series of event is the sequence of things that happened from the beginning until the end. Lastly, a re-orientation, it is the conclusion includes the feeling and impression after doing the events.\textsuperscript{20}

From the definition above the writer conclude that recount text is a spoken or written text, a text

\begin{footnotes}
\item \textsuperscript{17}Rachmat Wahidi, “Genre of the Text”, \url{http://rachmatwahidi.wordpress.com/pdf_blog_pdf}, diakses 19 August 2015., p. 4.
\item \textsuperscript{18}Hyland Ken, \textit{Teaching and Researching Writing}, . . . p. 87.
\item \textsuperscript{19}Entika Fani and Siti Musarokah, \textit{Writing 3 (Handout and Assignments)}, . . . p. 19.
\item \textsuperscript{20}Jenny Hammond et al., \textit{English for Social Purpose}, (Sydney: Macquarie University Press, 1992), p.88.
\end{footnotes}
which the purpose are to inform, entertain the audience (listeners or readers), or both, which is used to tell other people about their experiences.

b. Generic Structure of Recount Text

Generic structure is the orientation, series of event, and re-orientation. The orientation is a part of recount text that tells the introduction of the interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Lastly, a re-orientation is the feeling and impression after doing the events.21

1) Orientation, introducing the participant, place and time;
2) Factual recount, recording an incident, e.g. a science experiment, police report;
3) Imaginative recount, writing an imaginary role giving details of events, e.g. “A day in the life of a pirate”, and “How I invented”.

From the statement above, the writer concludes that recount text introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text, and then it is concluded in re-orientation.

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c. Grammatical Feature of Recount Text

Grammar feature or language feature patterns of recount text as Rachmat Wahidi states as follows:22

1) Introducing personal participant, e.g. I, my group, etc;
2) Using chronological connection, is used to link between paragraphs or sentences e.g. then, first, next, after that etc;
3) Using linking verb such as, was, were, saw, heard, etc;
4) Using action verb, e.g. look, go, change, etc;
5) The recount has a title, which usually summarizes the text;
6) Specific participants, e.g. Mum, The Crab, etc;
7) The basic recount consists of three parts, the setting or orientation - background information answering who, when, where, why. Events are identified and described in chronological order. Concluding comments express a personal opinion regarding the events described;
8) Details are selected to help the reader reconstruct the activity or incident (factual recount);

---

9) The ending may describe the outcome of the activity (e.g. “In a science activity” (factual recount));

10) Details of time, place and incident need to be clearly stated (e.g. “At 11.15 pm, between Reid Rd and Havelock St., a man drove at 140 kilometers toward the shopping center” (factual recount));

d. The Example of Recount Text

**Visiting to the Zoo**

**Orientation**

Yesterday my family and I went to the zoo to see the elephant.

When we got to the zoo, we went to the shop to buy some food to give to the animals.

**Events**

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before lunch we went for a ride on the elephant. It was a thrill to ride it.

Dad nearly fell off when he let go of the rope.
During lunch we fed some birds in
the park. In the afternoon we saw the
animals being fed.

When we returned home we were tired
but happy because we had so much
fun.

4. Teaching Recount Writing

Writing is one of the English skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught.²³ It means that writing is a good instrument for students to learn English. They can put their ideas on the paper by using grammar and vocabulary which have been studied.

When writing, students more need more time to think. Teacher asks students to focus on accurate language use and ideas what they will write. It will provoke their language development by finding ideas which will put on a text.

There are some kinds of text in English, like descriptive, recount, narrative, procedure, etc. Each of text has different purpose, like the purpose of recount text is to retell past even, then the purpose of descriptive text is to describe particular person, place or thing and the purpose of narrative text is to amuse or to entertain the readers and to tell a story, etc.

²³ Jeremy Harmer, How to Teach, . . . p. 31-32.
In teaching recount text, the teacher gives the explanation about recount text, including the purpose, generic structure and language feature of recount text. After students have understood about the material well, the teacher gives some picture to the students about holiday. Then ask them to identify the activities in the picture. After that, ask them to write what they have known about the picture in written form.

5. **Strategy of Teaching Writing Recount Text**

Learning strategy is an effort to reach the targets that have been established. The strategy can be interpreted as a general pattern of teaching activities and students in learning activities to achieve the objectives. Many education experts revealed the sense of learning strategies with their respective viewpoints. There are:

a. According to Huda (1999), states that learning strategies as to the nature, behavior is not observed, or the concrete steps that can be observed.

b. Oxford states that learning strategies as "behavior or action that is used by learning that language learning is more successful, effective, and fun".

c. Brown emphasizes that concept of learning strategies as a behavior that is not observed in the study.

d. Meanwhile, according to Stern mean that learning strategies emphasize the cognitive aspects that are not observed. Stern states that learning strategies as trends or
the general characteristic of the approach used by learning a second language.\textsuperscript{24}

From some sense it can be concluded that the learning strategy includes activities or the use of techniques performed by teachers from planning, implementation to evaluation stages.

To make English teaching successful, there are some factors which influence the teaching learning process, such as the quality of teacher books, teaching technique, media and classroom interaction. There are many strategies to develop students’ writing skill especially in writing recount text, such as

1) The Three-Step Interview is take the place of the traditional group discussion because each person in the group must produce and receive information\textsuperscript{25}. It also helps students reinforce and internalize important concept-related information based on lectures or textbook material.

2) Snowball Throwing is one of effective learning strategy that makes the students able to response the message to their friends in a group. These models amuse the students.\textsuperscript{26}

3) Think-Talk-Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solution), the results of reading communicated

\textsuperscript{24} Iskandarwassid and Dadang Suhendar, \textit{Strategi Pembelajaran Bahasa}, (Bandung: PT Remaja Rosdakarya, 2011), p.6-7.


through the presentation, discussion, and then make a report based on the results of presentation. Identify the picture is one of activities in learning speaking English. In this activity, students must identify pictures in front of class and many other strategies to teach recount text. The researcher choose Think-Talk-Write to teach writing recount text.

6. Teaching Recount Text Through Think-Talk-Write

   a. Definition of Think-Talk-Write

   Think-Talk-Write (TTW) is a strategy that facilitates the practice verbally speaks and writes the language fluently. The first strategy was introduced by Huinker and Laughlin (1996: 82) is based on the understanding that learning is a social behavior. Think Talk Write is a learning that begins with thinking through reading material (listening, critiquing, and alternative solutions), the results of reading communicated through the presentation, discussion, and then make a report based on the results of presentation.

   According to Miftahul Huda “Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently.” The Think-Talk-Write strategy builds in time for thought and reflection and for organization

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progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.\textsuperscript{30} TTW strategies encourage students to think, speak, and write a specific topic. This strategy is used to develop writing fluently and trains the language before written.

There are some advantages and disadvantages from this strategy, as follows:\textsuperscript{31}

1) Advantages

a) The advantages of Think-Talk-Write strategy is to sharpen the entire visual thinking skills.

b) Develop a meaningful solution in order to understand the teaching materials.

c) Can develop critical and creative thinking skills of students

d) By interact and discuss with the group will engage students actively in learning.

e) Allowing the students to think and communicate with friends, teachers, and even with themselves.

2) Disadvantages and solve the disadvantages

When students work in group, they are easy to lose the ability and confidence, because dominated by


\textsuperscript{31} Jumatan Hamdayama, \textit{Model dan Metode}, . . . p. 222.
affluent students, and Teachers should really prepare all media to mature in order to implement Think-Talk-Write.

b. Reason for choosing Think-Talk-Write in teaching writing

As we know, writing is not only move the pen on paper but in writing we have to pay attention to the rules of writing, like the choice of words that are fit or not, the arrangement has been arranged with the correct sentence or not, the coherence between paragraphs one another mutually sustainable or not, etc. to improve students’ skills in writing, especially make recount text should choose an appropriate strategy to solves the problem.

Think-Talk-Write is an appropriate strategy in teaching writing recount text because in writing recount text is to retell past event, the students start with developing their idea through think, retell past event with their friends discussion and then applying it in writing from, in this case the students will make a recount text.

c. The procedures of Think-Talk-Write in teaching writing recount text.

According to Miftahul Huda, measures to implement the Think-Talk-Write, as follows.\textsuperscript{32}

1) \textit{Think}

Students identify the reading texts related to everyday problems or contextual. At this stage the students

\textsuperscript{32} Miftahul Huda, \textit{Model-model pengajaran}, . . . p. 218.
individually think of an answer, make a note of the ideas contained in reading, and things that are not understood by using their own language. Make notes enhance the knowledge of students and improve thinking and writing skills. One of benefit from this process is to make a note will be an important part of learning.

2) Talk

After the students think and document the results, the next aspect that must be done is talk it’s mean as the stage of discussion.

Students are given the opportunity to read the results of the discussion on the first stage. In this stage the students arrange and share ideas in group discussions. The progress students of communication will be seen in the dialogue in the discussion; be obtained from change the ideas with others students or their own reflection are expressed to others.

Based on the above, the phase to communicate (talk) on this strategy enables students to perform talk. Communication skills can accelerate the ability of students expressing ideas through writing. Furthermore, communicate or dialogue both among students and the teacher can increase understanding. This can occur because when students are given the opportunity to speak or
dialogue, as well as construct a variety of ideas to write through dialogue.

3) Write

In this stage, the students write down their ideas and activities were obtained first and second stages. This paper consists of grounding concepts used, the relation with previous material, its completion strategy, and the obtained solution.

According to Silver, and Smith (1996: 21), the role and duties of teachers in an effort to streamline the use of strategies TTW is provides tasks that allow students to engage actively thinking, encouraging the students ideas to explained oral and written carefully, consider and give information about what students discussion and to monitor, assess, and encourage students to participate actively. An assignment which is prepared expected to be a trigger students to work actively, such as problems that have diverging answers or open-ended task.

To realize learning process with expectations above, the learning should be designed which accordance with the following steps:

a) Teachers distribute the picture about holiday in a beach.

b) Students identify activities in the picture. (Think)

c) The students interact and collaborate with friends in group to discuss a result of identification. (Talk)
d) Students make a note about the result of discussion. (Write)

The last of activity of the lesson is to make conclusions on the material being studied. Before that, choose one of students’ as a representative group to read the results of his writings, while another group was asked to provide feedback on the results of his writings.

C. Hypothesis

Hypothesis is defined as the provisional answer toward the research problem or research question. Based on the statements above, the working hypothesis of the researcher can be stated as a follow: There is the influence of strategy TTW toward students’ writing skills on Recount text.

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CHAPTER III
RESEARCH METHOD

This chapter discusses methodology that is used by the researcher in the research. It deals with the research design, research setting, source of data, variables and indicators, instruments, technique of data collection, and technique of data analysis.

A. Research Design

This type of research is quantitative. In this study, the method used was experimental research. There are some features of experimental research, one of them stated by Louis Cohen and Lawrence Manion, “The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested”.¹ According to Suharsimi that an experiment is the way to find out the casual relationship between two factors which are raised by the researcher purposeful by reducing or eliminating any distracting factors.²

In this study, the researcher used an experimental research. There were two groups in pretest-posttest control group design that were chosen randomly, and then they were given

pretest to know the initial condition whether there is a difference between experimental group and control group.

Experimental research is an attempt which is conducted by researcher to maintain control over all factors that may affect the result of an experiment. An experimental research involved two groups: the experimental group and the control group. The experimental group received a new treatment while the control group received a usual treatment.

Referring to this research, both experimental and control classes consist of second grade of SMP Muhammadiyah 7 Yogyakarta. The experimental class received a new treatment by strategy Think-Talk-Write while the control class was treated conventionally. This study used pre-test and post-test to measure both classes’ changes in the period before and after receiving a treatment.

The sketch of this design can be seen as follows:

\[
\begin{array}{c}
E 01 X 02 \\
C 03 Y 04 \\
\end{array}
\]

As adopted from Arikunto.\(^4\)

E : Experimental group

C : Control group


Based on the pattern above, the subjects were classified into an experimental group (top line) and a control group (bottom line). Their writing of the subject was first checked by pre-testing them (01 and 03). The experimental class was taught writing recount with strategy Think-Talk-Write, this treatment was symbolized as “X”, while the condition of control class was taught without strategy Think-Talk-Write. The test was held in the written form. Then, the results of post-test (02 and 04) were computed statistically.

