THESIS

THE EFFECT OF LISTING AND QUESTIONING TECHNIQUES ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF MAL UINSU MEDAN

Submitted to Tarbiyah Faculty and Teachers' Training UIN-SU Medan as a Partial Fulfillment of the Requirements for S-1 Program (S.Pd)

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Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap mahasiswi a.n. Nurul Khotimah yang berjudul :

"THE EFFECT OF LISTING AND QUESTIONING TECHNIQUES ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF MAL UINSU MEDAN"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada siding munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Mei 2017

Yang Membuat Pernyataan

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ABSTRACT

NURUL KHOTIMAH, THE EFFECT OF LISTING AND QUESTIONING TECHNIQUES ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND YEAR STUDENTS OF MAL UINSU MEDAN (2017)

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ABSTRACT

The research deals with the students' ability in writing narrative text by using listing and questioning techniques. The aim of the research is to find out whether the use of listing and questioning technique has a significant difference on the students' ability in writing narrative text. The population of this research was the second year students of MAL UINSU Medan in academic year of 2016-2017. There were three classes and every class consist about 30 students. Two classes were taken as a sample of the research by using cluster random sampling with 60 total of the students. Instrument of the research was a test of writing narrative text and the data was analyzed by using t_{test}. The result of the data analysis revealed that mean score of the students' ability when taught by using questioning technique was 82.1 and the mean score of students' ability when taught by using listing technique was 77.36. From this analysis the writer found that there is a significant difference of the students' ability in writing narrative text when taught by using listing and questioning techniques. It can be proved by the result of analysis that showed t_{count}: 2.44 was higher that t_{table}: 1.69. It meant alternative hypothesis (Ha) was received and null hypothesis (Ho) was rejected.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

English has been taught at entire level of school in Indonesia, from the elementary to the university level. The teaching of English to the students is intended to master the four language skills that have provide the ability to use the language, such as: listening, reading and writing skills.

Writing is an important communication tools. People write throughout their life. People use writing to express feelings and ideas, to communicate with others and also to help remembering facts and details. In writing, there are many types of genre such as narrative, expository, argumentative, persuasive and descriptive.[1]

A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Based on the curriculum in MAL UINSU Medan, the second year students of Senior High School should be able to write a narrative text.

To make a good narrative text is influenced by many factors such as mastering writing theory, sentence pattern, word order, vocabulary, media and strategy or technique. Technique is a kind of strategy to make a lesson more understood by the students.

[1] L.G, M, S.R. Kirszner, (1985), *Writing College Rhetoric*, New York: CBS College Publishing, p.122.

There are many techniques that can be used to help the students generate the ideas and gather details for their narrative paragraph writing, but in this case listing and questioning techniques were chosen by the writer. These techniques are some of the several prewriting techniques which are use before writing the first draft.

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your head,[2] and questioning is a prewriting technique that many writers use to ensure that all the information possible is available to work with when beginning to draft a paper.[3]

MAL UINSU Medan stands for Madrasah Aliyah Laboratorium Universitas Islam Negeri Sumatera Utara Medan is one of the Islamic State Senior High School in Medan which is located at Jalan Sutomo Kelurahan Sidodadi Kecamatan Medan Timur. In this school, English has been taught from the first level until the third level. But writing a narrative text is taught at the second level in this school.

Ideally if a teacher who teaches writing subject applied various techniques in teaching learning process, the student will be able to write well or the ability in writing will be better. Various techniques applied by teacher will create a better learning climate and it will make the students to be interested and motivated to develop their ability in absorbing the subject taught.

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[2] Alice Oshima and Houge Ann, (1981), *Writing Academic English: A Writing and Sentence Structure Workbook for International Students,* New York: Longman, p.5.

[3] Brian Ray, *Exploring the Subject through Invention and Pre-Writing.* Abraham Baldwin Agricultural College, Tiftin, GA. Available at: http://www.abac.edu (Accessed on December 19th 2016, 13:50 pm)

But in fact, the students still face problem in writing a narrative text. It is found by the writer after testing the students' ability in writing a narrative text in MAL UINSU Medan. In writing a paragraph, the students frequently were being confused to write and how to start. The major problems that made by the students were in the scope of language use such as complex construction, error agreement, tenses, word order/function, articles, pronouns, preposition and in the scope of mechanics such as errors of spelling, punctuation, capitalization and paragraphing. Learning writing by following the pressure of sentence and paragraph construction often distressful and bored the students. So some simple prewriting techniques should be used in order to make the writing lesson more effective and fun.

