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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Assalamu'alaikum wr.wb.

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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)**
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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.

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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.

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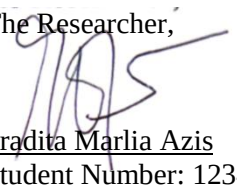
12. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and pray to the researcher to finish this thesis.

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,



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MOTTO

....يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖ....

''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]

[1] al-Zuhaily, Wahabah, *Tafsir Munir*, (Libanon: Dar al-Fikr al-Mu'ashir, 1994), juz ke-28. P. 290.

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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

[1] Arsyad Azhar, *Media Pembelajaran,* (Jakarta: Raja Grafindo Persada, 2005), p. 1.

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.[2] 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.[3] 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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[2] Jeremy Harmer, *How To Teach Writing,* (England: Longman, 2007), p. 33.

[3] Thomas S. Kane, *The Oxford "Essential Guide to Writing",* (New York: Berkley edition, July 2000), p. 17.

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:

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ۝٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝٥

> ''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.[4]

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.[5]

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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[4] Muhammad Taqi-ud-Din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Qur'an in The English Language*, (Riyadh, Saudi Arabiyah: Darussalam, 1996), p.902

[5] Teungku Muhammad Hasbi ash-Shiddieqy, *Tafsir Al-Qur'anul Majid An-Nuur 5 Surat 42-114*, (Semarang: PT Pustaka Rizki Putra, 2000), p.4646

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.[6] 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

[6] Depdiknas, *KTSP Mata Pelajaran Bahasa Inggris,* (Jakarta: Depdiknas, 2006), p.318

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.[7] 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.[8] 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.

[8] Mulyono, *Strategi Pembelajaran Menuju Efektivitas Pembelajaran di Abad Global*, (Malang: Jalan Gajayana, 2012), p. 14.

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

[1] Cik Hasan Basri, *Penuntun Penyusunan Rencana Penelitian Dan Penulisan Skripsi (Bidang Ilmu Agama Islam)*, (Jakarta: PT. Grafindo Persada, 2001), p. 37.

[2] Susi Susanti (103411047) English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang, *The use of the Three-Step Interview Technique to Teach Recount Text*, (Semarang: Walisongo state Institute for Islamic Studies, 2014). Unpublished Thesis.

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*

[4] Nui Takania, Teacher Training and Education Faculty of Kudus *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).* Unpublished Thesis.

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.

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[5] Alice Osima and Ann Hongue, *Writing Academic English Third Edition,* (England: Longman, 2000), p.3.

[6] Jeremy Harmer, *How to Teach Writing,* (Longman: Person Education Limited, 2004), p. 31.

[7] Oxford University, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University press, 2003), 3rd Ed., p. 502.

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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[8] Carol Hegarty, *Writing English in Context,* (USA: Saddleback Educational Publishing, 2000), p. 5.

[9] Jeremy Harmer, *How to Teach Writing*, . . . p. 4.

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.[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

[11] Jeremy Harmer, *How to Teach Writing, . . .* p. 6.

linguistic features of the text.[12] Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what is was.[13]

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.[14]

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.[15] Actually, there are two different

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[12] Hyland, *Teaching and Researching Writing 2nd Ed,* (London: Person Education Limited, 2009). P 15.

[13] Jeremy Harmer, *How to Teach Writing,* . . . p. 133.

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

[15] Hyland Ken, *English for Academic Purpose: An Advanced Resource Book,* (London and New York: Routledge, 2006), p. 46.

kinds of genres or text types. Moreover, every kind of genre has different social function, different schematic or generic structure, and different language feature.[16]

Table 2.1

Kinds of Genre

STORY GENRE	FACTUAL GENRE
1. Narrative 2. News story 3. Exemplum 4. Anecdote 5. Recount 6. Spoof	1. Procedure 2. Explanation 3. Report 4. Exposition 5. Discussion 6. Description 7. Review 8. News item 9. Commentary

Table 2.2
Texts Probing

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

[16] Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignments)*, . . . p. 11.

5. Description	Giving account of imagined or factual events.
6. Report	What it is as it is.
7. Discussion	Explaining how something is considered right or wrong.
8. Exposition	How arguing or considering for why something has been proposed.
9. Spoof	Something funny with expected ending.
10. Anecdote	Something funny with expected ending.
11. Review	Critique or complain about an artwork or public performance.
12. News story/ Item	Elaborating sensational and dramatic events of the day.
13. Commentary	How the processes of something involved in evolution.

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.[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.[18]

To retells the events for the purpose of informing or entertaining.[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.[20]

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

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[17]Rachmat Wahidi, "Genre of the Text", *http://rachmatwahidi. wordpress. com/pdf_blog_pdf*, diakses 19 August 2015., p. 4.

[18] Hyland Ken, *Teaching and Researching Writing*, . . . p. 87.

[19] Entika Fani and Siti Musarokah, *Writing 3 (Handout and Assignments)*, . . . p. 19.

[20] Jenny Hammond et al., *English for Social Purpose*, (Sydney: Macquarie University Press, 1992), p.88.

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.

[21] Jenny Hammond, et al, *English for Social Purpose, . . .* p. 89.

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);

[22] Rachmat Wahidi, "Genre of the Text", *http://rachmatwahidi.wordpress.com/pdf_blog_pdf,* diakses 19 August 2015,. p. 4.

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.

Re-orientation — 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.

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[23] Jeremy Harmer, *How to Teach, . . .* p. 31-32.

In teaching recount text, the teacher give 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 from.

5. Strategy of Teaching Writing Recount Text

Learning strategy is an effort to reach the targets that have been establish. 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.[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[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.[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

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[24] Iskandarwassid and Dadang Suhendar, *Strategi Pembelajaran Bahasa,* (Bandung: PT Remaja Rosdakarya, 2011), p.6-7.

[25] Kagan, S. (1989). ''*The Structural approach to Cooperative Learning." Education Leadership.* 47(4): p. 12-15

[26] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran,* (Yogyakarta: Pustaka Pelajar, 2014), p.226

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.[27] 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.[28]

According to Miftahul Huda "Think-Talk-Write is a strategy that facilitates the exercise verbally and write the language fluently."[29] The Think-Talk-Write strategy builds in time for thought and reflection and for organization

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[27] Miftahul Huda, *Model-model pengajaran dan pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014 Cet.4), p. 218.

[28] Jumatan Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014), p. 217.

[29] Miftahul Huda, *Model-model Pengajaran. . . .*, p. 218.

progresses from student engaging in thought of reflective dialogue with themselves, to talking and sharing ideas with one another, to writing.[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:[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

[30] Martinis Yamin dan Bansu, Ansari, *Taktik Mengembangkan Kemampuan Individual Siswa,* (Jakarta: Gaung Persada Press, 2009 Cet.2), p. 84.

[31] Jumatan Hamdayama, *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.[32]

1) *Think*

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

[32] Miftahul Huda, *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.[33] 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.

[33] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 96.

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 evens 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

[1] Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education,* 6th Ed., (New York: Routledge, 1994), p. 272.

[2] Suharsimi Arikuntoro, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2006), p.3.

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:[3]

$$\begin{array}{l} E\ 01\ X\ O2 \\ \hline C\ O3\ Y\ O4 \end{array}$$

As adopted from Arikunto.[4]

E : Experimental group

C : Control group

[3] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif and R & d, 15th Ed.,* (Bandung: Alfabeta Bandung, 2012), p. 112.

[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 86.

0_1 : Pre-test for the experimental group

0_2 : Post-test for the experiment group

0_3 : Pre-test for the control group

0_4 : Post-test for the control group

X :Treatment with the strategy TTW

Y :Treatment without using strategy TTW

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

No	Task	Plan	Date
1	Preliminary visit (meet the administration	Letter of Pre-research.	Monday, September 28, 2015.

	officer)		
2	Contact the headmaster	Letter of research.	Tuesday, September 29, 2015.
3	Contact the English teacher	Discussion	Monday, October 05, 2015
4	Give the pre-test	Pre-test worksheet.	Control Class: Monday, October 12, 2015 Experimental Class: Monday, October 12, 2015
5	Give the treatment	Lesson plan, worksheet, teaching materials.	Control Class: first meeting: Tuesday, October 13, 2015. Second meeting: Thursday October 22, 2015. Experimental Class: first meeting: Tuesday, October 13, 2015. Second meeting: Thursday October 22, 2015.
6	Post-test	Post-worksheet	Control class:

	worksheet.		Monday, November 2, 2015. Experimental Class: Tuesday, November 3, 2015

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

No	Class	Total Students
1	VIII A	30
2	VIII B	29
3	VIII C	30
4	VIII D	29
5	VIII E	30

[5] Suharsimi Arikuntoro, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 4th Ed., p.130.

6	VIII F	29
7	VIII G	30
Total		207

2. Sample and Sampling Technique

Sample is part of the number and characteristics possessed by the population.[6] The researcher will observe not at all of classes but only a class, that is eighth grade. To determine the two clsses, the researcher used purposive sampling tecnique. 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.[7]

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

[6] Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013), p. 117.