B. Place and Time of the Research

1. Place of the research

This study was conducted at SMP Muhammadiyah 7 Yogyakarta, in the academic year 2015/2016. The subjects of this study were the eighth grade students of SMP Muhammadiyah 7 Yogyakarta in the academic year of 2015/2016. Vision of SMP Muhammadiyah 7 Yogyakarta “Anggun dalam Moral Unggul dalam Intelectual”. The
establishment of a Muslim man, taqwa, excellence knowledgeable, and skilled in the work and achievement.

2. Time of the researcher

Based curriculum that has been set, the material of text recount taught in the first semester of the eighth grade students of SMP Muhammadiyah 7 Yogyakarta. The research was conducted on October 12th to November 7th, 2015.

3. Procedures of the research

In collecting data, there were some procedures of the research, those steps are:

a. Preliminary visit (meet the administration officer)

The school was visited to get information about teacher and students as participants. To gain the information, the writer asked the administration officer.

b. Contact the headmaster

The researcher asked permission to the headmaster of SMP Muhammadiyah 7 Yogyakarta Lasem by giving the permission letter.

c. Contact the English teacher

After receiving research permission from the headmaster of the school, the researcher met the English teacher and asked for the data of students, and asked guidance for the researcher conducted the research. The researcher explained about test and material that given to the students.
d. Give the pre test

In this section, the researcher gave the pre-test to the experimental and control group. The researcher gave an assignment to the students to write the text based on the pictures. The researcher gave the students 80 minutes to do it and asked them to do the best.

e. Give the treatment

In this session, the experimental class received a new treatment using Think-Talk-Write strategy in the teaching writing recount text, but the control group did not get the treatment in the teaching writing recount text.

f. Give the post test

In this section, the researcher gave the post-test to measure the improvement of students’ understanding in writing recount texts. The researcher gave an assignment to the students to write the text based on the pictures. The researcher gave the students 80 minutes to do the test. Students had to pay attention to the five aspects of writing which would be used in the assessment. The procedures of collecting the data could be seen in the following table:

**Table 3.1**

**The Schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Task</th>
<th>Plan</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary visit (meet the administration)</td>
<td>Letter of Pre-research</td>
<td>Monday, September 28, 2015</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>---------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>2</td>
<td>Contact the headmaster</td>
<td>Discussion</td>
<td>Monday, October 05, 2015</td>
</tr>
<tr>
<td>3</td>
<td>Contact the English teacher</td>
<td>Pre-test worksheet.</td>
<td>Control Class: Monday, October 12, 2015</td>
</tr>
<tr>
<td>5</td>
<td>Give the treatment</td>
<td>Post-worksheet</td>
<td>Control class:</td>
</tr>
<tr>
<td>6</td>
<td>Post-test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Population, Sample and Sampling Technique

1. Population

According to Encyclopedia of Educational Evaluation as cited by Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.\(^5\) The population of this research was all students in class VIII SMP Muhammadiyah 7 Yogyakarta in the academic year 2015/2016. The total number of population was 207 students which were divided into seven classes.

**Table 3.2**

*List of the Population*

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII A</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>VIII B</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>VIII C</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>VIII D</td>
<td>29</td>
</tr>
<tr>
<td>5</td>
<td>VIII E</td>
<td>30</td>
</tr>
</tbody>
</table>

2. Sample and Sampling Technique

Sample is part of the number and characteristics possessed by the population. The researcher will observe not at all of classes but only a class, that is eighth grade. To determine the two classes, the researcher used purposive sampling technique. This technique was done by taking the subject/sample which is not based on strata, random or area but it is based on consideration of a certain purpose.

The consideration that the researcher tried to complete in preliminary research was the sample that will be chosen has to be homogeny, so that the research will be a good and valid research. Because we know that something that can be compared is something that has the similar characteristic.

The researcher took class VIII B and VIII F because based on the result of the summative test of the midsemester, these two classes gained similar average achievement and considered as homogenous class. Each class consist of 29 students. Class VIII B is chosen as the experimental group.

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7 Suharsimi, Arikunto *Prosedur Penelitian: Suatu Pendekatan Praktik*, . . . p. 139
which is taught by Think-Talk-Write Strategy while class VIII F is chosen as the control group which is taught without Think-Talk-Write Strategy.

D. Variable and Indicators of Research

Fred D. Kerlinger as cited by Arikunto said, “variable is all experiments have one fundamental idea behind them, to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments)”. Independent variable is variable that influences or those to be cause of change the dependent variable. Variables used in this study there are:

1. The independent variable

   Independent variable (X) is variable that the experimenter expects to influence the other. The independent variable in this research was the use of Think-Talk-Write (TTW) a strategy in teaching recount text.

   a. Teachers distribute the picture about holiday in a beach.
   b. Students identify activities in the picture.

   (Part of Think)

---


c. Students discuss in groups to tell their identification.
   (Part of Talk)

d. Students make a note about the result of discussion.
   (Part of Write)

e. Students make a recount text based the picture.

f. Teacher give a feedback.

2. The dependent variable

   Dependent variable (Y) is variable upon which the independent variable is acting.\textsuperscript{11} Sugiyono said dependent variable is the dependent variable or the dependent variable (Y) is the variable that is influenced or which become due, because of the independent variables.\textsuperscript{12}

   The dependent variable of this research was students’ writing skill in recount text. The indicators were as follows:

   a. Identify the social function, generic structure, and language feature of the recount text.

   b. Expressing the construct of ideas.

   c. Make a recount text.

E. Technique of Data Collection

   To get the accurate data, in this research the writer used two ways to collect data, they are:


1. Documentation

The documentation method is used to look for data concerning matters or the variable that look the form of the note, transcript, book, newspaper, magazine, inscription, notes of a meeting, agenda, etc.\textsuperscript{13} It refers to the archival data that help the researcher to collect the needed data. The researcher function the document related to the object research such as students name list and the English subject schedule. In this case, the data was gained by the help of the English teacher.

2. Test

Test is an instrument to collect the data that gives response about the question in the instrument, and the students have to show their ability.\textsuperscript{14} According to Arikunto, test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.\textsuperscript{15} Test is used to collect initial data and the final data about the student’s writing ability in recount text. Here the researcher gave written text for control and experimental classes.

Implementation of tests performed before (pre-test) and after (post-test) the treatment given to the experimental

\textsuperscript{13} Suharsimi Arikunto, \textit{Prosedur Penelitian}, . . . p. 201.


\textsuperscript{15} Suharsimi Arikunto, \textit{Prosedur Penelitian}, . . . p. 193
class and control class. The researcher will give a test in the essay test form.

a. Pre test

The test was given to students before they taught using basket Stories. Pretest was given to the experimental class and the control class. This test took before the experiment is run.

b. Post test

Post test was given to the experimental class and the control class. It was given in order to know students’ influence and score on the writing of recount texts after they are taught using a Think-Talk-Write strategy (experiment class) and using conventional (control class).

F. Technique of Data Analysis

The researcher analyzes the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps had taken by the writer.

1. Technique of scoring test

In this study, the researcher used a writing test to measure students’ ability in writing recount texts. To score the test paper, the researcher used analytic score which categorize by some category. H.D. Brown states that, there are five major items or categories in analytic scoring writing test, namely content, organization, vocabulary, language in use or
grammar, and mechanic.\textsuperscript{16} The percentage of the elements of writing can be seen in the table 4.2.

**Table 3.3**

The explanation of criterion

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content</td>
<td>30</td>
</tr>
<tr>
<td>2. The organization</td>
<td>20</td>
</tr>
<tr>
<td>3. The vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4. The language in use (grammar)</td>
<td>25</td>
</tr>
<tr>
<td>5. The mechanic</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Explanation:

a. *Content*: The substance of writing, ideas expressed.

b. *Organization*: The organization of the content.

c. *Vocabulary*: The choice of words, structure and lexical items to give particular tone a flavor the writing.

d. *Grammar*: The employing grammatical and syntactic forms.

e. *Mechanic*: The use of graphic convention of the language.

The researcher employs scouring guidance criteria by Sara Cushing Weigle. Which, it was included by some aspects. To the detail data can be seen in the table 4.3.

### Table 3.4

The explanation of Scouring Guidance.\(^1^7\)

<table>
<thead>
<tr>
<th>Item analysis</th>
<th>Score</th>
<th>Criterion of scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td><strong>Excellent to very good:</strong> knowledgeable-substantive, through development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td><strong>Good to Average:</strong> some knowledgeable of subject-adequate range, limited development of thesis: mostly relevant to topic, but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td><strong>Fair to poor:</strong> limited knowledgeable of subject-little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td><strong>Very poor:</strong> does not show knowledgeable of subject-non substantive, non pertinent, OR not enough to evaluate.</td>
</tr>
<tr>
<td>Organization</td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> fluent expression ideas clearly state; well organized; logical sequencing; cohesive.</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td><strong>Good to Average:</strong> somewhat choppy loosely organized but main ideas stand out.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td><strong>Fair to poor:</strong> not fluent-ideas confused or disconnected.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td><strong>Very poor:</strong> does not communicate-no organization.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20-18</td>
<td><strong>Excellent to very good:</strong> sophisticated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-14</td>
<td><strong>Good to Average:</strong> adequate range occasional of word /idiom form, choice, usage, but meaning is not obscured.</td>
</tr>
<tr>
<td>13-10</td>
<td><strong>Fair to poor:</strong> limited range-frequent errors of word/idiom form, choice, usage; meaning confused.</td>
</tr>
<tr>
<td>9-7</td>
<td><strong>Very poor:</strong> essentially translation-little knowledge of English vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language In use (grammar)</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-22</td>
<td><strong>Excellent to very good:</strong> effective complex, few errors of agreements, grammar construction.</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td><strong>Good to Average:</strong> effective but simple constructive in grammar.</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td><strong>Fair to poor:</strong> a major problem is simple/complex construction in grammar.</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td><strong>Very poor:</strong> virtually no mastery of sentence construction rules.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanic</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Excellent to very good:</strong> demonstrates mastery of construction.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Good to Average:</strong> occasional errors of spelling, punctuation, capitalization.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Fair to poor:</strong> frequent errors of spelling, punctuation, capitalization.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Very poor:</strong> no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total of score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td></td>
</tr>
</tbody>
</table>

2. Pre-Test

Before the writer determines the statistical analysis technique used, the first the writer examined the validity
sample. The way that was used to examine the validity sample was normality and homogeneity test.

a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data is used normality test with *Chi square*. Chi square is used here.\(^\text{18}\)

1) Determine of the range (R): the largest data reduced the smallest data.

2) Determine the many class intervals (K) with the formula: \( K = 1 + (3.3) \log n \)

3) Determine the length of the class, using the formula:

\[
p = \frac{\text{range (R)}}{\text{number of class}}
\]

4) Make a frequency distribution table.

5) Determine the class boundaries (bk) of each class interval.

6) Calculating of the average \( X_i \ (\bar{x}) \), with the formula:

\[
\bar{x} = \frac{\sum f_i x_i}{\sum f_i}
\]

7) Calculate variances, with the formula:

\[
S^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n - 1)}
\]

8) Calculate the value of Z, with the formula:

---

\[ Z = \frac{x - \bar{x}}{S} \]

\[ X = \text{Limit class} \]
\[ \bar{x} = \text{Average} \]
\[ S = \text{standard deviation} \]

9) Define the board area of each class interval.

10) Calculate of the frequency expository (fh). With the formula: \( fh = n \times \text{wide area with the } n \text{ number of sample.} \)

11) Make a list of the frequency of observation (fo), with the frequency expository as follow:

<table>
<thead>
<tr>
<th>Class</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>L</th>
<th>E_i</th>
<th>O_i</th>
<th>(\frac{(O_i - E_i)^2}{E_i})</th>
</tr>
</thead>
</table>

12) Calculate the Chi-square (\(\chi^2\)), the formula:

\[ \chi^2 = \sum_{i=1}^{K} \left( \frac{O_i - E_i}{E_i} \right)^2 \]

Where:

\(\chi^2\) : Chi Square

\(O_i\) : Frequency that was obtained from data

\(E_i\) : frequency that was hoped

\(k\) : The sum of interval class

13) Determine the degree of validity (df). In the calculation of this data arranged in the list of
frequency distribution consisting of k pieces so that the interval to determine the criteria test used formula df = k-3, where k is the number of class intervals and the real extent α = 0,05.\textsuperscript{19}

14) Determine the value of $x^2$ table.