Therefore the writer is interested to do a research upon students' ability in writing especially narrative text and tries to analyze this case in order to know whether listing and questioning techniques are really effective in helping students to write a narrative text. And by this analysis, the writer expects that the students who assume that writing is difficult to be done would get interested and find that writing can be an enjoyable activity, especially writing narrative text.

Based on the problem above, a research entitled : "The Effect of Listing and Questioning Techniques on the Students' Ability in Writing Narrative Text at the Second Year Students of MAL UINSU Medan" was conducted by the writer.

B. Identification of Study

Based on the background of the study, the problems could be identified as follows:

1. The students still unfamiliar with narrative text.
2. The students still confuse to make the content of the paragraph relevant to the title.
3. The students frequently confused to write a paragraph and how to start writing a paragraph.
4. The students still make mistakes in writing a narrative text, such as not using indentation to begin a paragraph, misused of preposition, missing articles and spelling mistakes.
5. The students have no many vocabularies.
6. The students still confused about the sentence organization and lack of using the sentence connectors.
7. Students make major problems in language used and mechanics in writing.

C. Formulation of Study

In relation to the background of the problems in this research could be formulated as follows:

1. How is the student's ability in writing narrative text when taught by listing techniques?
2. How is the students' ability in writing narrative text when taught by questioning techniques?
3. Is there any difference of the student's ability in writing narrative text when taught by listing and questioning techniques?

D. Objectives of Study

Based on the problems that were mentioned previously, the objectives of study were:

1. To identify the students' ability in writing narrative text when taught by listing technique.
2. To identify the student's ability in writing narrative text when taught by questioning techniques.
3. To identify the difference of the students' ability in writing narrative text when taught by listing and questioning techniques.

E. The Significance of Study

The result of this researcher is expected to be significance for :

1. The English teacher, as a guide in choosing and using the suitable techniques in improving the students' ability in writing narrative text.
2. The students, to help them in improving their writing especially in narrative text and they will gain new experience in learning.
3. Other researchers, it helps the next researcher getting prior information for further relevant study.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical of Framework

1. Definition of Technique

Technique is an implementation, which is taking place in the classroom. In order to accomplish certain goal of teaching foreign language, a technique should be familiar to the teacher. A technique can help teacher to improve the student's ability in teaching learning process.

In Oxford dictionary, a technique means: (1) mechanical skill in music, painting, etc. (2) the method of doing something expertly.[4]

Brown says that "Techniques are the specific activities manifested in the classroom that are consistent with a method. Technique refers to the various activities that either teacher or students perform in the classroom.[5]

Based on the definition above, it can be concluded that technique is a set of activities which is presented in the classroom to accomplish certain goal in teaching foreign language. Technique can help teacher to improve students' ability in mastering the language. In other words, techniques are useful to be applied in the classroom so that teaching process is facilitated.

[4] Hornby, A.S, (1987), *Oxford Advanced Learners Dictionary of Current English,* Oxford: Oxford University Press, p. 887.

[5] H. Douglas Brown, (2000), *Teaching by Principles; An Interactive Approach to Language Pedagogy,* San Fransisco: Longman, p.14.

Technique is a kind of strategy to make lesson is more understood by the students.

2. Listing Technique

a. Definition of Listing Technique

Brainstorming is useful in writing whether we have too few ideas, or too many. It can help us whether we don't know how to organize our thoughts, or whether we don't know how to organize our thoughts, or whether we don't even have any thoughts. But before we start, we should remember the first rule of brainstorming is enumerated and not evaluate. Just to get the ideas down, and not to judge or organize them until the creative phase has wound down.

According to John Langan, listing or making a list is collecting ideas and details that relate to the subject. Pile those items up, one after another, without trying to sort our major details from minor ones or trying to put the details in any special order. The goal is just to make a list of everything about the subject that occurs to us.[6]

Ferris and Hedgcock say that listing offers another way of producing concepts and sources for further thought, explanation, and speculation. Listing is distinct from free-writing and brainstorming in that students generate only words and phrase, which can be classified and organized if only in a sketchy way.[7]

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[6] John Langan, (2005), *College Writing Skill, 6th Edition,* New York: McGraw Hill, p.26.