[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)".[8] Independent variable is variable that influences or those to be cause of change the dependent variable.[9] Variables used in this study there are:

1. The independent variable

   Independent variable (X) is variable that the experimenter expects to influence the other.[10] 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***)

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[8] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* . . . p. 116.

[9] Sugiyono, *Statistika Untuk Penelitian,* (Bandung: Alfabeta, 2007), p. 4.

[10] David Nuna, *Research Methods in Language Learning,* (USA: Cambridge University Press, 1992), p. 25.

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.[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.[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:

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[11] David Nuna, *Research Methods in Language Learning*, . . . p. 25.

[12] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*, . . . p. 61.

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.[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.[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.[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 contol and experimental classes.

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

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[13] Suharsimi Arikunto, *Prosedur Penelitian,* . . . p. 201.

[14] Purwanto, *Evaluasi Hasil Belajar,* (Yogyakarta: Pustaka Belajar, 2009), p.65.

[15] Suharsimi Arikunto, *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.[16] The percentage of the elements of writing can be seen in the table 4.2.

Table 3.3

The explanation of criterion

Element of writing	Score
1. The content	30
2. The organization	20
3. The vocabulary	20
4. The language in use (grammar)	25
5. The mechanic	5
Total of score	**100**

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.

[16] H.Douglas Brown, *Language Assessment: Principle and Classroom Practices.* (New York: Longman, 2011), p. 246.

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.[17]

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

[17] Sara Cushing Weigle, *Assessing Writing,* (New York: Cambridge University Press, 2002), p. 116.

		range-effective word/idiom choice and usage; word from mastery; appropriate register.
	17-14	**Good to Average:** adequate range occasional of word /idiom form, choice, usage, but meaning is not obscured.
	13-10	**Fair to poor:** limited range-frequent errors of word/idiom form, choice, usage; meaning confused.
	9-7	**Very poor:** essentially translation-little knowledge of English vocabulary.
Language In use (grammar)	25-22	**Excellent to very good:** effective complex, few errors of agreements, grammar construction.
	21-18	**Good to Average:** effective but simple constructive in grammar.
	17-11	**Fair to poor:** a major problem is simple/complex construction in grammar.
	10-5	**Very poor:** virtually no mastery of sentence construction rules.
Mechanic	5	**Excellent to very good:** demonstrates mastery of construction.
	4	**Good to Average:** occasional errors of spelling, punctuation, capitalization.
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization.
	2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization and paragraphing.
Total of score	1-100	

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.[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:

$$P = \frac{range\ (R)}{number\ of\ class}$$

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:

$$S^2 = \frac{n \sum fiXi^2 - (\sum fiXi)^2}{n(n-1)}$$

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

[18] Sudjana, *Metode Statistika,* (Bandung: Tarsito, 2005), 6th Ed, p. 272.

$$Z = \frac{x - \bar{X}}{S}$$

X = Limit class

$\bar{x}$ = Average

S = standard deviation

9) Define the board area of each class interval.
10) Calculate of the frequency expository (fh). With the formula: fh = *n* x wide area with the *n* number of sample.
11) Make a list of the frequency of observation (fo), with the frequency expository as follow:

Class	Bk	Zi	P(Z_i)	L	E_i	O_i	$\frac{(Oi - Ei)^2}{Ei}$

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

$$\chi^2 = \sum_{Ei}^{K} \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 : Chi Square

O_i : Frequency that was obtained from data

Ei : 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.[19]

14) Determine the value of x^2 table.

15) Determine the distribution normality with test criteria: If $\chi^2_{count} > \chi^2_{tabel}$ so the data is not normal distribution and other way if the so $\chi^2_{count} < \chi^2_{tabel}$ the data is normal distribution.

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:

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

The hypotheses in homogeneity test are:

$H_0: \sigma_1^2 = \sigma_2^2$, homogeny variant

$H_1: \sigma_1^2 \neq \sigma_2^2$, non homogeny variant

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

[19] Ridwan, dan Akdon, *Dasar-dasar Statistika*, (Bandung: Alfabeta, 2009), p. 191.

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]

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With*:*

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

Where:

$\overline{x_1}$ = average of experimental group

$\overline{x_2}$ = average of control group

n_1 = number of experimental group

n_2 = number of control group

${s_1}^2$= variance of experimental group

${s_1}^2$= variance of control groups

[20] Nana Sudjana, *Metode Statistika…*, p.239.

Criteria test is Ho is accepted if $-t_{1\,1/2\alpha} < t < -t_{1\,1/2\alpha}$ where $-t_{1\,1/2\alpha}$ obtained from the distribution list t with df = (n_1+ n_2-2) and opportunities (1-$1/2\alpha$). 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: $\mu_1 \neq \mu_2$

μ_1: Average data of experimental group

μ_2: Average data of control group

The formula that is used in the t-test as follows:[21]

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With:

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

Where:

$\overline{x_1}$ = average of experimental group

$\overline{x_2}$ = average of control group

n_1 = number of experimental group

n_2 = number of control group

${s_1}^2$= variance of experimental group

${s_1}^2$= variance of control groups

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

[21]Sudjana, *Metode Statistika*, p. 239.s

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Descriptions of Research Findings

The research had been conducted since October 11th , 2015 to November 20th, 2015 in SMP Muhammadiyah 7 Yogyakarta. The researcher gave pre-test on 12th 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 13th and 22th 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

Score of Pre-Test Experimental and Control Classes

No	Score of Variance	Experimental	Control
1	N	29	29
2	Average	63.10	60.75
3	Variance (s^2)	61.73	71.11
4	St. Deviation (*s*)	7.85	8.43
5	Maximal Score	75	80
6	Minimal Score	48	49

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.

Ho: the data of normal distribution

Ha: the data of un normal distribution

With criteria Ho accepted if $\chi^2_{count} < \chi^2_{table}$.

Table 4.2

The normality result pre-test in experimental class and control classes

Class	Test	χ^2_{count}	χ^2_{table}	Criteria
Experimental	Pre-Test	3.7876	11.070	Normal
Control	Pre-Test	5.9926		Normal

Based on the analysis above it can be seen that χ^2_{count} both of class were lower than χ^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 4.3
The homogeneity result of pre-test in experimental and control classes

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	61.738	29	1.151	1.882	Homogenous
Control	71.118	29			

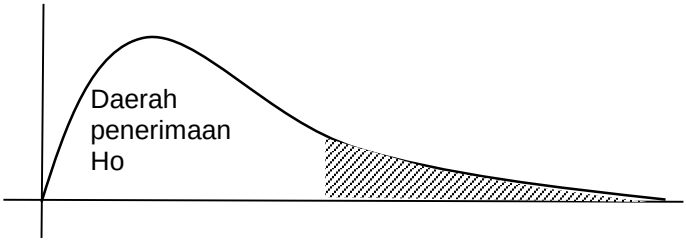
According to the formula above, it is obtained that:

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

$$F = \frac{71.11823}{61.73892}$$

=1.151

$F_{(0,05),(28;28)}$ = 1.882079



1.152 1.882079

Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

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:

μ_1 : average data of experimental group

μ_2: average data of control group

Table 4.4
The average similarity test of pre-test in experimental and control classes

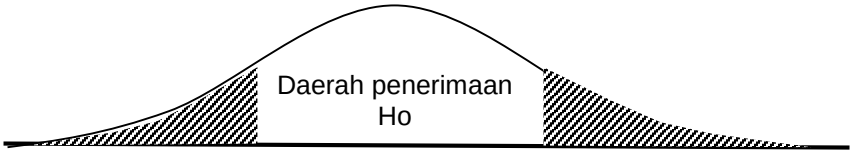
Source of Variance	Experimental	Control	Criteria
Sum	1830	1762	Ho accepted (same)
N	29	29	
Average	63.103	60.759	
Variance ($S^{2)}$	61.738	71.118	
Standard Deviation (S)	7.857	8.433	

According to the formula above, it is obtained that:

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

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

Pada a= 5% dengan dk= 29+29-2= 56 diperoleh $t_{(0.95)(56)}$= 2.003



-2.003 1.095 2.0032

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

With α = 5% and df= 29+29-2= 54, obtained t_{table} = 2.003. From the result of calculation t-test, t_{count} = 1.095.

Because t_{count} was lower than t_{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 $\chi^2_{count} < \chi^2_{table}$

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

With α= 5% and df = k-1

Table 4.5
The normality result of post-test in experimental and control classes

Class	χ^2_{count}	χ^2_{table}	Criteria
Experimental	6.670	11.070	Normal
Control	4.547		Normal

Based on analysis above, it can be seen that χ^2_{count} of both classes is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$) 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.