15) Determine the distribution normality with test criteria:

\begin{align*}
&\text{If } x^2_{\text{count}} > x^2_{\text{table}} \text{ so the data is not normal distribution and other way if the so } x^2_{\text{count}} < x^2_{\text{table}} \text{ the data is normal distribution.}
\end{align*}

b. Homogeneity Test

Homogeneity is used to know whether the decided experimental group and control group, come from population that has relatively same variant or not. The formula is:

\begin{equation}
F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}
\end{equation}

The hypotheses in homogeneity test are:

\begin{align*}
H_0: \sigma_1^2 &= \sigma_2^2, \text{ homogeny variant} \\
H_1: \sigma_1^2 &\neq \sigma_2^2, \text{ non homogeny variant}
\end{align*}

If the calculation result of $F_{\text{count}}$ is lower that $F_{\text{table}}$ ($F_{\text{count}} < F_{\text{table}}$) by 5% degree of significant so Ho is

accepted, it means the data is homogeneous or both of groups have the same variance.

c. Test of the Average

It is used to examine the average whether experiment group and control group that has been decided having significant different average.

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

The formula that is used in the t-test as follows:$^{20}$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

Where:

$\bar{x}_1 =$ average of experimental group

$\bar{x}_2 =$ average of control group

$n_1 =$ number of experimental group

$n_2 =$ number of control group

$s_1^2 =$ variance of experimental group

$s_2^2 =$ variance of control groups

$^{20}$ Nana Sudjana, *Metode Statistika*..., p.239.
Criteria test is Ho is accepted if \(-t_{1-\alpha/2} < t < t_{1-\alpha/2}\) where \(-t_{1-\alpha/2}\) obtained from the distribution list \(t\) with \(df = (n_1 + n_2 - 2)\) and opportunities \((1-\frac{1}{2\alpha})\).

Values for other \(t\) Ho rejected.

3. Phase End Analysis

In this stage, the result of the test was scored by using analytic scale. The means score of the two groups was determined. The two means compared by applying \(t\)-test formula. \(T\)-test will was used to differentiate if the students’ result of writing a narrative text by using Basket Stories and without using Basket Stories was significant or not. To examine the hypothesis that have been stated, these following steps were used.

a. Normality Test

Steps normality second step is the same as the normality test on the initial data.

b. Homogeneity Test

Steps homogeneity second step is the same as the homogeneity test on the initial data.

c. Hypothesis Test

Proposed hypothesis test in average similarity with the right test is as follows:

\(Ho: \mu_1 = \mu_2\)

\(Ha: \mu_1 \neq \mu_2\)
μ₁: Average data of experimental group

μ₂: Average data of control group

The formula that is used in the t-test as follows:

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

With:

\[ s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \]

Where:

\( \bar{x}_1 \) = average of experimental group

\( \bar{x}_2 \) = average of control group

\( n_1 \) = number of experimental group

\( n_2 \) = number of control group

\( s_1^2 \) = variance of experimental group

\( s_2^2 \) = variance of control groups

Criteria test is Ho is accepted if \( t_{\text{count}} > t_{\text{table}} \) with determinate \( df = (n_1 + n_2 - 2) \) and the significant \( \alpha = 5\% \ (1 - \alpha) \).

---

21Sudjana, Metode Statistika, p. 239.s
CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Descriptions of Research Findings

The research had been conducted since October 11\textsuperscript{th}, 2015 to November 20\textsuperscript{th}, 2015 in SMP Muhammadiyah 7 Yogyakarta. The researcher gave pre-test on 12\textsuperscript{th} October 2015 in experimental and control class. After giving pre-test, the researcher determined the materials and lesson plans of learning activities. Pre-test was conducted to both classes to know that two classes were normal and homogeneous.

After knowing the control class and experimental class had same variant. The researcher prepared lesson plan and material to learning activity. The researcher conducted conventional and experimental teaching on 13\textsuperscript{th} and 22\textsuperscript{th} October 2015. Control class was taught by using conventional method and the experimental class by using Think-Talk-Write.

After giving in experimental class and conventional teaching in control class, the researcher gave post-test which approximately finished on 80 minutes. The researcher gave post-test on 2 and 3 November 2015.
B. Data Analysis and Hypothesis Test

1. First Phase Analysis

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

Table 4.1

<table>
<thead>
<tr>
<th>No</th>
<th>Score of Variance</th>
<th>Experimental</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>63.10</td>
<td>60.75</td>
</tr>
<tr>
<td>3</td>
<td>Variance ($s^2$)</td>
<td>61.73</td>
<td>71.11</td>
</tr>
<tr>
<td>4</td>
<td>St. Deviation ($s$)</td>
<td>7.85</td>
<td>8.43</td>
</tr>
<tr>
<td>5</td>
<td>Maximal Score</td>
<td>75</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Minimal Score</td>
<td>48</td>
<td>49</td>
</tr>
</tbody>
</table>

a. Normality Test of Pre-Test

The normality test is used to know whether the data is normally distributed or not. To find out the distribution data is used normality test with Chi-square.

\[ H_0: \text{the data of normal distribution} \]
\[ H_a: \text{the data of un normal distribution} \]

With criteria \( H_0 \) accepted if \( \chi^2_{count} < \chi^2_{table} \).

Table 4.2

<table>
<thead>
<tr>
<th>Class</th>
<th>Test</th>
<th>( \chi^2_{count} )</th>
<th>( \chi^2_{table} )</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Pre-Test</td>
<td>3.7876</td>
<td>11.070</td>
<td>Normal</td>
</tr>
<tr>
<td>Control</td>
<td>Pre-Test</td>
<td>5.9926</td>
<td></td>
<td>Normal</td>
</tr>
</tbody>
</table>
Based on the analysis above it can be seen that $\chi^2_{count}$ both of class were lower than $\chi^2_{table}$ ($\chi^2_{count}<\chi^2_{table}$), so Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test of Pre Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

$Ho = \sigma_1^2 = \sigma_2^2$

$Ha = \sigma_1^2 \neq \sigma_2^2$

<table>
<thead>
<tr>
<th>Class</th>
<th>Variance ($s^2$)</th>
<th>N</th>
<th>$F_{count}$</th>
<th>$F_{table}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>61.738</td>
<td>29</td>
<td>1.151</td>
<td>1.882</td>
<td>Homogenous</td>
</tr>
<tr>
<td>Control</td>
<td>71.118</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$

$F = \frac{71.11823}{61.73892} = 1.151$
Based on the computation above it is obtained that $F_{count}$ is lower than $F_{table}$ so Ho accepted. It can be conclude that data of pre-test from experimental and control class have the same variance.

c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

To test the difference of average the writer used t-test.

$Ho: \mu_1 = \mu_2$

$Ha: \mu_1 \neq \mu_2$

*Where:*

$\mu_1$: average data of experimental group

$\mu_2$: average data of control group
Table 4.4
The average similarity test of pre-test in experimental and control classes

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Experimental</th>
<th>Control</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1830</td>
<td>1762</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>29</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>63.103</td>
<td>60.759</td>
<td>Ho accepted</td>
</tr>
<tr>
<td>Variance ($S^2$)</td>
<td>61.738</td>
<td>71.118</td>
<td>(same)</td>
</tr>
<tr>
<td>Standard Deviation ($S$)</td>
<td>7.857</td>
<td>8.433</td>
<td></td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

\[
t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

\[
t_{\text{count}} = \frac{63.10 - 60.76}{8.15 \sqrt{\frac{1}{29} + \frac{1}{29}}} = 1.095
\]

Pada \( \alpha = 5\% \) dengan \( df = 29 + 29 - 2 = 56 \) diperoleh \( t_{0.05/56} = 2.003 \)

Karena \( t \) berada pada daerah penerimaan \( Ho \), maka dapat disimpulkan bahwa kedua kelas homogen.

With \( \alpha = 5\% \) and \( df = 29 + 29 - 2 = 54 \), obtained \( t_{\text{table}} = 2.003 \). From the result of calculation \( t \)-test, \( t_{\text{count}} = 1.095 \).
Because $t_{\text{count}}$ was lower than $t_{\text{table}}$ ($2.003 > 1.095$) So Ho is accepted. It means that both of classes was homogeneous.

2. **Phase End Analysis**

   It was done to answer hypothesis of this research. The data used were the result of post-test of both classes. The final analysis contains of normality test, homogeneity test and the hypothesis test.

   a. **Normality Test**

      Ho: the data of normal distribution

      Ha: the data of abnormal distribution

      With criteria:

      Ho accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

      Ho rejected if $\chi^2_{\text{count}} > \chi^2_{\text{table}}$

      With $\alpha=5\%$ and df = k-1

      | Class        | $\chi^2_{\text{count}}$ | $\chi^2_{\text{table}}$ | Criteria |
      |--------------|--------------------------|---------------------------|----------|
      | Experimental | 6.670                    | 11.070                    | Normal   |
      | Control      | 4.547                    | 11.070                    | Normal   |

      Based on analysis above, it can be seen that $\chi^2_{\text{count}}$ of both classes is lower than $\chi^2_{\text{table}}$ ($\chi^2_{\text{count}} < \chi^2_{\text{table}}$) so Ho accepted. The conclusion is the distribution data of experimental and control classes are normal.
b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

\[ H_0 = \sigma_1^2 = \sigma_2^2 \]
\[ H_a = \sigma_1^2 \neq \sigma_2^2 \]

<table>
<thead>
<tr>
<th>Class</th>
<th>Variance ( s^2 )</th>
<th>N</th>
<th>( F ) count</th>
<th>( F ) table</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>44.162</td>
<td>29</td>
<td>1.268</td>
<td>1.882</td>
<td>Homogenous</td>
</tr>
<tr>
<td>Control</td>
<td>34.822</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the formula above, it is obtained that:

\[ F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}} \]
\[ F = \frac{44.16256}{34.82266} \]
\[ = 1.26821 \]

\[ F_{(0.05),(28,28)} = 1.882079 \]
Karena \( F \) berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

Based on computation above it is obtained that \( F_{\text{count}} \) is lower than \( F_{\text{table}} \) so Ho accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

\( \text{Ho: } \mu_1 = \mu_2 : \) it means there is no significant difference between the writing skill improvement of students who were taught by using Think-Talk-Write and who were taught by using non-Think-Talk-Write.

\( \text{Ha: } \mu_1 \neq \mu_2 : \) it means there is significant difference between the writing skill improvement of students who were taught by using Think-Talk-Write and who taught by using non-Think-Talk-Write.
### Table 4.7

**The result of computation T-test**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Average (X)</th>
<th>Variance ($S^2$)</th>
<th>Standard of deviation (S)</th>
<th>$t_{table}$</th>
<th>$t_{count}$</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>29</td>
<td>76.344</td>
<td>44.162</td>
<td>6.6454</td>
<td>2.003</td>
<td>2.883</td>
<td>Ha</td>
</tr>
<tr>
<td>Control</td>
<td>29</td>
<td>71.586</td>
<td>34.822</td>
<td>5.9010</td>
<td></td>
<td></td>
<td>accepted</td>
</tr>
</tbody>
</table>

Based on the computation above, it is obtained that the average of post-test of the experimental class and control class who are taught by using Think-Talk-Write is 76.344 and standard deviation (s) is 6.6454. While the average of post-test of the control class who are taught by using non-Think-Talk-Write is 71.586 and standard deviation (s) 5.9010. with df= 29+29-2= 56 by $\alpha= 5\%$, so obtained $t_{table}$ and $t_{count}$, $t_{count} > t_{table}$. It means that Ho is rejected and Ha is accepted.
C. Discussion of the Research Findings

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous.

   The homogeneity of pre-test is very important for the researcher if she/he want to continue his/her research.\textsuperscript{1} The average score of experimental class was 61.738 and the average score of control class was 60.758.

2. The progress between pre-test and post-test of experimental class and control class.

   The difference influence of experimental class and control class was on the treatment. The students of experimental class was taught by using Think-Talk-Write, while the students of control class was taught by using non-Think-Talk-Write. The progress of learning process in experimental class was increased and influence, it can be seen on students’ activity in treatment process by using Think-Talk-Write.

   Think-Talk-Write strategy, have some step for implementation, those are:\textsuperscript{2}

   The first step is Think. This activity can be seen from the process of identify activities the picture of holiday in beach. Here, the students develop their idea through think individually.


\textsuperscript{2} Hamdayama, ‘’Jumanta. \textit{Model and Metode . . . .}’, p. 220.
The second step is talk. Talk is communicating and discuss in group to tell their identification by using words and language that they understand to share ideas in group discussion. The last step is write. At this step, the students make a note about the result of discussion.

Then based on the researcher’s observation 13 and 22 of October 2015, by using Think-Talk-Write. The teacher could create an interesting teaching learning process in the classroom because the students happy and they did not get bored. It also makes students enthusiastic in writing text, especially in writing recount text. also the students were motivated to learn together. it could help the students solve their problem in writing: besides, it also encouraged the students to be more active and motivated in learning material.\(^3\)

It means that after using Think-Talk-Write students can understand about how to make a recount text as well. So, it is possible that they will get higher score than before.