[7] Dana R. Ferris and John S. Hedgcock. *Teaching ESL Composition: Purpose, Process, and Practice, 2nd Edition, (Lawrance Eilbaum, 2005)* available at

While David Owen define listing as a free association of ideas in point form. Just as the same term implies, the writer quickly jots down (or types) any/every idea as it conceivable relates to the topic at hand. No idea is discarded for being too trivial. Nothing is superfluous. Quantity over quality is the only caveat at this stage. Once a list has been complied, the writer can put asterisks beside intriguing ideas, highlight key phrases, rearrange the more promising items into separate lists, or cross out ideas that seem irrelevant.[8]

From the definition above, the writer concludes that listing is the simplest prewriting technique it is usually as the first method that the writers use for generating the ideas. It means to list everything about the topic, then list any related phrases, keywords, questions, sources, etc. By this technique, students can easily get much idea to write a paragraph or composition since they were helped by the lists of words or phrases. As Hacker states that "You might begin by simply listing ideas, putting them down in the order in which they occur you"[9]

b. The Procedure of Listing Technique

Listing is a brainstorming technique in which you think about your topic and quickly make a list of whatever words or phrases come into your head. Your

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http://grammar.about.com/od/il/g/Listing.htm (Accessed on December 29th 2016, 20.24 pm).

[8] David Owen, *Academic Writing Centre,* 2009. Available at: http://apps.medialab.uwindsor.ca/ctl/downloads/workshops/writing/Glossary-Prewriting-Terms.pdf (Accessed on December 29th 2016 21.49 pm)

[9] Diana Hacker, (1994), *The Bedford Handbook for Writers,* 4th edition, USA: St. Martin's Press, p.18.

purpose is to produce as many ideas as possible in a short time, your goal is to find a specific focus for your topic.[10]

The procedure of listing technique is below:

1). Write down the general topic at the top of your paper.

2). Then, make a list of every word or phrase that comes into your mind about topic. Don't stop the free flow of ideas flowing. The harder you think, the more ideas will flow. Of course, try to stay on the general topic. If, however, you write down the information that is completely off the subject, don't worry about it- you can cross it out later.

3). Use words, phrases or sentences. Don't worry about spelling or grammar. Remember, your primary goal is to write down the ideas as quickly as they come to you without worrying about whether an idea is important, interesting or related to your subject. Try to focus on the topic.[11]

Here is an example of the listing technique on the topic about movie-going. Making a List: A Student Model.[12]

Traffic is bad between my house and theater

Noisy patrons

Don't want to run into Jeremy

Hard to be on diet

Kids running in aisles

I'm crowded into seats between strangers who push me off armrests

[10] Oshima and Hogue Ann, *op.cit,* p.5.

[11] Oshima and Hogue Ann, *Ibid,* p.5.

[12] Langan, *op.cit,* p.25.

Not enough parking

Parking lot needs to be expanded

Too many previews

Can't pause or fast-forward as you can with a VCR

Long lines

High ticket prices

Too many temptations at snack stand

Commercials for food on the screen

Can prepare for healthy snacks for myself at home

Tubs of popcorn with butter

Huge chocolate bars

Candy has always been my downfall

Movie may be sold out

People who've seen movie before talk along actors and give away plot twists

People coughing and sneezing

c. The Advantages and Disadvantages of using Listing Techniques

The listing technique has some advantages and disadvantages. There are some advantages of listing technique as mentioned, the advantages are as follow:

1). It is a "democratic" way of generating ideas (assuming a good facilitator).

2). The concept of listing is easy to understand.

3). By using listing technique any ideas can be generated in a short time.

4). It requires few material resources.

5). It can help students get started when they have no topic in mind.

6). It allows students to jot down rapid-fire ideas, freeing them from the need to write complete sentences.

7). It can quickly identify information needed to support the students' point of view

There are also some disadvantages of listing technique, such as:

1). It requires a dedication to quantity rather than quality

2). The students may find that listing produces nothing more than a shopping list of unrelated ideas, a stream of topics that are identified but not developed or narrowed.

3). Because it rests on free associations, listing technique can lead the students far astray from an assigned topic.

3. Questioning Technique

a. Definition of Questioning Technique

In questioning, you generate ideas and details by asking questions about your subject. Ask as many questions as you can think of.[13]

Questioning is also known as Journalistic Questions or the Reporter's Formula. Like most prewriting strategies, it works as a springboard by which the writer can explore a topic at greater length. In this case, a heuristic comprising a series of "wh" questions – who, what, when, where, why (and how).[14]

Asking questions is a method of exploring ideas that can focus your thoughts and identify not only a thesis but information you need. Asking

[13] Hacker, *op.cit., p.25.*

[14] Owen, *op.cit.,* (Accessed on December 30th 2016, 10.24 am).

questions can help you avoid writing in circles and can highlight important issues. Asking questions can help identify ideas and focus assignments such as narration and description.[15]