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

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

Table 4.6
The homogeneity result of post-test in experimental and control classes

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	44.162	29	1.268	1.882	Homogenous
Control	34.822	29			

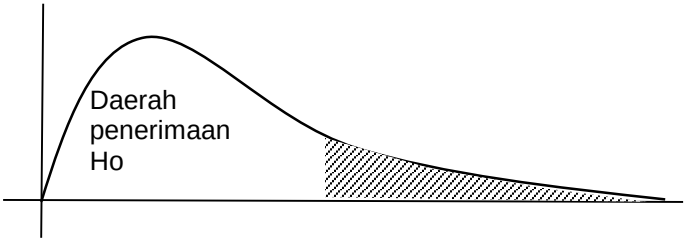
According to the formula above, it is obtained that:

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

$$F = \frac{44.16256}{34.82266}$$

$$= 1.26821$$

$F_{(0,05),(28;28)}$ = 1.882079



1.268 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_{count} is lower than F_{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.

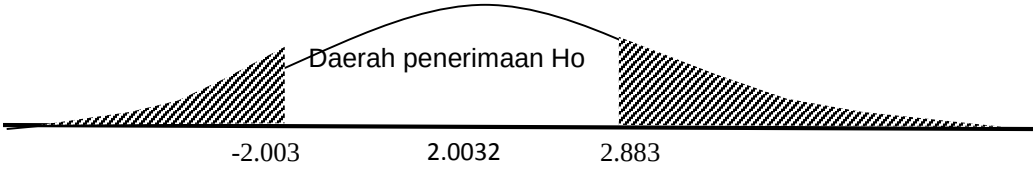
Ho: $\mu_1 = \mu_2$: it means there is no significant difference between the writing skill improvement of students who were taught by using Think-Talk-Write and who were taught by using non-Think-Talk-Write.

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

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

Pada α= 5% dengan dk= 29+29-2= 56 diperoleh $t_{(0.95)(56)}$= 2.003241



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 α= 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.[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:[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.

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[1] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik.* (Jakarta: PT Rineka Cipta, 2006), p. 321.

[2] Hamdayama, ''Jumanta. *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 α: 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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Appendix 1

LIST OF THE STUDENTS OF EXPERIMENTAL CLASS

NO	NAME	CODE
1	Atthaya Diva Axcelgrazelia Zalfa	E-1
2	Aufa Luthfiana Salsabila	E-2
3	Aulia Rafida	E-3
4	Citra Ramadhani	E-4
5	Dhea Ananda Paramita Dewi	E-5
6	Istita Dian Agustin	E-6
7	Kharisa Alifia Putri	E-7
8	Nadhila Chindy Putri Nugraha	E-8
9	Savia Nurhayati Mumtaza	E-9
10	Yasmin Amanda Nathania	E-10
11	Alfian Farel Danuarta	E-11
12	Andika Maulana Ahmad	E-12
13	Aulia Malik	E-13
14	Debi Barkah Saputra	E-14
15	Dimas Aji Nursahid	E-15
16	Endhi Yoga Ramadhan	E-16
17	Ferdi Falah Ramadhan	E-17
18	Fernanda Adhib Putra Pratama Widodo	E-18
19	Haryo Dewantoko	E-19
20	Muhammad Akbar Wiguna	E-20
21	Muhammad Jordhy Suryakusuma	E-21
22	Muhammad Nur Irvan Sholeh	E-22
23	Prigel Sukma Abinaya Arjuna	E-23
24	Prima Juang Baghaskoro	E-24
25	Rizqi Hutomo	E-25
26	Rudy Bagas Prasetya	E-26
27	Satya Utama	E-27
28	Yudha Aditya Nurfiyanto	E-28
29	Bintang Sukma	E-29

Appendix 2

LIST OF THE STUDENTS OF CONTROL CLASS

NO	NAME	CODE
1	Ajeng Trya Nisa	C-1
2	Hesty Wulandari	C-2
3	Kanaya Syifa Jania	C-3
4	Khasanah Anindira Putri Maharani	C-4
5	Mega Kurnianensi	C-5
6	Nindha Qorry Aini	C-6
7	Putri Aulia	C-7
8	Salsabila Balqis Wijaya	C-8
9	Titis Wulan Sagita	C-9
10	Tsaabita Yaasmiin Ulayya Syifaa	C-10
11	Yulfia Rahmawati	C-11
12	Agfio Ama Sufi	C-12
13	Ahmad Rizqi Al Ghifari	C-13
14	Akhmad Zahron Alfarizy	C-14
15	Aldi Febrian Saputra	C-15
16	Althof Ahluddz Dzikri Hariyadiansah	C-16
17	Azar Rifki Pratama	C-17
18	Bisma Akbar Pangestu	C-18
19	Doni Sapto Kusumo	C-19
20	Hasby Adi Surya	C-20
21	Ivan Darmawan	C-21
22	Muhammad Rizal Pangestu	C-22
23	Muhammad Hasya Mahesa Putra	C-23
24	Muhammad Reyndanny Febriawan	C-24
25	Roid Tirta Fauzi Rakhman	C-25
26	Sayudha Bryan Zakaria	C-26
27	Tegar Januardhi Praditya	C-27
28	Wisnu Azis Juoro	C-28
29	Zakkiyan Hadinatabahar	C-29

Appendix 3

Data Test

No	Control Class			Experiment Class		
	Code	Pre-Test	Post-Test	Code	Pre-Test	Post-Test
1	C-1	60	71	E-1	75	87
2	C-2	58	70	E-2	51	66
3	C-3	67	76	E-3	55	69
4	C-4	60	72	E-4	64	76
5	C-5	73	80	E-5	51	69
6	C-6	58	70	E-6	65	76
7	C-7	62	72	E-7	66	77
8	C-8	64	74	E-8	62	74
9	C-9	68	77	E-9	55	68
10	C-10	53	65	E-10	75	86
11	C-11	58	69	E-11	66	78
12	C-12	53	66	E-12	60	67
13	C-13	53	67	E-13	74	72
14	C-14	57	68	E-14	72	86
15	C-15	55	68	E-15	65	85
16	C-16	69	78	E-16	60	76
17	C-17	55	68	E-17	74	73
18	C-18	54	67	E-18	48	85
19	C-19	51	64	E-19	68	66
20	C-20	54	67	E-20	67	80
21	C-21	72	79	E-21	70	79
22	C-22	65	75	E-22	71	84
23	C-23	65	75	E-23	68	80
24	C-24	49	64	E-24	71	79
25	C-25	75	83	E-25	62	83
26	C-26	80	84	E-26	69	74
27	C-27	53	65	E-27	57	80
28	C-28	49	64	E-28	53	72
29	C-29	72	78	E-29	57	67
$\sum$	=	1762	2076	$\sum$	1830	2214
N	=	29	29	N	29	29
X	=	60.759	71.586	X	63.103	76.344
S^2	=	71.118	34.822	S^2	61.738	44.162
S	=	8.433	5.901	S	7.857	6.645

Appendix 4

PRE TEST SCORE FOR EXPERIMENTAL CLASS

No	Code	Content	Organi	Vocab	Grammar	Mechanic	Score
1	E-1	21	17	16	18	3	75
2	E-2	14	11	12	12	2	51
3	E-3	17	11	12	13	2	55
4	E-4	19	17	13	12	3	64
5	E-5	14	12	10	12	3	51
6	E-6	19	14	15	15	2	65
7	E-7	19	15	15	15	2	66
8	E-8	16	13	13	17	3	62
9	E-9	17	12	11	13	2	55
10	E-10	24	16	14	18	3	75
11	E-11	17	13	16	17	3	66
12	E-12	16	14	15	15	1	53
13	E-13	23	17	16	15	3	60
14	E-14	23	17	16	14	3	72
15	E-15	20	15	13	14	3	65
16	E-16	15	14	15	15	1	60
17	E-17	21	16	18	16	3	74
18	E-18	14	12	10	10	2	48
19	E-19	20	15	15	15	3	68
20	E-20	16	16	14	13	3	67
21	E-21	21	12	16	18	3	70
22	E-22	25	14	17	13	2	71
23	E-23	21	14	13	17	3	68
24	E-24	21	17	15	15	3	71
25	E-25	18	14	12	15	3	62
26	E-26	20	15	15	16	3	69
27	E-27	16	15	12	12	2	57
28	E-28	15	12	12	12	2	53
29	E-29	15	15	13	12	2	57
	SUM	537	415	404	419	73	1830
	AVERAGE	18.51724138	14.31034	13.93103	14.44827586	2.517241379	63.10345