It was affected to the students average score of post-test was 76.34 while the average score of pre-test in writing skill was 63.10. Meanwhile, the average score of control class was 71.58 for post-test and 60.75 for pre-test, because the teacher taught using without Think-Talk-Write.

\(^3\) Observation on 13 and 22 of October.
D. limitation of the Research

The researcher realizes that this research was not done optimally. There were constraints and obstacles faced during the research process. Some limitations of this research are:

1. The research is limited at SMP Muhammadiyah 7 Yogyakarta. In the academic year of 2015/2016. When the same researches conducted in other schools, it is still possible that difference result will be gained.

2. Relative of the implementation process of this research have short of time, makes this research could not be do maximal. But it was enough to fulfill all requirements for a research.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. Teaching recount text by using Think-Talk-Write strategy can influence on students’ writing skills. It could be seen when teaching and learning process, the students were enthusiasm in learning it.

There are some significant difference between experimental and control class. The average score for the experimental class was 63.10 for the pre-test and 76.34 for the post-test. Meanwhile the average scores for the control class was 60.75 for the pre-test and 71.58 for the post-test. It means that there was an improvement of the students’ achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were 76.34 which were higher than the control class 71.58. It means that teaching recount text by using Think-Talk-Write was better than teaching recount text by using non-Think-Talk-Write.

The result of the calculation using the t-test showed that \( t_{count} = 2.883 \) and \( t_{table} \) for \( \alpha: 5\% \) was 2.003. It means that \( t_{count} \) was higher than \( t_{table} \) (2.883>2.003). It can be conclude that
there is a significant difference in the students’ score in recount text at the eighth grade students of SMP Muhammadiyah 7 Yogyakarta in academic year of 2015/2016 between students who have been taught by using non-Think-Talk-Write.

B. Suggestion

In teaching and learning English at Junior High School, the teacher must create enjoyable, fun and interesting atmosphere, because the enjoyment is the modal that has to be noticed in order to get students’ attention in learning. There are several important things that can be suggested in the last report of the paper end it is hopefully can be useful for the reader, especially:

1. For the English Teacher
   a. Teacher should use the Think-Talk-Write sometimes as an alternative strategy in writing recount texts. This study shows that the students have high score of writing in the test after they got the Think-Talk-Write.
   b. Teacher should give reward to the students who get good score, so that the students are motivated to be better in the next meeting especially for students who are poor in understanding the material.

2. For the students
   a. Writing is an important subject to be learnt. But, most of the students have difficulties in producing written texts. Therefore, the students have to be serious and pay
attention to the teacher’s explanation in teaching and learning process.

b. To improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the next Researchers

They can make this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation about this research; they can conduct a research with the same strategy but in different genres. The researcher hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

4. For the readers

The researcher hopes this thesis can be useful for the reader. So, they can know that using think-talk-write strategy is influence to improve students’ ability in writing recount text.

C. Closing

Praise be to Allah SWT, that has been giving protection and guidance so that this thesis can be finished. The writer realized that this thesis is far from perfection. Because of that, criticizes and suggestion from the reader are very expected for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amin.
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# LIST OF THE STUDENTS OF EXPERIMENTAL CLASS

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**AVERAGE**

|               | 21,3448276 | 15,62069   | 15,68965517 | 15,62069 | 3,310344828 | 71,586207 |
**Hipotesis**

H<sub>0</sub> : Data berdistribusi normal

H<sub>1</sub> : Data tidak berdistribusi normal

**Pengujian Hipotesis**

\[ \chi^2 = \sum_{i=1}^{k} (O_i - E_i)^2 \]

**Kriteria yang digunakan**

H<sub>0</sub> diterima jika \[ \chi^2_{hitung} < \chi^2_{tabel} \]

**Pengujian Hipotesis**

Nilai maksimal = 75

Nilai minimal = 48

Rentang nilai (R) = 75 - 48 = 27

Banyaknya kelas (k) = 1 + 3.3 log 36 = 6,135798 \approx 6 kelas

Panjang kelas (P) = 27 / 6 = 4.5 \approx 5 kelas

**Tabel Penolong Mencari Rata-rata dan Standar Deviasi**

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<td>1,217598098</td>
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<td>1,217598098</td>
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</table>
26 69 -5.896551724 34.76932224
27 57 -6.103448276 37.25208086
28 53 -10.10344828 102.0796671
29 57 -6.103448276 37.25208086
\[ \sum \]
Rata-rata \( \bar{X} = \frac{\sum X_i}{N} \)
= \frac{1830}{29} = 63.103

Standar Deviasi (S) :
\[
S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1}
\]
= \frac{1728.689655}{28} = 61.73891626
S = 7.857411549

**Daftar Frekuensi Nilai Awal Kelas VIII-B**

<table>
<thead>
<tr>
<th>No</th>
<th>Kelas</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Luas Daerah</th>
<th>O_i</th>
<th>( \frac{(O_i-E_i)^2}{E_i} )</th>
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<tbody>
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<td>1</td>
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<td>62</td>
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<td>0.0306</td>
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<td>67</td>
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<td>6.1929</td>
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<td>72</td>
<td>1.19588387</td>
<td>-0.3841</td>
<td>0.082412</td>
<td>4</td>
<td>2.9668</td>
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<td></td>
<td>77.5</td>
<td>77</td>
<td>1.83222574</td>
<td>-0.4665</td>
<td></td>
<td>29</td>
<td>3.78766</td>
</tr>
</tbody>
</table>

Untuk \( \alpha = 5\% \), dengan \( dk = 6 - 1 = 5 \) diperoleh \( X^2 \) tabel = 11.070

Karena \( X^2_{hitung} < X^2_{table} \) maka distribusi data awal di kelas VIII-B berdistribusi **Normal**
**THE NORMALITY RESULT OF PRE TEST IN CONTROL CLASS**

**Hipotesis**
- $H_0$ : Data berdistribusi normal
- $H_1$ : Data tidak berdistribusi normal

**Pengujian Hipotesis**

\[ x^2 = \sum_{i=1}^{24} (O_i - E_i)^2 \]

**Kriteria yang digunakan**

- $H_0$ diterima jika $x^2_{hitung} < x^2_{table}$
- Nilai maksimal = 80
- Nilai minimal = 49
- Rentang nilai (R) = 80 - 49 = 31
- Banyaknya kelas (k) = $1 + 3.3 \log 36 \approx 6.135798 \approx 6$ kelas
- Panjang kelas (P) = $\frac{31}{6} \approx 6$ kelas

**Tabel Penolong Mencari Rata-rata dan Standar Deviasi**

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>$X - \bar{X}$</th>
<th>$(X - \bar{X})^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>-0.75862069</td>
<td>0.575505351</td>
</tr>
<tr>
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<td>7.609988109</td>
</tr>
<tr>
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<td>67</td>
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<td>38.9548157</td>
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<td>0.575505351</td>
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<tr>
<td>5</td>
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<td>12.24137931</td>
<td>149.8513674</td>
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<td>7.609988109</td>
</tr>
<tr>
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<td>10.50653983</td>
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<td>53</td>
<td>-7.75862069</td>
<td>60.19619501</td>
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<tr>
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<td>58</td>
<td>-2.75862069</td>
<td>7.609988109</td>
</tr>
<tr>
<td>12</td>
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<td>33.16171225</td>
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<td>69</td>
<td>8.24137931</td>
<td>67.92033294</td>
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<td>33.16171225</td>
</tr>
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<td>54</td>
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<td>45.67895363</td>
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<td>95.23067776</td>
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<td>126.3686088</td>
</tr>
<tr>
<td>$\Sigma$</td>
<td>712</td>
<td></td>
<td>1991.310345</td>
</tr>
</tbody>
</table>
Rata-rata \( \bar{X} = \frac{\sum X_i}{n} \) = \( \frac{1762}{29} \) = 60.759

Standar Deviasi \( (S) \) :
\[
S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1} \\
= \frac{1991.310345}{28} \\
= 71.1182266 \\
S = 8.433162313
\]

<table>
<thead>
<tr>
<th>No</th>
<th>Kelas</th>
<th>Bk</th>
<th>( Z_i )</th>
<th>( P(Z_i) )</th>
<th>Luas Daerah</th>
<th>( O_i )</th>
<th>( E_i )</th>
<th>( \left( O_i - E_i \right)^2 / E_i )</th>
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<td>73 - 78</td>
<td>72.5</td>
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</table>

Jumlah 29 5.992605

Untuk \( \alpha = 5\% \), dengan \( dk = 6 - 1 = 5 \) diperoleh \( X^2 \) tabel = 11.070

Karena \( X^2_{hitung} < X^2_{tabel} \) maka distribusi data awal di kelas VIII-F berdistribusi **Normal**
THE RESULT OF HOMOGENEITY TEST BETWEEN EXPERIMENTAL AND CONTROL CLASS

Hipotesis

\[ H_0 : \sigma_1^2 = \sigma_2^2 \]
\[ H_1 : \sigma_1^2 \neq \sigma_2^2 \]

Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

\[ F = \frac{(\text{Varian terbesar})}{(\text{Varian terkecil})} \]

Kriteria yang digunakan

\( H_0 \) diterima apabila \( F_{\text{hitung}} \leq F_{1/2 \alpha, (n_1-1),(n_2-1)} \)

<table>
<thead>
<tr>
<th>No.</th>
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<th>VIII-F</th>
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<tbody>
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</tr>
<tr>
<td>23</td>
<td>68</td>
<td>65</td>
</tr>
</tbody>
</table>
Berdasarkan tabel di atas diperoleh:

\[
\begin{array}{c|c|c}
24 & 71 & 49 \\
25 & 62 & 75 \\
26 & 69 & 80 \\
27 & 57 & 53 \\
28 & 53 & 49 \\
29 & 57 & 72 \\
\text{Jumlah} & 1830 & 1762 \\
n & 29 & 29 \\
\end{array}
\]

\[
\begin{array}{c}
\text{Standar deviasi (s)} \\
\text{Varians (s^2)}
\end{array}
\newline
\begin{array}{c|c|c}
& 61,73891626 & 71,1182266 \\
& 7,857411549 & 8,433162313
\end{array}
\]

Berdasarkan tabel di atas diperoleh:

\[
F = \frac{71,11823}{61,73892} = 1,15192
\]

Pada \( \alpha = 5\% \) dengan:

\[
dk \text{ pembilang } = n_1 - 1 = 29 - 1 = 28 \\
dk \text{ pembilang } = n_2 - 1 = 29 - 1 = 28
\]

\[
F_{(0.05),(28;28)} = 1,882079
\]

Karena \( F \) berada pada daerah penerimaan \( Ho \), maka dapat disimpulkan bahwa kedua kelas homogen.
THE RESULT OF HOMOGENEITY TEST BETWEEN EXPERIMENTAL AND CONTROL CLASS

Hypostasis

$H_0 : \sigma_1^2 = \sigma_2^2$

$H_1 : \sigma_1^2 \neq \sigma_2^2$

Pengujian Hipotesis

Untuk menguji hipotesi menggunakan rumus:

$$F = \frac{(\text{Varians terbesar})}{(\text{Varian terkecil})}$$

Kriteria yang digunakan

$H_0$ diterima apabila $F_{\text{hitung}} \leq F_{1/2, \alpha, (n1-1),(n2-1)}$

Daerah penerimaan $H_0$

<table>
<thead>
<tr>
<th>No.</th>
<th>VIII-B</th>
<th>VIII-F</th>
</tr>
</thead>
<tbody>
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<td>75</td>
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</table>
Berdasarkan tabel di atas diperoleh:

\[
\begin{array}{c|c|c}
24 & 79 & 64 \\
25 & 83 & 83 \\
26 & 74 & 84 \\
27 & 80 & 65 \\
28 & 72 & 64 \\
29 & 67 & 78 \\
\text{Jumlah} & 2214 & 2076 \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{n} & 29 & 29 \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{x} & 76,3448 & 71,5862 \\
\end{array}
\]

\[
\begin{array}{c|c|c}
\text{Varians (s^2)} & 44,16256158 & 34,8226601 \\
\text{Standar deviasi (s)} & 6,645491824 & 5,901072792 \\
\end{array}
\]

Berdasarkan tabel di atas diperoleh:

\[
F = \frac{44,16256}{34,82266} = 1,26821
\]