From the quotation above, it can be concluded that questioning technique is an activity that helps a writer think about a topic and prepare to write. In this technique we would use the "big six" question that are: Who, What, When, Where, Why, and How. This technique can help target other forms of prewriting, giving direction to our free-writing and brainstorming. In addition, questions can help spark critical thinking. Exploring the whys and how of the people, place and events.

b. The Procedure of Questioning Technique

Anne Morrow states that the steps for questioning are "select one of the topics and develop as many questions as you can. If you find yourself blocked, choose another topic or create one of your own. List as many questions as you can and don't worry about repeating yourself."[16]

Prewriting by questioning is a five-step process which allows to:

1). Recognize the richness and diversity of your subject (exploration);

2). Gather as much information as possible about this aspect (discovery);

3). Make some sense out of the body of information you've assembled (classification);

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[15] Anne Morrow Lindbergh, *Prewriting Strategies Getting Started, I think best with a pencil in my hand,* p.67 Available at: http://www.wadsworthmedia.com/marketing/sample_chapters/1428211586_ch05.pdf. (Accessed on December 30th 2016, 13.56 pm).

[16] *Ibid*, (Accessed on December 30th 2016, 14.02 pm).

4). Determine what you want to say to the reader, and the order in which you want to say it (selecting and ordering).[17]

Below is an example for questioning technique taken from Muschla's book.[18]

My Perfect School

1. Where would your school be located?
2. How long would your school day be?
3. How long would your school year be?
4. What grades would your school have?
5. About how many students would be in each school?
6. What subjects would students in your school learn?
7. What special features would your school have?

c. The Advantages and Disadvantages of using Questioning Technique

Advantages

1) Questioning can help transform a topic into a thesis by directing the students to state an opinion or take a position.
2) Questioning, if carefully worded, forced the students to think and test their preconceived notions and attitudes.
3) Questions reveal needed information, guiding the students to conduct research.

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[17] Ray Kytle, (1972), *Prewriting: Strategies for Exploration and Discovery,* New York: Random House, p.59-63. Available at: http://www.gallaudet.edu/clast/tutorial_and_instructional_programs/english_works/writing/prewriting_writing_and_revising/using_questions.html. (Accessed on December 30th 2016, 21.20 pm).

[18] Gary Robert Muschla, (2006), *Teach Terrific Writing: A Complete Writing Program for use in Any Classroom*, USA: McGraw Hill, p.50.

Disadvantages

1) Questions in themselves are not necessarily effective in provoking thought. Unless you are careful, you may find yourself simply creating pat questions that lead to simple answers. If your answers simply restate what you already know or believe, write tougher questions or try another prewriting method.
2) Asking too many questions, especially misdirected ones, can lead the students on a scattered mission, finding unrelated or trivial information.[19]

4. Students' Ability

In Oxford Learners pocket dictionary states that ability is skill or power,[20] according to Allyn and Bacon, ability is (potential) capacity or power (to do something physical or mental) or special natural power to do something well,[21] and Julia Swannell states that ability is sufficient power or being able (to do); cleverness, talent.[22]

Based on the definition above, it can be concluded that ability deals with condition of being able to do something whether it is physically or mentally. It means that students' ability is the potential or skill of students to be able in doing something.

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[19] Lindbergh, *op.cit.,* (Accessed on December 30th 2016, 13.56 pm)

[20] Oxford Dictionary, (2003), *Oxford Learner's Pocket Dictionary,* New York: Oxford University Press, p.1.

[21] Allyn and Bacon, (1964), *Psychology the Science of Behavior,* London: Longman, p.2.

[22] Julia Swannell, (1986), *The Large Print Version of The Little Oxford,* London: Oxford University Press.

Ability is the intelligence or the capability of someone in doing something. Human being according to Al-Qur'an has the ability to achieve and develop the knowledge by the permit from Allah. Therefore, many verses of Al-Qur'an order human being to achieve the knowledge in many different ways. And Al-Qur'an claims a high position to anybody who has knowledge, Allah says:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمۡ تَفَسَّحُواْ فِي ٱلۡمَجَٰلِسِ فَٱفۡسَحُواْ يَفۡسَحِ ٱللَّهُ لَكُمۡۖ وَإِذَا
قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرۡفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمۡ وَٱلَّذِينَ أُوتُواْ ٱلۡعِلۡمَ دَرَجَٰتٖۚ وَٱللَّهُ بِمَا
تَعۡمَلُونَ خَبِيرٞ ١١

The Meaning :

"O you, who believe! When you are told to make a room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy), And when you are told to rise up [for prayers, or jihad (holy fighting in Allah's cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe, and those who have been granted knowledge. And Allah is Well-Acquainted with what you do."(Al-Mujadilah 58:11)[23]

From the verse above the writer concludes that when someone has knowledge and ability; Allah will rise up to suitable ranks and degrees between other people.