Appendix 5

PRE TEST SCORE FOR CONTROL CLASS

No	Code	Content	Organi	Vocab	Grammar	Mechanic	Score
1	C-1	15	13	15	15	2	60
2	C-2	16	14	13	12	3	58
3	C-3	18	16	15	15	3	67
4	C-4	15	14	15	14	2	60
5	C-5	24	17	15	14	3	73
6	C-6	15	14	14	12	3	58
7	C-7	17	14	14	15	2	62
8	C-8	17	15	14	15	3	64
9	C-9	20	15	15	15	3	68
10	C-10	14	12	12	12	3	53
11	C-11	15	14	13	13	3	58
12	C-12	14	13	12	12	2	53
13	C-13	15	12	12	12	2	53
14	C-14	15	14	13	12	3	57
15	C-15	14	13	13	12	3	55
16	C-16	20	15	15	16	3	69
17	C-17	15	13	13	12	2	55
18	C-18	14	13	12	12	3	54
19	C-19	15	11	12	12	1	51
20	C-20	15	12	12	12	3	54
21	C-21	21	15	16	17	3	72
22	C-22	18	14	13	17	3	65
23	C-23	17	15	13	18	2	65
24	C-24	17	10	10	10	2	49
25	C-25	23	16	16	17	3	75
26	C-26	23	15	17	22	3	80
27	C-27	14	12	12	12	3	53
28	C-28	14	7	14	11	3	49
29	C-29	23	15	14	17	3	72
	SUM	493	393	394	405	77	1762
AVERAGI		17	13.551724	13.5862069	13.9655172	2.655172414	60.758621

Appendix 6

POST TEST SCORE FOR EXPERIMENTAL CLASS

No	Code	Content	Organi	Vocab	Grammar	Mechanic	Score
1	E-1	27	15	18	22	5	87
2	E-2	20	15	15	13	3	66
3	E-3	18	17	15	16	3	69
4	E-4	25	17	17	14	3	76
5	E-5	17	18	16	15	3	69
6	E-6	26	16	17	14	3	76
7	E-7	25	18	18	12	4	77
8	E-8	22	16	16	17	3	74
9	E-9	20	16	15	14	3	68
10	E-10	27	18	18	19	4	86
11	E-11	23	18	16	18	3	78
12	E-12	20	14	16	14	3	67
13	E-13	22	16	17	14	3	72
14	E-14	29	17	18	18	4	86
15	E-15	29	18	18	16	4	85
16	E-16	25	17	14	17	3	76
17	E-17	23	15	14	18	3	73
18	E-18	28	19	18	16	4	85
19	E-19	20	16	14	13	3	66
20	E-20	27	16	18	16	3	80
21	E-21	23	17	18	17	4	79
22	E-22	27	18	17	18	4	84
23	E-23	27	18	17	14	4	80
24	E-24	24	16	17	19	3	79
25	E-25	27	18	16	18	4	83
26	E-26	22	16	15	18	3	74
27	E-27	25	18	18	15	4	80
28	E-28	20	17	18	14	3	72
29	E-29	20	15	15	14	3	67
	SUM	688	485	479	463	99	2214
	AVERAGE	23,7241379	16,72414	16,51724	15,9655172	3,413793103	76,34483

Appendix 7

POST TEST SCORE FOR CONTROL CLASS

No	Code	Content	Organi	Vocab	Grammar	Mechanic	Score
1	C-1	21	16	17	14	3	71
2	C-2	21	15	17	14	3	70
3	C-3	23	16	16	17	4	76
4	C-4	22	15	16	16	3	72
5	C-5	27	18	17	14	4	80
6	C-6	21	15	14	17	3	70
7	C-7	21	16	15	17	3	72
8	C-8	23	16	16	16	3	74
9	C-9	25	18	18	12	4	77
10	C-10	18	14	13	17	3	65
11	C-11	17	18	16	15	3	69
12	C-12	17	13	16	17	3	66
13	C-13	17	14	16	17	3	67
14	C-14	17	17	16	15	3	68
15	C-15	18	16	16	15	3	68
16	C-16	26	14	16	18	4	78
17	C-17	19	15	15	16	3	68
18	C-18	20	15	16	13	3	67
19	C-19	17	15	14	15	3	64
20	C-20	20	15	15	14	3	67
21	C-21	26	15	16	18	4	79
22	C-22	23	16	16	17	3	75
23	C-23	25	13	15	18	4	75
24	C-24	18	17	14	12	3	64
25	C-25	27	18	17	17	4	83
26	C-26	27	18	17	18	4	84
27	C-27	17	16	14	15	3	65
28	C-28	20	14	15	12	3	64
29	C-29	26	15	16	17	4	78
	SUM	619	453	455	453	96	2076
	AVERAGI	21,3448276	15,62069	15,68965517	15,62069	3,310344828	71,586207

Appendix 8

THE NORMALITY RESULT OF PRE TEST
IN EXPERIMENTAL CLASS

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

χ^2=∑24_(i=1)^k
▒〖(O_i−E_i^)〗

Kriteria yang digunakan

H_0 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	≈	6 kelas
Panjang kelas (P)	=	27 /	6	=	4,5		≈	5 kelas

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X-\bar{X}$	〖($X-\bar{X}$)〗^2
1	75	11,89655172	141,5279429
2	51	-12,10344828	146,4934602
3	55	-8,103448276	65,66587396
4	64	0,896551724	0,803804994
5	51	-12,10344828	146,4934602
6	65	1,896551724	3,596908442
7	66	2,896551724	8,390011891
8	62	-1,103448276	1,217598098
9	55	-8,103448276	65,66587396
10	75	11,89655172	141,5279429
11	66	2,896551724	8,390011891
12	53	-10,10344828	102,0796671
13	60	-3,103448276	9,631391201
14	72	8,896551724	79,14863258
15	65	1,896551724	3,596908442
16	60	-3,103448276	9,631391201
17	74	10,89655172	118,7348395
18	48	-15,10344828	228,1141498
19	68	4,896551724	23,97621879
20	67	3,896551724	15,18311534
21	70	6,896551724	47,56242568
22	71	7,896551724	62,35552913
23	68	4,896551724	23,97621879
24	71	7,896551724	62,35552913
25	62	-1,103448276	1,217598098

26	69	5,896551724	34,76932224
27	57	-6,103448276	37,25208086
28	53	-10,10344828	102,0796671
29	57	-6,103448276	37,25208086
∑	1830		1728,689655

Rata-rata $(\bar{X})(\sum \bar{X})/N$ = $\frac{1830}{29}$ = 63,103

Standar Deviasi *(S)* :

S^2 = $(\sum [(X_i-\bar{X})]^2)/(n-1)$

= $\frac{1728,689655}{28}$

= 61,73891626

S = 7,857411549

Daftar Frekuensi Nilai Awal Kelas VIII-B

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$[(O_i-E_i)]^2/E_i$
				47,5	-1,98582551	0,4765				
1	48	-	52				0,065064	3	2,3423	0,184663
				52,5	-1,34948363	0,4114				
2	53	-	57				0,149288	5	5,3744	0,026079
				57,5	-0,71314176	0,2621				
3	58	-	62				0,231512	4	8,3344	2,254189
				62,5	-0,07679988	0,0306				
4	63	-	67				0,242713	6	8,7377	0,857755
				67,5	0,55954199	-0,2121				
5	68	-	72				0,172025	7	6,1929	0,105187
				72,5	1,19588387	-0,3841				
6	73	-	77				0,082412	4	2,9668	0,359789
				77,5	1,83222574	-0,4665				
Jumlah								29		3,78766

Untuk α = 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-B berdistribusi **Normal**

Appendix 9

THE NORMALITY RESULT OF PRE TEST
IN CONTROL CLASS

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$\chi^2=\sum 24\_(i=1)^k$
$\text{▒}[(O\_i-E\_i^{\wedge})]$

Kriteria yang digunakan

H_0 diterima jika $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80						
Nilai minimal	=	49						
Rentang nilai (R)	=	80	-	49	=	31		
Banyaknya kelas (k)	=	1 + 3,3 log		36	=	6,135798	≈	6 kelas
Panjang kelas (P)	=	31	/	6	=	5,17	≈	6 kelas

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X-\bar{X}$	$[(X-\bar{X})]^2$
1	60	-0,75862069	0,575505351
2	58	-2,75862069	7,609988109
3	67	6,24137931	38,9548157
4	60	-0,75862069	0,575505351
5	73	12,24137931	149,8513674
6	58	-2,75862069	7,609988109
7	62	1,24137931	1,541022592
8	64	3,24137931	10,50653983
9	68	7,24137931	52,43757432
10	53	-7,75862069	60,19619501
11	58	-2,75862069	7,609988109
12	53	-7,75862069	60,19619501
13	53	-7,75862069	60,19619501
14	57	-3,75862069	14,12722949
15	55	-5,75862069	33,16171225
16	69	8,24137931	67,92033294
17	55	-5,75862069	33,16171225
18	54	-6,75862069	45,67895363
19	51	-9,75862069	95,23067776
20	54	-6,75862069	45,67895363
21	72	11,24137931	126,3686088
22	65	4,24137931	17,98929845
23	65	4,24137931	17,98929845
24	49	-11,75862069	138,2651605
25	75	14,24137931	202,8168847
26	80	19,24137931	370,2306778
27	53	-7,75862069	60,19619501
28	49	-11,75862069	138,2651605
29	72	11,24137931	126,3686088
∑	1762		1991,310345