Pada \( \alpha = 5\% \) dengan:

\[
dk \text{ pembilang} = n_1 - 1 = 29 - 1 = 28 \\
dk \text{ pembilang} = n_2 - 1 = 29 - 1 = 28 \\
F_{(0,05),(28,28)} = 1,882079
\]

Daerah penerimaan Ho

Karena \( F_{\text{hitung}} \leq F_{(0,05),(29,29)} \) maka dapat disimpulkan bahwa kedua kelas tersebut memiliki varians yang homogen.
THE AVERAGE SIMILARITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

**Hipotesis**

H$_0$ : $\mu_1 = \mu_2$
H$_1$ : $\mu_1 \neq \mu_2$

**Uji Hipotesis**

Untuk menguji hipotesis digunakan rumus:

$$t = \frac{x_1 - x_2}{s_1 + s_2}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H$_0$ diterima apabila -t$_{(1-1/2a)(n_1+n_2-2)}$ $\leq$ t $\leq$ t$_{(1-1/2a)(n_1+n_2-2)}$

Dari data diperoleh:

<table>
<thead>
<tr>
<th>Sumber variasi</th>
<th>KELAS EKSPERIMEN</th>
<th>KELAS KONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>1830</td>
<td>1762</td>
</tr>
<tr>
<td>n</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>$\bar{x}$</td>
<td>63,1030</td>
<td>60,7590</td>
</tr>
<tr>
<td>Varians ($s^2$)</td>
<td>61,7389</td>
<td>71,1182</td>
</tr>
<tr>
<td>Standart deviasi (s)</td>
<td>7,8574</td>
<td>8,4331</td>
</tr>
</tbody>
</table>

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{29 - 1}{29} \cdot 61,74 + \frac{29 - 1}{29} \cdot 71,12} = 8,15$$

$$t = \frac{63,10 - 60,76}{8,15 \sqrt{\frac{1}{29} + \frac{1}{29}}} = 1,095$$

Pada a = 5% dengan dk = 29 + 29 - 2 = 56 diperoleh t$_{(0.05)(56)}$ = 2,0032407

Karena t berada pada daerah penerimaan H$_0$, maka dapat disimpulkan bahwa kedua kelas homogen.
**Hipotesis**

$H_0$ : Data berdistribusi normal

$H_1$ : Data tidak berdistribusi normal

**Pengujian Hipotesis**

$\chi^2 = \sum_{i=1}^{24} (O_i - E_i)^2$

$\chi_0^2$ (Nilai tabel) = 36

$\chi_{hitung}$ (Nilai hitung) = 22

Kriteria yang digunakan:

$H_0$ diterima jika $\chi_{hitung} < \chi_{tabel}$

**Rentang nilai (R)**

$R = 87 - 66 = 21$

**Banyaknya kelas (k)**

$k = 1 + 3,3 \log 36 \approx 6,135798 \approx 6$ kelas

**Panjang kelas (P)**

$P = \frac{21}{6} \approx 4$ kelas

**Tabel Penolong Mencari Rata-rata dan Standar Deviasi**

<table>
<thead>
<tr>
<th>No</th>
<th>$X$</th>
<th>$X - \bar{X}$</th>
<th>$[(X - \bar{X})]^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>87</td>
<td>10.65517241</td>
<td>113.5326992</td>
</tr>
<tr>
<td>2</td>
<td>66</td>
<td>-10.34482759</td>
<td>107.0154578</td>
</tr>
<tr>
<td>3</td>
<td>69</td>
<td>-7.344827586</td>
<td>53.94649227</td>
</tr>
<tr>
<td>4</td>
<td>76</td>
<td>-0.344827586</td>
<td>0.118906064</td>
</tr>
<tr>
<td>5</td>
<td>69</td>
<td>-7.344827586</td>
<td>53.94649227</td>
</tr>
<tr>
<td>6</td>
<td>76</td>
<td>-0.344827586</td>
<td>0.118906064</td>
</tr>
<tr>
<td>7</td>
<td>77</td>
<td>0.655172414</td>
<td>0.429250892</td>
</tr>
<tr>
<td>8</td>
<td>74</td>
<td>-2.344827586</td>
<td>5.498216409</td>
</tr>
<tr>
<td>9</td>
<td>68</td>
<td>-8.344827586</td>
<td>69.63614744</td>
</tr>
<tr>
<td>10</td>
<td>86</td>
<td>9.655172414</td>
<td>93.22235434</td>
</tr>
<tr>
<td>11</td>
<td>78</td>
<td>1.655172414</td>
<td>2.739595719</td>
</tr>
<tr>
<td>12</td>
<td>67</td>
<td>-9.344827586</td>
<td>87.32580262</td>
</tr>
<tr>
<td>13</td>
<td>72</td>
<td>-4.344827586</td>
<td>18.87752675</td>
</tr>
<tr>
<td>14</td>
<td>86</td>
<td>9.655172414</td>
<td>93.22235434</td>
</tr>
<tr>
<td>15</td>
<td>85</td>
<td>8.655172414</td>
<td>74.91200951</td>
</tr>
<tr>
<td>16</td>
<td>76</td>
<td>-0.344827586</td>
<td>0.118906064</td>
</tr>
<tr>
<td>17</td>
<td>73</td>
<td>-3.344827586</td>
<td>11.18787158</td>
</tr>
<tr>
<td>18</td>
<td>85</td>
<td>8.655172414</td>
<td>74.91200951</td>
</tr>
<tr>
<td>19</td>
<td>66</td>
<td>-10.34482759</td>
<td>107.0154578</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>3.655172414</td>
<td>13.36028537</td>
</tr>
<tr>
<td>21</td>
<td>79</td>
<td>2.655172414</td>
<td>7.049940547</td>
</tr>
<tr>
<td>22</td>
<td>84</td>
<td>7.655172414</td>
<td>58.60166468</td>
</tr>
<tr>
<td>23</td>
<td>80</td>
<td>3.655172414</td>
<td>13.36028537</td>
</tr>
<tr>
<td>24</td>
<td>79</td>
<td>2.655172414</td>
<td>7.049940547</td>
</tr>
<tr>
<td>25</td>
<td>83</td>
<td>6.655172414</td>
<td>44.29131986</td>
</tr>
</tbody>
</table>

**THE NORMALITY RESULT OF POST TEST IN EXPERIMENTAL CLASS**
<table>
<thead>
<tr>
<th>No</th>
<th>Luas Daerah</th>
<th>O_i</th>
<th>E_i</th>
<th>(O_i-E_i)^2 / E_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65,5</td>
<td>0,100157</td>
<td>7</td>
<td>3,6056</td>
</tr>
<tr>
<td>2</td>
<td>69,5</td>
<td>0,182789</td>
<td>6</td>
<td>6,5804</td>
</tr>
<tr>
<td>3</td>
<td>74,5</td>
<td>0,234705</td>
<td>3</td>
<td>6,8104</td>
</tr>
<tr>
<td>4</td>
<td>77,5</td>
<td>0,17382798</td>
<td>-0,069</td>
<td>7,6338</td>
</tr>
<tr>
<td>5</td>
<td>81,5</td>
<td>0,77573979</td>
<td>-0,281</td>
<td>4,8527</td>
</tr>
<tr>
<td>6</td>
<td>85,5</td>
<td>1,3776516</td>
<td>-0,4158</td>
<td>0,060279</td>
</tr>
<tr>
<td>7</td>
<td>89,5</td>
<td>1,9795634</td>
<td>-0,4761</td>
<td>6,17051</td>
</tr>
<tr>
<td>Jumlah</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh $X^2$ tabel = 11,070

Karena $X^2_{hitung} < X^2_{table}$ maka distribusi data akhir di kelas VIII-B berdistribusi Normal
**Hipotesis**

H₀ : Data berdistribusi normal  
H₁ : Data tidak berdistribusi normal

**Pengujian Hipotesis**

\[ \chi^2 = \sum_{i=1}^{k} \left( \frac{(O_i - E_i)^2}{E_i} \right) \]

**Kriteria yang digunakan**

\( \chi^2 \) hitung < \( \chi^2 \) tabel

**Tabel Penolong Mencari Rata-rata dan Standar Deviasi**

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>( X - \bar{X} )</th>
<th>( (X-X)^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0,343638526</td>
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<td>70</td>
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<td>2,516052319</td>
</tr>
<tr>
<td>3</td>
<td>76</td>
<td>4,413793103</td>
<td>19,48156956</td>
</tr>
<tr>
<td>4</td>
<td>72</td>
<td>0,413793103</td>
<td>0,171224732</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>8,413793103</td>
<td>70,79191439</td>
</tr>
<tr>
<td>6</td>
<td>70</td>
<td>-1,586206897</td>
<td>2,516052319</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
<td>0,413793103</td>
<td>0,171224732</td>
</tr>
<tr>
<td>8</td>
<td>74</td>
<td>2,413793103</td>
<td>5,826397146</td>
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<td>77</td>
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<td>29,30915577</td>
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<td>65</td>
<td>-6,586206897</td>
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<td>6,688466112</td>
</tr>
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</tr>
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<td>67</td>
<td>-4,586206897</td>
<td>21,0332937</td>
</tr>
<tr>
<td>14</td>
<td>68</td>
<td>-3,586206897</td>
<td>12,8608799</td>
</tr>
<tr>
<td>15</td>
<td>68</td>
<td>-3,586206897</td>
<td>12,8608799</td>
</tr>
<tr>
<td>16</td>
<td>78</td>
<td>6,413793103</td>
<td>41,13674197</td>
</tr>
<tr>
<td>17</td>
<td>68</td>
<td>-3,586206897</td>
<td>12,8608799</td>
</tr>
<tr>
<td>18</td>
<td>67</td>
<td>-4,586206897</td>
<td>21,0332937</td>
</tr>
<tr>
<td>19</td>
<td>64</td>
<td>-7,586206897</td>
<td>57,55053508</td>
</tr>
<tr>
<td>20</td>
<td>67</td>
<td>-4,586206897</td>
<td>21,0332937</td>
</tr>
<tr>
<td>21</td>
<td>79</td>
<td>7,413793103</td>
<td>54,96432818</td>
</tr>
<tr>
<td>22</td>
<td>75</td>
<td>3,413793103</td>
<td>11,65398335</td>
</tr>
<tr>
<td>23</td>
<td>75</td>
<td>3,413793103</td>
<td>11,65398335</td>
</tr>
<tr>
<td>24</td>
<td>64</td>
<td>-7,586206897</td>
<td>57,55053508</td>
</tr>
<tr>
<td>25</td>
<td>83</td>
<td>11,4137931</td>
<td>130,274673</td>
</tr>
<tr>
<td>26</td>
<td>84</td>
<td>12,4137931</td>
<td>154,1022592</td>
</tr>
<tr>
<td>27</td>
<td>65</td>
<td>-6,586206897</td>
<td>43,37812128</td>
</tr>
<tr>
<td>28</td>
<td>64</td>
<td>-7,586206897</td>
<td>57,55053508</td>
</tr>
<tr>
<td>29</td>
<td>78</td>
<td>6,413793103</td>
<td>41,13674197</td>
</tr>
<tr>
<td>Σ</td>
<td>2076</td>
<td></td>
<td>975,0344828</td>
</tr>
</tbody>
</table>

**THE NORMALITY RESULT OF POST TEST**

**IN CONTROL CLASS**

\[ \chi^2 = \sum_{i=1}^{24} (O_i - E_i)^2 / E_i \]

**Nilai maksimal** = 84  
**Nilai minimal** = 64  
**Rentang nilai (R)** = 84 - 64 = 20  
**Banyaknya kelas (k)** = \( 1 + 3.3 \log 36 \) ≈ 6 kelas

\( \bar{X} \) = \( \frac{\sum X}{\sum_{i=1}^{n} X} \)
Rata-rata \( (\bar{x}) = \frac{\sum x_i}{n} = \frac{2076}{29} = 71,5862 \)

Standar Deviasi (S) :
\[
S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1} = \frac{975,0344828}{28} = 34,8226601
\]

\[ S = \sqrt{34,8226601} = 5,901072792 \]

<table>
<thead>
<tr>
<th>No</th>
<th>Kelas</th>
<th>Bk</th>
<th>( Z_i )</th>
<th>( P(Z_i) )</th>
<th>Luas Daerah</th>
<th>( O_i )</th>
<th>( E_i )</th>
<th>( (O_i - E_i)^2 / E_i )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64</td>
<td>63,5</td>
<td>-1,37029438</td>
<td>0,4147</td>
<td>0,159029</td>
<td>9</td>
<td>5,7251</td>
<td>1,873386</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>67,5</td>
<td>-0,69245153</td>
<td>0,25567</td>
<td>0,249845</td>
<td>7</td>
<td>8,9944</td>
<td>0,442246</td>
</tr>
<tr>
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<td>72</td>
<td>71,5</td>
<td>-0,01460868</td>
<td>0,00583</td>
<td>0,0252238</td>
<td>5</td>
<td>9,0806</td>
<td>1,833688</td>
</tr>
<tr>
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<td>76</td>
<td>75</td>
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<td>0,2464</td>
<td>0,163643</td>
<td>5</td>
<td>5,8911</td>
<td>0,134799</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>79,5</td>
<td>1,341077018</td>
<td>-0,4101</td>
<td>0,0682</td>
<td>2</td>
<td>2,4552</td>
<td>0,084395</td>
</tr>
<tr>
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<td>84</td>
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<td>-0,4783</td>
<td>0,018247</td>
<td>1</td>
<td>0,6569</td>
<td>0,179216</td>
</tr>
<tr>
<td></td>
<td></td>
<td>87,5</td>
<td>2,696762718</td>
<td>-0,4965</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td></td>
<td></td>
<td>975,0344828</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\bar{x} = \frac{\sum x_i}{n} = \frac{2076}{29} = 71,5862
\]

\[
S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1} = \frac{975,0344828}{28} = 34,8226601
\]

\[ S = \sqrt{34,8226601} = 5,901072792 \]

**Daftar Frekuensi Nilai Awal Kelas VIII-F**

Untuk \( \alpha = 5\% \), dengan \( dk = 6 - 1 = 5 \) diperoleh \( X^2 \) tabel = 11,070

Karena \( X^2_{hitung} < X^2_{tabel} \) maka distribusi data akhir di kelas VIII-F berdistribusi **Normal**
Hipotesis

\( H_0 \) : \( \mu_1 = \mu_2 \)

\( H_1 \) : \( \mu_1 \neq \mu_2 \)

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

\[
\bar{x} - \ddot{x} = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}
\]

Dimana,

\[ s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

\( H_0 \) diterima apabila \(-t_{(1-\alpha/2)}\leq \bar{t}_{\alpha/2} \leq t_{(1-\alpha/2)}(n_1+n_2-2)\)

Dari data diperoleh:

<table>
<thead>
<tr>
<th>Sumber variasi</th>
<th>KELAS EKSPERIMEN</th>
<th>KELAS KONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>2214</td>
<td>2076</td>
</tr>
<tr>
<td>n</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>( \bar{x} )</td>
<td>76,3448</td>
<td>71,5862</td>
</tr>
<tr>
<td>Varians (s²)</td>
<td>44,1625</td>
<td>34,8226</td>
</tr>
<tr>
<td>Standart deviasi (s)</td>
<td>6,6454</td>
<td>5,9010</td>
</tr>
</tbody>
</table>

Berdasarkan rumus di atas diperoleh:

\[
s = \sqrt{\frac{(29 - 1)44,16 + (29 - 1)34,82}{29 + 29}} = 6,28
\]

\[
t = \frac{76,34 - 71,59}{\sqrt{\frac{6,28}{29}} + \frac{1}{29}} = 2,883
\]

Pada \( a = 5\% \) dengan \( dk = 29 + 29 - 2 = 56 \) diperoleh \( t_{0,05(56)} = 2,0032407 \)

Karena \( t \) berada pada daerah penerimaan \( H_a \), maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelompok.
Lesson Plan (Experimental Class)

FIRST MEETING

School : SMP Muhammadiyah 7 Yogyakarta
Subject/skill : English/Writing
Class/Semester : VIII/I
Material : Recount Text
Time Allocation : 2 x 40 minutes

I. Standard of competence:
7. Expressing the meaning in simple short functional writing text and essay in form of recount, in daily life context.

II. Basic Competence
7.2 Expressing meaning and rhetorical steps in simple short essay accurately, fluently and acceptably, in daily life context in recount text.

III. Indicator
- Identify the social function of recount text.
- Identify the generic structure of recount text.
- Identify the language feature of recount text.
- Identify the past tense of recount text.

IV. Learning Aim
Through learning process *Think-Talk-Write* (TTW) in recount text:
a. Students’ are able to identify the social function of recount text.
b. Students’ are able to identify the generic structure of recount text.
c. Students’ are able to identify the language feature of recount.
d. Students’ are able to identify the past tense of recount.

V. Method: Discussion using strategy of *Think-Talk-Write*
## VI. Learning Material

Composing recount text based on social function, generic structure, language features.

- Recount is a text which retells events or experiences in the past.
- The purpose of recount text: to tell/to retell past events for the purpose of informing or entertaining.
- Generic structure: **Orientation** (Introducing the participants, place and time), **Event** (Describing series of event that happened in the past), **Re-Orientation** (It is optional, stating personal comment of the writer to the story)
- Language feature: Introducing personal participant (I, my group, etc), Using chronological connection (then, first, etc), Using action verb: (look, go, change etc), Using simple past tense (V2)

### Visiting to the Zoo

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.</td>
</tr>
<tr>
<td></td>
<td>Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.</td>
</tr>
<tr>
<td></td>
<td>During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.</td>
</tr>
<tr>
<td>Events</td>
<td>When we returned home we were tired but happy because we had so much fun.</td>
</tr>
<tr>
<td>Reorientation</td>
<td></td>
</tr>
</tbody>
</table>

## VII. Learning Activities

1. **Pre activity (10 minute)**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greets the class. “Assalamu’alaikum, good morning/good afternoon”</td>
<td>a. Give responses for the teacher’s greeting, asking for their own feeling, attendance and the previous material about.</td>
</tr>
<tr>
<td>b. Asks the students’ life. “What are you feeling at this time? Are you ok, right?”</td>
<td>c. Checks students’ attendance. “Who is absent today?”</td>
</tr>
</tbody>
</table>

2. **Main activity (60 minute)**

   a. **Exploration**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher asks students’ attention.</td>
<td>a. Students pay attention to the teacher.</td>
</tr>
<tr>
<td>b. Teacher asks students about a Holiday last week.</td>
<td>b. Students tell their holiday last week</td>
</tr>
</tbody>
</table>

   b. **Elaboration**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher explains the material that will be learned.</td>
<td>a. Students answer about the material.</td>
</tr>
<tr>
<td>b. Teacher show the example of text recount in the slide.</td>
<td>b. Students’ pay attention about teacher’s explanation.</td>
</tr>
<tr>
<td>c. Students read the text on the slide and the students identify the social function, generic structure and language feature of text together with teacher.</td>
<td>c. Students try to identify the generic structure and language feature of recount text.</td>
</tr>
<tr>
<td>d. Teacher explains about past tense.</td>
<td>d. Students pay attention to the teacher’s explanation.</td>
</tr>
<tr>
<td>e. Teachers ask students to find out the example of past tense from the text.</td>
<td>e. Student’s find example of past tense.</td>
</tr>
<tr>
<td>f. Teacher asks some students to give</td>
<td></td>
</tr>
</tbody>
</table>
g. Teacher divides the students into some groups.
h. The students read the worksheet about recount text, and arrange a jumbled sentence and in the sentence there are some incorrect verb and asks students to correct it, and make a note the results of it. (Think)
i. The students interact and collaborate with friends in group to discuss the contents of note. (Talk)
j. The students write the conclusion or compose a recount text individually. (Write)

3. Post activity (10 minute)

   Teacher                       Students
a. Teacher reviews the material. b. Students give response about teacher’s feedback and give responds about teacher’s question.
b. Teacher said that at the next meeting will be explained about how to write recount text correctly.
c. Motivate students to study hard
d. Finishes the activities and closes the meeting. “I think enough. See you next time. Wassalamu’alaikum.”

   Give attention and response of teacher’s closing.
VIII. Source and Media

1. Source:

2. Media
   - Slide
   - Worksheet

IX. Assessment:

1. Type: Written

2. Instrument: Please arrange this jumbled sentences into a good text and in the sentences there are some incorrect verb please correct it.

3. Aspect to be assessed:

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content</td>
<td>30</td>
</tr>
<tr>
<td>2. The organization</td>
<td>20</td>
</tr>
<tr>
<td>3. The vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4. The language in use (grammar)</td>
<td>25</td>
</tr>
<tr>
<td>5. The mechanic</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

X. Instrument:

1. Please arrange this jumbled sentences into a good text and in the sentences there are some incorrect verb please correct it!

Yogyakarta, October 13th 2015

English Teacher                              Researcher

M. Barlianta Halim, SS                        Pradita Marlia Azis
NBM. 1119635                                  NIM. 123411013
Lesson Plan (Experimental Class)

SECOND MEETING

School: SMP Muhammadiyah 7 Yogyakarta

Subject /skill: English/Writing

Class /Semester: VIII/I

Material: Recount Text

Time Allocation: 2 x 40 minutes

I. Standard of competence:

7. Expressing the meaning in simple short functional writing text and essay in form of recount, in daily life context.

II. Basic Competence

7.2 Expressing meaning and rhetorical steps in simple short essay accurately, fluently and acceptably, in daily life context in recount text.

III. Indicator

The students can write a recount text based on the topic given.

IV. Learning Aim

Through learning process Think-Talk-Write (TTW) in recount text:

Students’ are able to write the conclusion a recount text based on the picture given.

V. Method: Discussion using strategy of Think-Talk-Write

VI. Learning Material

Example of Recount Text

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

One the day of the tour, he was ready. My friend and his group drove on through...
mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of the stone sculpture. There my friend watched young boys were carving away at big block of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

VII. Learning Activities

1. Pre activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greets the class. “Assalamu’alaikum, good morning/good afternoon”</td>
<td>a. Give responses for the teacher’s greeting, asking for their own feeling, attendance and the previous material about.</td>
</tr>
<tr>
<td>b. Asks the students’ life. “What are you feeling at this time? Are you ok, right?”</td>
<td></td>
</tr>
<tr>
<td>c. Checks students’ attendance. “Who is absent today?”</td>
<td></td>
</tr>
</tbody>
</table>

2. Main activity (60 minute)

a. Exploration

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the review from the previous lesson.</td>
<td>a. Students pay attention to the teacher.</td>
</tr>
<tr>
<td>b. Teacher asks about what are recount text, generic structure and language feature of recount text.</td>
<td>b. Students tell their holiday last week</td>
</tr>
</tbody>
</table>
b. Elaboration

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives an example of recount text.</td>
<td>a. Students read the example of recount text.</td>
</tr>
<tr>
<td>b. Teacher and students discuss about the content and the generic structure of the story.</td>
<td>b. Students discuss together.</td>
</tr>
<tr>
<td>c. Teacher gives the explanation about how to write recount text correctly.</td>
<td>c. Students’ pay attention about teacher’s explanation.</td>
</tr>
<tr>
<td>d. Teacher divides the students into some groups. Every group consist of five students.</td>
<td>d. Students make a group.</td>
</tr>
<tr>
<td>e. Teacher distributes the picture about holiday in a beach.</td>
<td>e. Students pay attention</td>
</tr>
<tr>
<td>f. Students identify activities in the picture. <em>(Think)</em></td>
<td>f. Students identify the picture in discussion.</td>
</tr>
<tr>
<td>g. Students discuss in groups to tell their identification. <em>(Talk)</em></td>
<td>g. Students discuss in groups to tell their identification.</td>
</tr>
<tr>
<td>h. Students make a note about the result of discussion. <em>(Write)</em></td>
<td>h. Students make a note.</td>
</tr>
<tr>
<td>i. Students make a recount text based the picture.</td>
<td>i. Students make a recount text based the picture.</td>
</tr>
</tbody>
</table>

c. Confirmation

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally.</td>
<td>a. Students give response about teacher’s feedback and give responds about teacher’s question.</td>
</tr>
</tbody>
</table>
3. Post activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher makes a conclusion of the material.</td>
<td>Give attention and response of teacher’s closing.</td>
</tr>
<tr>
<td>b. Motivate students to study hard</td>
<td></td>
</tr>
<tr>
<td>c. Finishes the activities and closes the meeting. “I think enough. See you next time. Wassalamu’alaikum.”</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Source and Media

1. Source:

2. Media
   - Slide Power Point
   - Picture
   - Worksheet

IX. Assessment: Writing Skill

1. Type: Written
2. Technique: students are assigned to make a recount text based on the picture.
3. Instrument: Please make a recount text based on the picture.
4. Aspect to be assessed:

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content</td>
<td>30</td>
</tr>
<tr>
<td>2. The organization</td>
<td>20</td>
</tr>
<tr>
<td>3. The vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4. The language in use (grammar)</td>
<td>25</td>
</tr>
<tr>
<td>5. The mechanic</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
X. **Instrument:**

1. Work in individually; make recount texts which consist of 3 paragraph. Each paragraph at least consists of 5 sentences based on the picture.