Rata-rata $(\bar{X})$ $(\sum \bar{X})/N$ = = $\frac{1762}{29}$ = 60,759

Standar Deviasi *(S)* :

S^2 = $(\sum [(X_i-\bar{X})]^2)/(n-1)$

= $\frac{1991,310345}{28}$

= 71,1182266

S = 8,433162313

Daftar Frekuensi Nilai Awal Kelas VIII-F

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$[(O_i-E_i)]^2/E_i$
				48,5	-1,45362086	0,427				
1	49	-	54				0,155974	9	5,6151	2,040527
				54,5	-0,74214399	0,271				
2	55	-	60				0,258767	8	9,3156	0,185804
				60,5	-0,03066711	0,0122				
3	61	-	66				0,264237	4	9,5125	3,194511
				66,5	0,68080977	-0,252				
4	67	-	72				0,166078	5	5,9788	0,160245
				72,5	1,39228665	-0,4181				
5	73	-	78				0,064218	2	2,3119	0,042068
				78,5	2,10376353	-0,4823				
6	79	-	84				0,015263	1	0,5495	0,369452
				84,5	2,81524041	-0,4976				
Jumlah								29		5,992605

Untuk α = 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**

Appendix 10

THE RESULT OF HOMOGENEITY TEST
ITAL AND CONTROL CLASS

Hipotesis

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

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

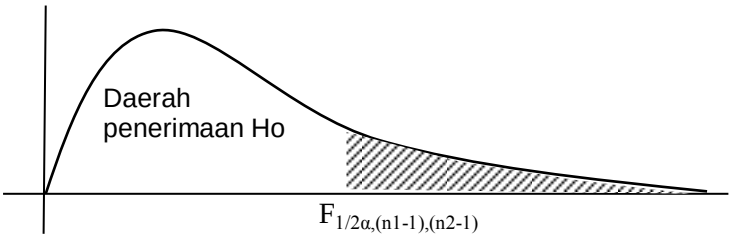
Pengujian Hipotesis

Untuk menguji hipotesisi menggunakan rumus:

$F=(Varians\ terbesar)/(Varia$

Kriteria yang digunakan

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



Tabel Penolong Homogenitas

No.	VIII-B	VIII-F
1	75	60
2	51	58
3	55	67
4	64	60
5	51	73
6	65	58
7	66	62
8	62	64
9	55	68
10	75	53
11	66	58
12	53	53
13	60	53
14	72	57
15	65	55
16	60	69
17	74	55
18	48	54
19	68	51
20	67	54
21	70	72
22	71	65
23	68	65

24	71	49
25	62	75
26	69	80
27	57	53
28	53	49
29	57	72
Jumlah	1830	1762
n	29	29
$\bar{x}$	63,1034	60,7586
Varians (s^2)	61,73891626	71,1182266
Standar deviasi (s)	7,857411549	8,433162313

Berdasarkan tabel di atas diperoleh:

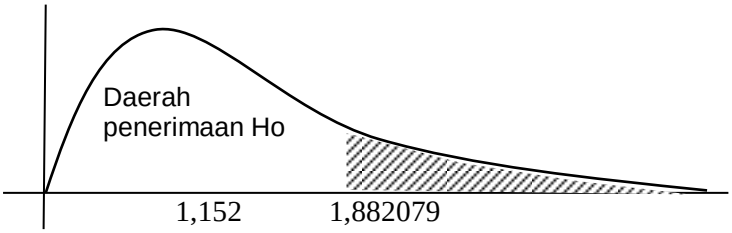
$$F = \frac{71,11823}{61,73892} = 1,15192$$

Pada α = 5% dengan:

dk pembilang = n_1 - 1 = 29 -1 = 28

dk 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.

Appendix 14

THE RESULT OF HOMOGENEITY TEST BETWEEN EXPERIMENTAL AND CONTROL CLASS

Hipotesis

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

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

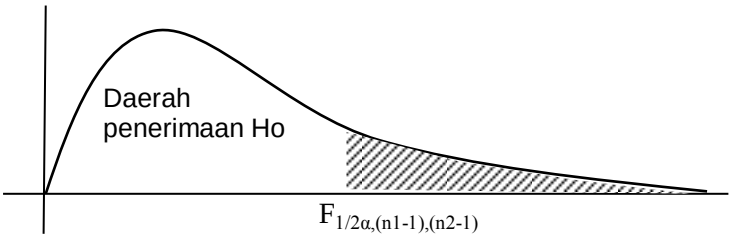
Pengujian Hipotesis

Untuk menguji hipotesisi menggunakan rumus:

$F=(Varians\ terbesar)/(Varia$

Kriteria yang digunakan

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



Tabel Penolong Homogenitas

No.	VIII-B	VIII-F
1	87	71
2	66	70
3	69	76
4	76	72
5	69	80
6	76	70
7	77	72
8	74	74
9	68	77
10	86	65
11	78	69
12	67	66
13	72	67
14	86	68
15	85	68
16	76	78
17	73	68
18	85	67
19	66	64
20	80	67
21	79	79
22	84	75
23	80	75

24	79	64
25	83	83
26	74	84
27	80	65
28	72	64
29	67	78
Jumlah	2214	2076
n	29	29
$\bar{x}$	76,3448	71,5862
Varians (s^2)	44,16256158	34,8226601
Standar deviasi (s)	6,645491824	5,901072792

Berdasarkan tabel di atas diperoleh:

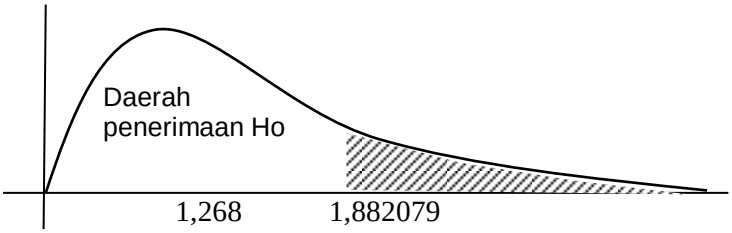
$$F = \frac{44,16256}{34,82266} = 1,26821$$

Pada α = 5% dengan:

dk pembilang = n_1 - 1 = 29 -1 = 28

dk pembilang = n_2 - 1 = 29 -1 = 28

$F_{(0,05),(28;28)}$ = 1,882079



Karena $F_{hitung} \leq F_{(0,05),(29;29)}$ maka dapat disimpulkan bahwa kedua kelas tersebut memiliki varians yang homogen.

Appendix 11

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

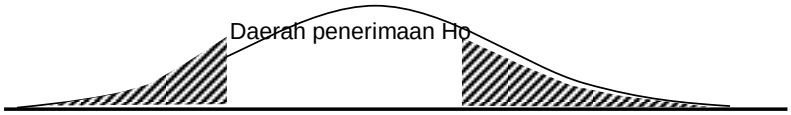
Untuk menguji hipotesis digunakan rumus:

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

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 $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$



Dari data diperoleh:

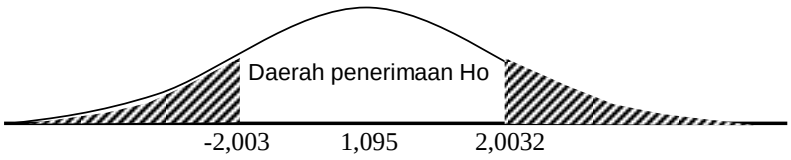
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	1830	1762
n	29	29
$\bar{x}$	63,1030	60,7590
Varians (s^2)	61,7389	71,1182
Standart deviasi (s)	7,8574	8,4331

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(29 - 1)\,61{,}74 + (29 - 1)\,71{,}12}{29 + 29 - 2}} = 8{,}15$$

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

Pada a = 5% dengan dk = 29 + 29 - 2 = 56 diperoleh $t_{(0.95)(56)}$ = 2,0032407



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

Appendix 12

THE NORMALITY RESULT OF POST TEST IN EXPERIMENTAL CLASS

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

χ^2=∑24_(i=1)^k

▒⟦(O_i−E_i^)⟧

Kriteria yang digunakan

H_0 diterima jika $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	87						
Nilai minimal	=	66						
Rentang nilai (R)	=	87 -	66	=	21			
Banyaknya kelas (k)	=	1 + 3,3 log		36 =		6,135798	≈	6 kelas
Panjang kelas (P)	=	21 /	6	=	3,5		≈	4 kelas

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X-\bar{X}$	⟦($X-\bar{X}$)⟧^2
1	87	10,65517241	113,5326992
2	66	-10,34482759	107,0154578
3	69	-7,344827586	53,94649227
4	76	-0,344827586	0,118906064
5	69	-7,344827586	53,94649227
6	76	-0,344827586	0,118906064
7	77	0,655172414	0,429250892
8	74	-2,344827586	5,498216409
9	68	-8,344827586	69,63614744
10	86	9,655172414	93,22235434
11	78	1,655172414	2,739595719
12	67	-9,344827586	87,32580262
13	72	-4,344827586	18,87752675
14	86	9,655172414	93,22235434
15	85	8,655172414	74,91200951
16	76	-0,344827586	0,118906064
17	73	-3,344827586	11,18787158
18	85	8,655172414	74,91200951
19	66	-10,34482759	107,0154578
20	80	3,655172414	13,36028537
21	79	2,655172414	7,049940547
22	84	7,655172414	58,60166468
23	80	3,655172414	13,36028537
24	79	2,655172414	7,049940547
25	83	6,655172414	44,29131986