Yogyakarta, October 22th 2015

English Teacher

Researcher

M. Barlianta Halim, SS
NBM. 1119635

Pradita Marlia Azis
NIM. 123411013
Lesson Plan (Control Class)

FIRST MEETING

School : SMP Muhammadiyah 7 Yogyakarta
Subject /skill : English/Writing
Class /Semester : VIII/I
Material : Recount Text
Time Allocation : 2 x 40 minutes

I. Standard of competence:

7. Expressing the meaning in simple short functional writing text and essay in form of recount, in daily life context.

II. Basic Competence

7.2 Expressing meaning and rhetorical steps in simple short essay accurately, fluently and acceptably, in daily life context in recount text.

III. Indicator

By the end of study, students will have been able to:

- Identify the social function of recount text.
- Identify the generic structure of recount text.
- Identify the language feature of recount text.
- Identify the past tense of recount text.

IV. Learning Aim

a. Students’ are able to identify the social function of recount text.
b. Students’ are able to identify the generic structure of recount text.
c. Students’ are able to identify the language feature of recount
d. Students’ are able to identify the past tense of recount text.

V. Method: Small Group discussion (pair work)
VI. Learning Material

Composing recount text based on social function, generic structure, language features.

- Recount is a text which retells events or experiences in the past.
- The purpose of recount text: to tell/ to retell past events for the purpose of informing or entertaining.
- Generic structure: **Orientation** (Introducing the participants, place and time), **Event** (Describing series of event that happened in the past), **Re-Orientation** (It is optional, stating personal comment of the writer to the story)
- Language feature: Introducing personal participant (I, my group, etc), Using chronological connection (then, first, etc), Using action verb: (look, go, change etc), Using simple past tense (V2)

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Visiting to the Zoo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yesterday my family and I went to the zoo to see the elephant.</td>
</tr>
<tr>
<td></td>
<td>When we got to the zoo, we went to the shop to buy some food to give to the animals.</td>
</tr>
<tr>
<td>Events</td>
<td>After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.</td>
</tr>
<tr>
<td></td>
<td>Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.</td>
</tr>
<tr>
<td></td>
<td>During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.</td>
</tr>
<tr>
<td>Reorientation</td>
<td>When we returned home we were tired but happy because we had so much fun.</td>
</tr>
</tbody>
</table>
VII. Learning Activities

1. Pre activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greets the class. “Assalamu’alaikum, good morning/good afternoon”</td>
<td>a. Give responses for the teacher’s greeting, asking for their own feeling, attendance and the previous material about.</td>
</tr>
<tr>
<td>b. Asks the students’ life. “What are you feeling at this time? Are you ok, right?”</td>
<td></td>
</tr>
<tr>
<td>c. Checks students’ attendance. “Who is absent today?”</td>
<td></td>
</tr>
<tr>
<td>d. Teacher tells to the student the learning aim.</td>
<td></td>
</tr>
</tbody>
</table>

2. Main activity (60 minute)

a. Exploration

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives some stimulating question to the students. “do you know what is recount text?”</td>
<td>a. Students pay attention to the teacher stimulating and answer the question orally.</td>
</tr>
<tr>
<td>“have you ever studied about recount text before?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Elaboration</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher explains the material that will be learned.</td>
<td>a. Students answer about the material.</td>
</tr>
<tr>
<td>b. Teacher show the example of text recount in the slide.</td>
<td>b. Students’ pay attention about teacher’s explanation.</td>
</tr>
<tr>
<td>c. Students read the text on the slide and the students identify the social function, generic structure and language feature of text together with teacher.</td>
<td>c. Students try to identify the generic structure and language feature of recount text.</td>
</tr>
<tr>
<td>d. Teacher explains about past tense.</td>
<td>d. Students pay attention to the teacher’s explanation.</td>
</tr>
</tbody>
</table>
e. Teacher ask students to find out the example of past tense from the text.

f. Teacher asks some students to give another example of past tense.

g. Teacher distribute a worksheet (story of recount text)

h. Teacher asks students to translate the story into Indonesian language and find the generic structure then look for sentence that uses simple past tense, work in pair.

e. Student’s find a example of past tense.

f. Students’ pay attention.

g. Students translate the story into Indonesian language and find generic structure and language then look for sentence that uses simple past tense in pair.

c. Confirmation

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally. “any question so far about our material today?</td>
<td>b. Students give response about teacher’s feedback and give responds about teacher’s question.</td>
</tr>
</tbody>
</table>

3. Post activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher reviews the material.</td>
<td></td>
</tr>
<tr>
<td>b. Teacher said that at the next meeting will be explained about how to write recount text correctly.</td>
<td>Give attention and response of teacher’s closing.</td>
</tr>
<tr>
<td>c. Motivate students to study hard</td>
<td></td>
</tr>
<tr>
<td>d. Finishes the activities and closes the meeting. “I think enough. See you next time. Wassalamu’alaikum.”</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Source and Media

1. Source:
2. **Media**
- Marker
- Worksheet
- Slide

**IX. Assessment: Writing Skill**

1. **Type**: Written
2. **Instrument**: Translate the story into Indonesian language and find the generic structure then look for sentence that uses simple past tense.
3. **Aspect to be assessed**:

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content</td>
<td>30</td>
</tr>
<tr>
<td>2. The organization</td>
<td>20</td>
</tr>
<tr>
<td>3. The vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>4. The language in use (grammar)</td>
<td>25</td>
</tr>
<tr>
<td>5. The mechanic</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**X. Instrument:**

1. Translate the story into Indonesian language and find the generic structure then look for sentence that uses simple past tense.

Semarang, October 13th 2015

English Teacher

Researcher

M. Barlianta Halim, SS
NBM. 1119635

Pradita Marlia Azis
NIM. 123411013
Lesson Plan (Control Class)

SECOND MEETING

School : SMP Muhammadiyah 7 Yogyakarta
Subject/skill : English/Writing
Class/Semester : VIII/I
Material : Recount Text
Time Allocation : 2 x 40 minutes

I. Standard of competence:

7. Expressing the meaning in simple short functional writing text and essay in form of recount, in daily life context.

II. Basic Competence

7.2 Expressing meaning and rhetorical steps in simple short essay accurately, fluently and acceptably, in daily life context in recount text.

III. Indicator

The students can write a recount text based on the topic given.

IV. Learning Aim

Students’ are able to write a recount text based on the picture given.

V. Method : Conventional Learning.

VI. Learning Material

Example of Recount Text

Deri saved his money and spent two months traveling around the world. He wrote his journey in his diary. = Orientation.

I spent a week in New York and then flew to London and enjoyed several weeks in Europe. When I had seen the sights in Europe, I took a train to Istanbul and visited many places in Asia. First, I flew from his home in Mexico City to New York City. After through Asia, I went to South American and finally back home to Indonesia. = Events
VII. Learning Activities

1. Pre activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Greets the class. “Assalamu’alaikum, good morning/good afternoon”</td>
<td>a. Give responses for the teacher’s greeting, asking for their own feeling, attendance and the previous material about.</td>
</tr>
<tr>
<td>b. Asks the students’ life. “What are you feeling at this time? Are you ok, right?”</td>
<td></td>
</tr>
<tr>
<td>c. Checks students’ attendance. “Who is absent today?”</td>
<td></td>
</tr>
</tbody>
</table>

2. Main activity (60 minute)

a. Exploration

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the review from the previous lesson.</td>
<td>a. Students pay attention to the teacher.</td>
</tr>
</tbody>
</table>

b. Elaboration

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives an example of recount text.</td>
<td>a. Students read the example of recount text.</td>
</tr>
<tr>
<td>b. Teacher and students discuss about the content and the generic structure of the story.</td>
<td>b. Students discuss together.</td>
</tr>
<tr>
<td>c. Teacher choosing one of students to come forward and telling story of their holiday.</td>
<td>c. One of students come forward to telling story of their holiday.</td>
</tr>
<tr>
<td>d. Teacher give an example how to write a recount text about holiday from the telling story of the students.</td>
<td>d. Students’ pay attention to teachers explanation.</td>
</tr>
<tr>
<td>e. Asking students to pay attention to the</td>
<td></td>
</tr>
</tbody>
</table>
f. Teacher asks students to make a recount text about their holiday.
g. Teacher asks students to share their text with the partner and the students correction their partner’s writing and take a note of the errors.

e. Students make a text of recount.

c. Confirmation

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally.</td>
<td>b. Students give response about teacher’s feedback and give responds about teacher’s question.</td>
</tr>
</tbody>
</table>

3. Post activity (10 minute)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher makes a conclusion of the material.</td>
<td>Give attention and response of teacher’s closing.</td>
</tr>
<tr>
<td>b. Motivate students to study hard</td>
<td></td>
</tr>
<tr>
<td>c. Finishes the activities and closes the meeting. “I think enough. See you next time. Wassalamu’alaikum.”</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Source and Media

1. Source:

2. Media
   - Slide Power Point
   - Worksheet
IX. **Assessment:** Writing Skill

1. **Type**: Written
2. **Technique**: students are assigned to write a recount text.
3. **Instrument**: - Make a recount text at least 5 sentence
   - You may open your dictionary! Good luck.
4. **Aspect to be assessed**:

<table>
<thead>
<tr>
<th>Element of writing</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content</td>
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<td>4. The language in use (grammar)</td>
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<tr>
<td>5. The mechanic</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total of score</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

X. **Instrument**:

1. Write down your name, Please make a recount text at least 5 sentence.
2. You may open dictionary! Good Luck.

Yogyakarta, October 22th 2015

English Teacher
Researcher

M. Barlianta Halim, SS               Pradita Marlia Azis
NBM. 1119635                          NIM. 123411013
INSTRUMENT OF PRE-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: ..................................................
Please choose one of them to write a recount text!

1. Getting together at the school
2. Going to Borobudur temple
3. Going to Parangtritis Beach
4. Waking up
5. Going to Malioboro
6. Going to Kuta Bali Beach
Please choose one of them to write a recount text!

1. Getting together at the school

2. Going to Borobudur temple

3. Going to Parangtritis Beach

4. Waking up

5. Going to Malioboro

6. Going to Kuta Bali Beach
INSTRUMENT OF POST-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: ......................................................
1. Getting together at the school

2. Going to Borobudur temple

3. Going to Parangtritis Beach

4. Waking up

5. Going to Malioboro

6. Going to Kuta Bali Beach

Please choose one of them to write a recount text!
Please choose one of them to write a recount text!

1. Getting together at the school
2. Going to Borobudur temple
3. Going to Parangtritis Beach
4. Waking up
5. Going to Malioboro
6. Going to Kuta Bali Beach
Name: Wisnu A J
Class: VIII F
No.: 28

INSTRUMENT OF
PRE-TEST

Pattern: Simple past tense
Kind of text: Recount Text
Time allotment: 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking up

I woke up an hour late because my alarm clock did not go off. And I hate to go to school. I hope I never have a day as the one I have yesterday.
INSTRUMENT OF PRE-TEST

Pattern: Simple past tense
Kind of text: Recount Text
Time allotment: 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Kuta Beach

Last weekend, I and my classmates went to Kuta Beach by bus from our school in the morning. After that, we went to the island by boat. The weather was very fine. We arrived at 9:30 PM, and we spent a day at the beach. In the morning, I and my friend went to the beach to play with the water. We made a happy day. I hope I can go back there next time.

Score: 75
Title: Going to Borobudur

Twice they go SMP multi study tour to Borobudur temple. In the morning I woke up at 04:00 AM. Then I prepared all necessity in closed box and had breakfast at 05:00 AM. I went to school and met my friends. We got ready to ride the bus.

At 06:30 AM we went to Borobudur. We arrived to Borobudur temple at 10:00 AM.

Then we talked and took pictures with foreignness. I and my friend were very excited. We arrived to Borobudur beach at 02:00 PM. We very happy and happy.

<table>
<thead>
<tr>
<th>C</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>18</td>
</tr>
<tr>
<td>v</td>
<td>17</td>
</tr>
<tr>
<td>b</td>
<td>22</td>
</tr>
<tr>
<td>m</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 80
INSTRUMENT OF PRE-TEST

Pattern: Simple past tense
Kind of text: Recount Text
Time allotment: 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking up

I was waking up an hour late because my alarm had not gone off. I was hurry up to go to school.