26	74	-2,344827586	5,498216409
27	80	3,655172414	13,36028537
28	72	-4,344827586	18,87752675
29	67	-9,344827586	87,32580262
∑	2214		1236,551724

Rata-rata $(\bar{X})(\sum \bar{X})/N$ = $\frac{2214}{29}$ = 76,345

Standar Deviasi *(S)* :

S^2 = $(\sum [(X\_i-\bar{X})]^2)/(n-1)$

= $\frac{1236,551724}{28}$

= 44,16256158

S = 6,645491824

Daftar Frekuensi Nilai Awal Kelas VIII-B

No	Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$[(O\_i-E\_i)]^2/E\_i$
		65,5	-1,63190745	0,4487				
1	66 - 69				0,100157	7	3,6056	3,195474
		69,5	-1,02999564	0,3485				
2	70 - 73				0,182789	3	6,5804	1,948102
		73,5	-0,42808383	0,1657				
3	74 - 77				0,234705	6	8,4494	0,710041
		77,5	0,17382798	-0,069				
4	78 - 81				0,212049	6	7,6338	0,349655
		81,5	0,77573979	-0,281				
5	82 - 85				0,134796	4	4,8527	0,149818
		85,5	1,3776516	-0,4158				
6	86 - 89				0,060279	3	2,17	0,317421
		89,5	1,9795634	-0,4761				
Jumlah						29		6,67051

Untuk α = 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-B berdistribusi **Normal**

Appendix 13

THE NORMALITY RESULT OF POST TEST
IN CONTROL CLASS

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

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

Kriteria yang digunakan

H_0 diterima jika $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal = 84

Nilai minimal = 64

Rentang nilai (R) = 84 - 64 = 20

Banyaknya kelas (k) = 1 + 3,3 log 36 = 6,135798 ≈ 6 kelas

Panjang kelas (P) = 20 / 6 = 3,33 ≈ 4 kelas

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X-\bar{X}$	$(X-\bar{X})^2$
1	71	-0,586206897	0,343638526
2	70	-1,586206897	2,516052319
3	76	4,413793103	19,48156956
4	72	0,413793103	0,171224732
5	80	8,413793103	70,79191439
6	70	-1,586206897	2,516052319
7	72	0,413793103	0,171224732
8	74	2,413793103	5,826397146
9	77	5,413793103	29,30915577
10	65	-6,586206897	43,37812128
11	69	-2,586206897	6,688466112
12	66	-5,586206897	31,20570749
13	67	-4,586206897	21,0332937
14	68	-3,586206897	12,8608799
15	68	-3,586206897	12,8608799
16	78	6,413793103	41,13674197
17	68	-3,586206897	12,8608799
18	67	-4,586206897	21,0332937
19	64	-7,586206897	57,55053508
20	67	-4,586206897	21,0332937
21	79	7,413793103	54,96432818
22	75	3,413793103	11,65398335
23	75	3,413793103	11,65398335
24	64	-7,586206897	57,55053508
25	83	11,4137931	130,274673
26	84	12,4137931	154,1022592
27	65	-6,586206897	43,37812128
28	64	-7,586206897	57,55053508
29	78	6,413793103	41,13674197
∑	2076		975,0344828

Rata-rata $(\bar{X})(\sum \bar{X})/N$ = = $\frac{2076}{29}$ = 71,5862

Standar Deviasi *(S)* :

S^2 = $(\sum [(X\_i-\bar{X})]^2)/(n-1)$

= $\frac{975,0344828}{28}$

= 34,8226601

S = 5,901072792

Daftar Frekuensi Nilai Awal Kelas VIII-F

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$[(O\_i-E\_i)]^2/E\_i$
				63,5	-1,37029438	0,4147				
1	64	-	67				0,159029	9	5,7251	1,873386
				67,5	-0,69245153	0,25567				
2	68	-	71				0,249845	7	8,9944	0,442246
				71,5	-0,01460868	0,00583				
3	72	-	75				0,252238	5	9,0806	1,833688
				75,5	0,663234168	-0,2464				
4	76	-	79				0,163643	5	5,8911	0,134799
				79,5	1,341077018	-0,4101				
5	80	-	83				0,0682	2	2,4552	0,084395
				83,5	2,018919868	-0,4783				
6	84	-	87				0,018247	1	0,6569	0,179216
				87,5	2,696762718	-0,4965				
Jumlah								29		4,547729

Untuk α = 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**

Appendix 15

THE AVERAGE SIMILARITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hipotesis

H_0 : $\mu_1 = \mu_2$

H_1 : $\mu_1 \neq \mu_2$

Uji Hipotesis

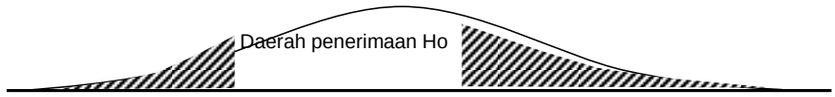
Untuk menguji hipotesis digunakan rumus:

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

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 $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$



Dari data diperoleh:

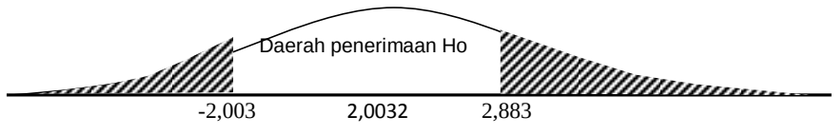
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	2214	2076
n	29	29
$\bar{x}$	76,3448	71,5862
Varians (s^2)	44,1625	34,8226
Standart deviasi (s)	6,6454	5,9010

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(29 - 1)\ 44{,}16 + (29 - 1)\ 34{,}82}{29 + 29 - 2}} = 6{,}28$$

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

Pada a = 5% dengan dk = 29 + 29 - 2 = 56 diperoleh $t_{(0.95)(56)}$ = 2,0032407



Karena t berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelompok.

Appendix 16

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

VII. Learning Activities

1. Pre activity (10 minute)

Teacher	Students
a. Greets the class. "Assalamu'alaikum, good morning/good afternoon" b. Asks the students' life. "What are you feeling at this time? Are you ok, right?" c. Checks students' attendance. "Who is absent today?"	a. Give responses for the teacher's greeting, asking for their own feeling, attendance and the previous material about.

2. Main activity (60 minute)

   a. Exploration

Teacher	Students
a. Teacher asks students' attention. b. Teacher asks students about a Holiday last week.	a. Students pay attention to the teacher. b. Students tell their holiday last week

   b. Elaboration

Teacher	Students
a. Teacher explains the material that will be learned. b. Teacher show the example of text recount in the slide. 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. d. Teacher explains about past tense. e. Teachers ask students to find out the example of past tense from the text. f. Teacher asks some students to give	a. Students answer about the material. b. Students' pay attention about teacher's explanation. c. Students try to identify the generic structure and language feature of recount text. d. Students pay attention to the teacher's explanation. e. Student's find example of past tense.

another example of past tense. 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*)	f. Students make a group. g. Students arrange a jumble story and make a note. h. Students discuss the contents of the note. i. Students write the conclusion a recount text individually.

c. Confirmation

Teacher	Students
a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally.	b. Students give response about teacher's feedback and give responds about teacher's question.

3. Post activity (10 minute)

Teacher	Students
a. Teacher reviews the material. 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:

- Haryadi, *Bahasa Inggris KTSP 2006*, (Klaten: Grafika Dua Tujuh, 2013)
- *http://katakata-bijakromantis.blogspot.com/2013/09/100-kata-mutiara-bahasa-inggris.html*
- Mukarto, dkk, *English on sky 2*, (Jakarta: Erlangga, 2002)

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 :

Element of writing	Score
1. The content	30
2. The organization	20
3. The vocabulary	20
4. The language in use (grammar)	25
5. The mechanic	5
Total of score	**100**

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

M. Barlianta Halim, SS

NBM. 1119635

Researcher

Pradita Marlia Azis

NIM. 123411013

Appendix 17

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 there 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 city of about 90 thousand people. It is a busy but quiet tiwn. The street are lined with trees and there are many old Duct 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 cente for silversmiths and goldensmiths. After that he stooped 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)

Teacher	Students
a. Greets the class. "Assalamu'alaikum, good morning/good afternoon" b. Asks the students' life. "What are you feeling at this time? Are you ok, right?" c. Checks students' attendance. "Who is absent today?"	a. Give responses for the teacher's greeting, asking for their own feeling, attendance and the previous material about.

2. Main activity (60 minute)
   a. Exploration

Teacher	Students
a. Teacher gives the review from the previous lesson. b. Teacher asks about what are recount text, generic structure and language feature of recount text.	a. Students pay attention to the teacher. b. Students tell their holiday last week

b. Elaboration

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

c. Confirmation

Teacher	Students
a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally.	b. Students give response about teacher's feedback and give responds about teacher's question.

3. Post activity (10 minute)

Teacher	Students
a. Teacher makes a conclusion of the material. b. Motivate students to study hard c. 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:

- Haryadi, *Bahasa Inggris KTSP 2006*, (Klaten: Grafika Dua Tujuh, 2013)
- *http://katakata-bijakromantis.blogspot.com/2013/09/100-kata-mutiara-bahasa-inggris.html*
- Mukarto, dkk, *English on sky 2,* (Jakarta: Erlangga, 2002)

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 :

Element of writing	**Score**
1. The content	30
2. The organization	20
3. The vocabulary	20
4. The language in use (grammar)	25
5. The mechanic	5
Total of score	**100**

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	Pradita Marlia Azis
NBM. 1119635	NIM. 123411013

Appendix 18

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)

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

VII. Learning Activities

1. Pre activity (10 minute)

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

2. Main activity (60 minute)

   a. Exploration

Teacher	Students
a. Teacher gives some stimulating question to the students. "do you know what is recount text?" "have you ever studied about recount text before?"	a. Students pay attention to the teacher stimulating and answer the question orally.

   b. Elaboration

Teacher	Students
a. Teacher explains the material that will be learned. b. Teacher show the example of text recount in the slide. 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. d. Teacher explains about past tense.	a. Students answer about the material. b. Students' pay attention about teacher's explanation. c. Students try to identify the generic structure and language feature of recount text. d. Students pay attention to the teacher's explanation.

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

Teacher	Students
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?	b. Students give response about teacher's feedback and give responds about teacher's question.

3. Post activity (10 minute)

Teacher	Students
a. Teacher reviews the material. 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:

- Haryadi, *Bahasa Inggris KTSP 2006,* (Klaten: Grafika Dua Tujuh, 2013)
- *http://katakata-bijakromantis.blogspot.com/2013/09/100-kata-mutiara-bahasa-inggris.html*
- Mukarto, dkk, *English on sky 2,* (Jakarta: Erlangga, 2002)

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 :

Element of writing	Score
1. The content	30
2. The organization	20
3. The vocabulary	20
4. The language in use (grammar)	25
5. The mechanic	5
Total of score	**100**

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

M. Barlianta Halim, SS

NBM. 1119635

Researcher

Pradita Marlia Azis

NIM. 123411013

Appendix 19

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

Deri felt tired but he was very excited and wanted to travel again. = Reorientation

VII. Learning Activities

1. Pre activity (10 minute)

Teacher	Students
a. Greets the class. "Assalamu'alaikum, good morning/good afternoon" b. Asks the students' life. "What are you feeling at this time? Are you ok, right?" c. Checks students' attendance. "Who is absent today?"	a. Give responses for the teacher's greeting, asking for their own feeling, attendance and the previous material about.

2. Main activity (60 minute)

   a. Exploration

Teacher	Students
a. Teacher gives the review from the previous lesson.	a. Students pay attention to the teacher.

   b. Elaboration

Teacher	Students
a. Teacher gives an example of recount text. b. Teacher and students discuss about the content and the generic structure of the story. c. Teacher choosing one of students to come forward and telling story of their holiday. d. Teacher give an example how to write a recount text about holiday from the telling story of the students. e. Asking students to pay attention to the	a. Students read the example of recount text. b. Students discuss together. c. One of students come forward to telling story of their holiday. d. Students' pay attention to teachers explanation.

text made by teacher and identify it. f. Teacher ask 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

Teacher	Students
a. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally.	b. Students give response about teacher's feedback and give responds about teacher's question.

3. Post activity (10 minute)

Teacher	Students
a. Teacher makes a conclusion of the material. b. Motivate students to study hard c. 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:

- Haryadi, *Bahasa Inggris KTSP 2006*, (Klaten: Grafika Dua Tujuh, 2013)
- *http://katakata-bijakromantis.blogspot.com/2013/09/100-kata-mutiara-bahasa-inggris.html*
- Mukarto, dkk, *English on sky 2,* (Jakarta: Erlangga, 2002)

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 :

Element of writing	Score
1. The content	30
2. The organization	20
3. The vocabulary	20
4. The language in use (grammar)	25
5. The mechanic	5
Total of score	**100**

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

M. Barlianta Halim, SS

NBM. 1119635

Researcher

Pradita Marlia Azis

NIM. 123411013

Appendix 20

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: ……..

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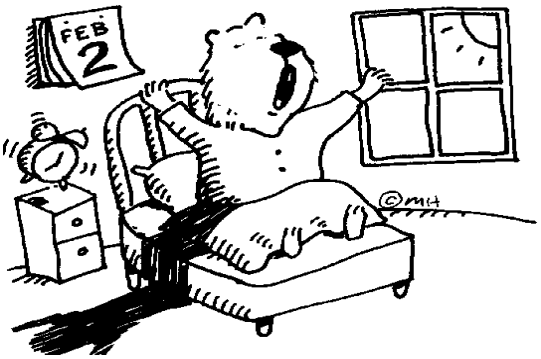
Appendix 22

Please choose one of them to write a recount text!

1. Getting together at the school



4. Waking up

2. Going to Borobudur temple

5. Going to Malioboro

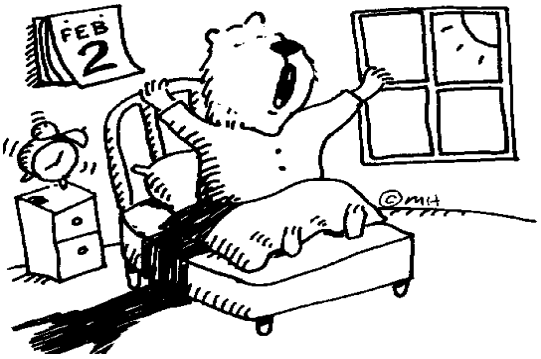
3. Going to Parangtritis Beach

6. Going to Kuta Bali Beach

Appendix 21

Please choose one of them to write a recount text!

1. Getting together at the school



4. Waking up

2. Going to Borobudur temple

5. Going to Malioboro

3. Going to Parangtritis Beach

6. Going to Kuta Bali Beach

Appendix 22

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: ……..

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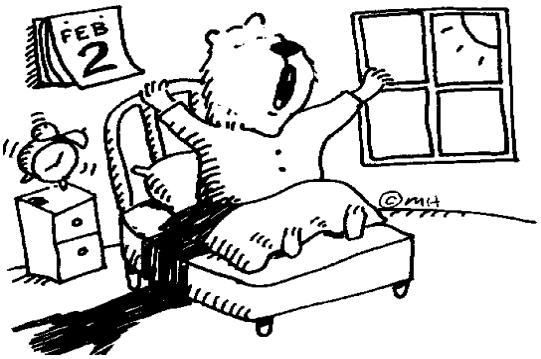
Appendix 24

Please choose one of them to write a recount text!

1. Getting together at the school



4. Waking up

2. Going to Borobudur temple

5. Going to Malioboro

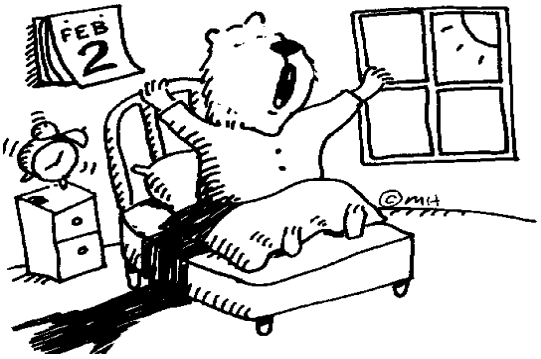
3. Going to Parangtritis Beach

6. Going to Kuta Bali Beach

Appendix 23

Please choose one of them to write a recount text!

1. Getting together at the school



4. Waking up

2. Going to Borobudur temple

5. Going to Malioboro

3. Going to Parangtritis Beach

6. Going to Kuta Bali Beach

Name: Wisnu. A J
CLAS = VIII F
No = 28

46

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking up

I (waking) up an hour (late) because my alarem clock not aff. and I hate to go to school
I hope I never have a day as the one I have yesterday.