Next, I ran out of the house trying to get the 9:30 bus. Finally, I walked the three miles to my school.

I hope I never have a day as the one I have yesterday.

6. 18
6. 17
5. 14
5. 19
6. 3
65
INSTRUMENT OF
PRE-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking up

I waking up at 4.00 am. at for shubuh and
after that I prepare for breakfast and take a bath before to
go to school. But yesterday I late because my alarm of 6.00
hurry up to go school.

C = 14
D = 11
V = 12
S = 12
R = 2

51
INSTRUMENT OF
PRE-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Malakoboro

Sunday...I and my friends went to Malakoboro. From my house, Malakoboro is far. We arrived at night. We first went to the mosque. The mosque of Pratama is so unique. After that, we walked to Malakoboro to buy something. It was ending, we tired and back to my house.

C = 29
G = 16
V = 14
E = 18
M = 3

75
INSTRUMENT OF
PRE-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Kuta, Bali

I and my friends visit Bali on our school last week. There are lots of places in there. But we never go there before. I and my friends stay in hotel Kuta. In Kuta beach we spent 2 days for surfing and swimming. I and my friends playing banana boat. It is very interesting. Our holiday ended very quickly. We really enjoy in our holiday in Bali, Indonesia.
INSTRUMENT OF POST-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. This text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going together...at...the school.

..........Six...years...ago...I...studied...at...SS...Rindbergman.
Tangamane...That's...many...memorable...moments...with...my...
friends...at...my...school...I...joined...writing...clubs...
..........I...practiced...writing...and...reading...the...
Scandinavian...often...good...exercise...with...local...
approach...forested...
I...was...so...happy...to...join...writing...club...
Read...story...since...always...start...rebel...by...
friends...every...time...we...held...reunion...Read...
.......
E...29
E = 18
V = 18
E = 16
M = 4
\[ \text{Total} = 85 \]
INSTRUMENT OF
POST-TEST

Pattern: Simple past tense
Kind of text: Recount Text
Time allotted: 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Borobudur Temple

Last week I spent my vacation in Yogayakarta. I went to Borobudur. My family and I go there in the morning. We went to Borobudur by private mobile. I am preparing everything before we went to Yogya. My family and I arrived at the Borobudur at 9:30 pm. There I saw a lot of foreign people. I can learn and practice speaking English. It was a very interesting holiday for me and my family was happy.

---

Score: 86
INSTRUMENT OF
POST-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking Up

Orientation

I wake up at 4:00 am at for prayer, chabah and after that
I prepared for breakfast and took a bath for go to school.
But yesterday I was late because my alarm got and I was
Sleepy up to want school.

Event

Next I can out of the house to get the bus to school.
Finally, I walked and arrived to my school it's my experience.

Re-ori

I go shy.

17
18
16
15
03
69
INSTRUMENT OF
POST-TEST

Pattern: Simple past tense
Kind of text: Recount Text
Time allotment: 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK^^

Title: BALI

Orientation

I saved my money to spend in Bali. Beach with my friends.
I wrote in my diary.

Event

I spent 4 days in Bali and I enjoyed several weeks in Bali. Beach. Bali I take a picture with a tourist.

Recall

I felt tired but I was excited and wanted to travel again.

Vocabulary

spend enjoyed but was
INSTRUMENT OF
POST-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Kuta, Bali

On holiday, I went to beach Bali with my friends. We arrived at 10:00 and we stayed at hotel. We enjoyed and happy.

Orientation

Events

Real orientation


------

C = 17
O = 18
V = 19
S = 12
M = 2

63
INSTRUMENT OF
POST-TEST

Pattern : Simple past tense
Kind of text : Recount Text
Time allotment : 80 minutes

Instructions
1. Write down your name and student number on the top left of the paper.
2. Write a recount text based on the pictures.
3. The text is written in the simple past tense.
4. The length of text is at least 5 sentences.
5. You may open your dictionary.

GOOD LUCK^^

Title: Going to Hainan Province

Last month, my classmate and I decided to spend a 5-day holiday in
Hainan Province. We arrived at 04:30 am and we stayed at hotel to
take a good rest.

In the morning, my classmate and I went to beach for some
swimming and we played banana boat.

I also feel interesting and happy but felt tired.

.................................
C : 18

.................................
V : 17

.................................
E : 12

.................................
M : 3

.................................
64
Mohon Izin Riset

A.n : Pradita Marlia Azis
NIM : 123411013

Kepada Yth. :
Maëlis Dikdasmen PDM
di Yogyakarta

Assalamu’alaikum wr. wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:
Nama : Pradita Marlia Azis
NIM : 123411013
Alamat : Perum. Karaba Indah Blok XA/22 RT06/09 Kec. Teluk Jambwe
Kab. Karawang

Jadul Penelitian : THE INFLUENCE OF STRATEGY THINK TALK WRITE (TTW) TOWARD STUDENTS’ WRITING SKILLS ON RECOUNT TEXT (An Experimental Research at eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016)

Pembimbing : Siti Tarwiyah, M. Hum

Bahwa Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 30 hari, pada tanggal 19 Oktober 2015 sampai dengan tanggal 14 November 2015.

Demikian atas perhatian dan kerjasamanya Bapak/ Ibu/ Sdr. disampaikan terimakasih.

Wassalamu’alaikum wr. wb.

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
Nomor: In.06.03/14/PP.00.9/3879/2015
Semarang, 02 September 2015

Lamp: -

Hal: Penunjukan Pembimbing Skripsi

Kepada Yth:
1. Siti Tarwiyah, M. Huw

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama: Pradita Marlia Azis
NIM: 123411013
Judul: THE INFLUENCE OF WRTING SKILLS IN RECOUNT TEXT

Dan menunjuk saudara:
1. Siti Tarwiyah, M. Huw (Pembimbing I)

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

[Signature]

Tembusan disampaikan kepada Yth:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DERAH MUHAMMADIYAH KOTA YOGYAKARTA
Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55115
e-mail: dikdasanpdm_y@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI
No : 638/REK/III.4/F/2015

Setelah membaca surat dari : Fakultas Ilmu Tarbiyah dan keguruan Universitas Islam Negeri Walsongo,
No. : In.06/3/D1/TL.00/4065/2015 Tgl. : 28 September 2015
Peralh : Surat Izin Penelitian

dan berdasarkan Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari Kamis tanggal
15 Desember 2015, berpangku tanggal 01 Oktober 2015 yang sebagai agenda sidangnya
membahas pemberian penelitian/praktek kegiatan觀察, maka dengan ini kami memberikan izin kepada:

Nama Terang : PRADITA MARLIA AZIS NIM. 123411013
Pekerjaan : Mahasiswa pada prodi Universitas Islam Negeri Walsongo
Pembimbing : Siti Tarwiyah, M.Hum

untuk melaksanakan observasi/penelitian/pengumpulan data dalam rangka penyusunan Skripsi:

Tentang : THE INFLUENCE OF STRATEGY THINK TALK WRITE (TTW) TOWARD
STUDENTS’ WRITING SKILLS ON RECOUNT TEXT (An Experimentel at

Lokasi : SMP Muhammadiyah 7 Yogyakarta.

Dengan ketentuan sebagai berikut:

1. Menyajikan laporan penelitian di hadapan panitia yang disediakan.
2. Wajib menggunakan nasihat dan arahan ketua panitia yang diberikan di universitas.
3. Wajib memberikan laporan penelitian/praktek kegiatan observations dalam bentuk CD kepada Majelis Pendidikan Dasar dan Menengah
Perpajakan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin izin tidak ditolak atau ditolak untuk keterlambatan yang dapat merugikan kepentingan serta berlaku pelanggaran disiplin penelitian.
5. Surat ini tidak dapat diubah atau ditolak untuk mendapatkan persyaratan dan berhak untuk kesepakatan lain.
6. Surat ini tidak dapat diubah atau ditolak untuk mendapatkan persyaratan dan berhak untuk kesepakatan lain.

Masa Berlaku 5 (lima) bulan :
02-10-2015 sampai dengan 02-03-2016

Tanda tangan Penanggung Izin,

Pradita Marlia Azis

Yogyakarta, 02 Oktober 2015

Ketua, 

Sekretaris.

Tembusan:
1. PDM Kota Yogyakarta.
2. Wak. Sekretaris Dikdasmen FITK UIN Walsongo
SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama: Ahmad Zainal Fanani, S.Pd.,MA
NIP: 19611123 198203 1 004
Pangkat/Golongan: Pembina / IVa
Jabatan: Kepala SMP Muhammadiyah 7 Yogyakarta
Alamat: Purbayan Kotagede Yogyakarta

Menerangkan bahwa

Nama: PRADITA MARLIA AZIS
NIM: 123411013
Program Studi: Pendidikan Bahasa Inggris
Universitas: Universitas Islam Negeri Walisongo

Nama tersebut diatas telah melaksanakan pengumpulan data karya ilmiah yang berjudul “THE INFLUENCE OF STRATEGY THINK TALK WRITE (TTW) TOWARD STUDENTS’ WRITING SKILLS ON RECOUNT TEXT (An Experimentel at eight Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016).”

Adapun kegiatan tersebut telah dilaksanakan pada hari:
tanggal 28 September - 3 November 2015 di SMP Muhammadiyah 7 Yogyakarta.

Demikian surat keterangan ini dibuat untuk dapat digunakan sepernya.

Yogyakarta, 18 Januari 2016
Kepala SMP Muhammadiyah 7

[Signature]
Ahmad Zainal Fanani, S.Pd.,MA
NIP: 19611123 198203 1 004
Documentation of Research

Pre-Test in Experimental Class

Post-Test in Control Class

Treatment in Experimental
When the students discussion or *Think* in material Recount text

When students *Talk*
When students Write or make a note about the result of discussion

Pre-Test in Control Class
Post- Test in Control Class

Conventional Teaching in Control Class
CURRICULUM VITAE

Name : Pradita Marlia Azis
Place and date of birth : Bantul, 27th February 1995
Original address : Karawang, Jawa Barat
Dormitory address : Karonsih Baru
Mobile number : 081-904-355-598

Education:

1. SDN Wadas III Karawang
2. MTS Ash-shobirin
3. MA Kebumen
4. Student of Education and Teacher Training Faculty Walisongo State Islamic University Semarang 2012

Semarang, 9 June 2012

The Researcher,

Pradita Marlia Azis
NIM. 123411013
PENELITI : Pradita Marlia Azis  
NIM : 123411013  
JURUSAN : Pendidikan Bahasa Inggris  
JUDUL : THE INFLUENCE OF THINK-TALK-WRITE (TTW) STRATEGY TOWARD STUDENTS' WRITING SKILL ON RECOUNT TEXT (An Experimental Research at Eight Grade of SMP Muhammadiyah 7 Yogyakarta in the Academic Year of 2015/2016)

HIPOTESIS :

a. Hipotesis Varians :
   Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.  
   Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :
   Ho : Rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.  
   Ha : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMRILAN KEPUTUSAN :

Ho DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$  
Ho DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>nilai akhir eksperimen</td>
<td>29</td>
<td>70.3448</td>
<td>6.64549</td>
<td>1.23404</td>
</tr>
<tr>
<td>kontrol</td>
<td>29</td>
<td>71.5362</td>
<td>5.90107</td>
<td>1.09580</td>
</tr>
</tbody>
</table>
### Independent Samples Test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's F</td>
<td>Sig.</td>
</tr>
<tr>
<td>nilai akhir variances assumed</td>
<td>0.389</td>
</tr>
<tr>
<td>nilai akhir variances not assumed</td>
<td>2.883</td>
</tr>
</tbody>
</table>

1. Pada kolom Levene's Test for Equality of Variances, diperoleh nilai sig. = 0.535. Karena sig. = 0.535 ≥ 0.05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.


3. Nilai t tabel (56; 0,05) = 2,003 (two tail). Berarti nilai t hitung = 2,883 > t tabel = 2,003, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen tidak identik atau lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 17 Mei 2016  
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.  
NIP. 19810715 200501 2 008
CURRICULUM VITAE

Name : Pradita Marlia Azis
Place and date of birth : Bantul, 27th February 1995
Original address : Karawang, Jawa Barat
Dormitory address : Karonsih Baru
Mobile number : 081-904-355-598

Education:

1. SDN Wadas III Karawang
2. MTS Ash-shobirin
3. MA Kebumen
4. Student of Education and Teacher Training Faculty Walisongo State Islamic University Semarang 2012

Semarang, 9 June 2012

The Researcher,

Pradita Marlia Azis
NIM. 123411013