C = 14
O = 11
V = 11
G 11
M = 2
49

Nama = Atthaya Diva Axcelgrazelia. Z
class = 8B
nomer absen = 1

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Kuta Bali

ori
event
Re-ori

Last month, I and my classmate go to island bali by bus from Jogya to ~~Jakarta~~ Surabaya. After that We use verry (nap) ? we arrived at 04.30 p.m. and we stay at hotel. In the morning, I and my friend go to ~~beeh~~ beach for playying banana boot, and see sunrise. Its make me happy but I ~~felt~~ tired

c = 21
o = 17
v = 16
g = 18
m = 3

75

Nama = Sayudha . B. 2
kelas = 8F
NO = 26

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Borobudur

Twice ago they go. SMP Muda study tour to Borobudur Temple. In the morning I woked up at 04:00 AM then I prepared all necessity included took a bad and had breakfast at 05:00 AM. I went to school an met my friends. We got ready to rade the bus.

At 05:30 AM we went to Borobudur. We arrived to Borobudur temple at 10:00 AM. then we talked and took pictures with foregness. I and my friend were very excited. We arrived to Parangtritis beach at 02:00 PM. We very enjoy and happy.

C = 23
O = 15
V = 17
F = 22
M = 3

80

M. Rizal Pangestu
VIII B
22

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking up

Orientasion I was waking up an hour late because my alarem not off. I was hurry up to go to school.
event Next, I ran out of the house trying to get the 9:30 bus,
Re-ori finally, I walked the three miles to my school.
I hope I never have a day as the one I have yesterday.

C: 18
O: 17
V: 14
G: 13
M: 3
65

Name = Dhea Ananda Pramita
Nomer = 5
8 B

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking Up.

I waking up at 4.00 am. at for ~~prie~~ pray shubuh and after that I prepare for breakfast and take a bath for go to school. But yesterday I late because my alrm of I harry up to go school.

C = 14
O = 11
V = 12
G = 12
Mn = 2
51

name = Roid
class = VIII F
Nomer = 25

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Malioboro

Sunday I and my friends visited to malioboro. From my house malioboro is long. So far we Arrive at 8 night we prayed Isya before we wanna to buy something in malioboro. The mosque at Kraton is so Unique. After that we walk at malioboro to buy Sopenir. Time for shoping was ending. we tired and back to my house.

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

75

Name = Ferdi Faiah Ramadhan
Students Number = 17
VIII B

13

74

INSTRUMENT OF
PRE-TEST

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

7

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 last 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 lot of places to see there. Because 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 Bannana Boat. It is very Interesting.

Our holiday ended very Quickly we really enjoy in our holiday in Bali Beach.

C = 23
O = 17
V = 16
G = 15
M = 3

2

74

Aaldi febrian Saputra
VIII F

15

85

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Getting together at the school.

~~Six~~ five years ago, I studied at SD Pembangunan Tangerang. I hate many mirorable moments with my friends at my School, I joined marcing band's I ~~seldom~~ seldom practiced marcing band because the Scadule often good ~~co~~ crushed with ~~local~~ vocal grocb practiced. I was so happy to join marcing band. I dead story was always ~~ritorld~~ ~~ritold~~ retold by friends every time we held reunion. Dead was a ~~fu~~ funy story they said.

C = 29
O = 18
V = 18
G = 16
M = 4

85

Debi Barkah Saputra
14
VIII B

20
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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Borobudur Temple

Last week, I spent my vacation in Yogyakarta. I went to Borobudur. My family and I was go there in the morning we went to Borobudur by Private mobile. I am preparing everything before we went to Jogya. my family and I arrived at the Borobudut 4: 30 PM. There, I saw a lot of foreign people. I can learn and practice Speaking English.

It was Very Interesting holiday for me and my family was happy.

C : 29
O : 17
V : 18
G : 18
M : 4
86

Name = Althof Ahluddz Dzikri. H
class = VIII. F
Student number = 16

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Waking Up

Orrietation — I ~~wake~~ woke up at 4.00 am at for pray shubuh and after that I prepared for breakfast and take a bath for go to school. But yesterday ~~bese~~ I late because my alrm off and I wash hurry up to want school.

Event. — Next, I ran out of the house to get the bus, bad

Re-orie — Finally, I walked and arrived to my school. it's my experience I so shy.

C : 17
O 18
V 16
G 15
M 3

69

Name=Yudha Aditya .N
Class= 8B

77

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: BALI

ORIENTATION I Saved my money to spent In Bali Beach with my friends. I wrote in my Diary.

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

RE-ORI I felt tired but I was excited and wanted to travel again

O

V2 = Saved wrote

spend enjoyed

but was

C. = 25
O. = 18
V. = 18
G. = 12
M. = 4
77

Muh. Reyndanny
8 F

22

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 last 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
re-orientation

tanks miss :*

C = 17
O = 18
V = 19
G = 12
M = 2
63

nama : Prima . J. B
Student Number : 24

64

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 last 5 sentences.
5. You may open your dictionary.

GOOD LUCK ^^

Title: Going to Kuta Bali

Last month, My classmate and I ~~when~~ went to island bali by ferry boat. We arrived at 04.30 pm and we stayed at hotel to rest.
In the morning, My classmate and I went to beach for ~~chow~~ saw sunrise and we playyed banana boat.
I ~~felt~~ feel interesting and happy but felt tired.

C : 18
O : 17
V : 14
G : 12
M : 3

64

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km II Ngaliyan (024) 7601295 Fax. 7615387Semarang 50185

Nomor : In.06.3/D.I/TL.00/4346/2015 Semarang, 16 Oktober 2015
Lamp. : -
Hal : **Mohon Izin Riset**
A.n : Pradita Marlia Azis
NIM : 123411013

Kepada Yth. :
Majlis 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.TelukJambe Kab.Karawang
Judul 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.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M.Pd.
NIP. 19680314 199503 1 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.03/J4/PP.00.9/3879/2015 Semarang, 02 September 2015

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Siti Tarwiyah, M. Hum

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 STARTEGY THINK TALK WRITE (TTW) TOWARD STUDENTS' WRITING SKILLS IN RECOUNT TEXT

Dan menunjuk saudara:

1. Siti Tarwiyah, M. Hum (Pembimbing I)

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

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

Ketua Jurusan PBI

Dr. H. Mustih, M.A.

NIP. 19690813 199603 1 003

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA

Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151
e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI

No. : 630/REK/III.4/F/2015

Setelah membaca surat dari : **Fakultas Ilmu Tarbiyah dan keguruan Universitas Islam Negeri Walisongo.**
No. : In.06.3/D.I/TL.00/4065/2015 Tgl. : 28 September 2015
Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Kamis** tanggal **15 Dzulhijjah 1436 H,** bertepatan tanggal **01 Oktober 2015** yang salah satu agenda sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **PRADITA MARLIA AZIS** NIM. **123411013**
Pekerjaan : Mahasiswa pada **prodi Universitas** Islam Negeri Walisongo
alamat **Jl. Prof. Dr. Hamka Km.11 Ngaliyan Semarang**
Pembimbing : **Siti Tarwiyah, M.Hum**

untuk melakukan 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 eighth Grade of SMP Muhammadiyah 7 Yogyakarta 2015/2016).**

Lokasi : **SMP Muhammadiyah 7 Yogyakarta.**

dengan ketentuan sebagai berikut:

1. Menyerahkan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
3. Wajib **memberi laporan hasil penelitian/praktek kerja/observasi dalam bentuk CD** kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat menggunggu kestabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

MASA BERLAKU 5 (LIMA) BULAN :
02-10-2015 sampai dengan 02-03-2016

Tanda tangan Pemegang Izin,

Pradita Marlia Azis

Yogyakarta, 02 Oktober 2015

Ketua,	Sekretaris,
Drs. H. Aris Thobirin, M.Si	**Drs. H. Ibnu Marwanta.**
NBM. 670.219	**NBM. 551.522**

Tembusan:
1. PDM Kota Yogyakarta.
2. Wk.Dekan Bid.Akademik FITK UIN Walisongo
3. Kepala SMP Muh. 7 Yk.

PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
MAJELIS PENDIDIKAN DASAR DAN MENENGAH
SMP MUHAMMADIYAH 7 YOGYAKARTA
TERAKREDITASI A
SK No. : 22.01/BAP/TU/XI/2008 Tertanggal : 22 November 2008
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Web : www.smpmuh7-jogja.sch.id Email : smp_muhammadiyah_7yk@yahoo.co.id

SURAT KETERANGAN
Nomor : 134/KET/III.4.AU.207/D/2016

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 ilmiyah 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 seperlunya.

Yogyakarta, 18 Januari 2016
Kepala SMP Muhammadiyah 7

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

PENGUMUMAN

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

LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt. 3) ☎ 7601295 Fax. 7615387 Semarang 50182

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 PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai t_hitung ≤ t_tabel
Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
nilai akhir	eksperimen	29	76.3448	6.64549	1.23404
	kontrol	29	71.5862	5.90107	1.09580

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai akhir	Equal variances assumed	.389	.535	2.883	56	.006	4.75862	1.65034	1.45259	8.06465
	Equal variances not assumed			2.883	55.228	.006	4.75862	1.65034	1.45157	8.06567

1. Pada kolom *Levenes 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.
2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 2,883.
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

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Education:

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

Semarang, 9 June 2012

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