The Students' Ability in Writing Text

The student's ability in writing text is the power or the capability of students in understanding the material, especially in writing English that is given by the teacher in the classroom. The ability of the students in learning can be seen from the result of their writing.

[23] Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, (1417 H), *Translation of the meanings of The Noble Qur'an in the English Language,* Madinah: King Fahd Complex, p. 747.

Therefore, the ability of students is the capability of the students or intelligence in answering the questions. Students' ability in this study is the students' scores based on the result of the test.

5. Writing

According to Klein, writing is the ability to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer.[24]

Brown explains that writing was concerned with the final product of writing.[25] Like essay, the report, the story and what the product which should like, but now the students as creator language were allowed to focus on the content and the message and their own individual intrinsic motives were put at the center of learning that is the process approach to writing, in the approach process helps the students to build repertoires of strategies for prewriting, drafting and rewriting.

Writing is a skill, the skill of writing itself include into four general and components or main areas:

1). Grammatical skills: the ability to write the correct sentences
2). Stylistic skills: the ability to manipulate sentences and paragraphs and use language actively.
3). Mechanical skills: the ability to use correctly those conventions peculiar to write language. E.g. Punctuation, spelling.

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[24] *What is Writing and Why There a Need to Learn in?* Available at: http://www.heddatan.com/a-definition-of-writing,html (Accessed on January 03rd 2017 20.02 pm)

[25] Brown, *op.cit.,* p.335.

4). Judgment skills: the ability to write in an appropriate manner for particular purpose with the audience in mind, together with on the ability to select, organize and other relevant information.[26]

Writing is a psychological activity of the language user to put information in the written text.[27]

The ability to write effectively is becoming important in our global community and instruction in writing is thus assuming and increasing the rule in both second and foreign language education. The ability to write second language is becoming widely recognizes as an important skill for education, business and personal reason.[28]

So, in writing, the writers should have self confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

6. Narrative Text

a. Definition of Narrative Text

Narrative is the most famous type of any text. There are some definitions related to narrative text as follow:

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[26] J.B. Heaton, (1987), *Writing English Language Test*, England: Longman, p.138.

[27] Sanggam Siahaan, (2008), *Issues in Linguistic*, 1st edition, Yogyakarta: Graha Ilmu, p. 215.

[28] Ronald White, (1995), *New Ways in Teaching Writing*, Library of Congress Catalogue, p.4.

1). A narrative text is a composition in the form of story, providing one or more events and how the events happen. Therefore, it is dynamic. Dynamic events can be truly happened or only fantasy.[29]

2). Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. It deals with the problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[30]

3). According to Soeprapto F. A. and Mariana Darwis, narration is one of the modes of development that writers frequently use to illustrate and explain their ideas. Using narration the writer hopes to interest the reader in a good story while at the same time illustrating particular idea clearly.[31]

b. Function of Narrative Text

1). To tell about personal experiences, about other people's lives and experiences, and about factual or historical events.[32]

2). To entertain the reader and also to convey a moral message.[33]

Narrative text divided into two terms, they are:

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[29] Jazir Burhan and Undang Mizdan. (1980), *Bahasa Indonesia*, Jakarta:PT. Mutiara, p.47-48.

[30] Sanggam Siahaan and Kisno Shinoda, (2008) *Generic Text Structure*, Yogyakarta: Graha Ilmu, p.73.

[31] Soeprapto F.A. and Mariana Darwis, (2006), *Linked to the World* , Jakarta: Yudistira, p.9.

[32] *Ibid*, p.12.

[33] Bambang K. Kartono, (2012), *SMP Plus*, Jakarta: Erlangga, p.75.

1). Fiction

Fiction is writing that describes invented people and events, not real ones.[34] Fiction may include folktale, fable, myths, mysteries, science legends, historical narratives and short stories.

2). Non-Fiction

Narrative is called nonfiction if the story or event is true and actually occurred. Non-fiction is often found in biography, history, newspaper writing and human experiences. As additionally, every narrative has six basic elements. They are:[35]

1). Where and when: the writer sets the scene of the action, event, or conflict that will take place.

2). Who: a narrative usually revolves around people, although an animal may take the central role. The writer discloses significant characteristics and qualities of the participants, either explicitly or implicitly, often showing rather than telling.

3). What: whether one event or a series occur, action, conflict and change are essential to the story.

4). How: the how of a narrative often involves cause and effect.

5). Why: the reasoning or motivation, usually of the central character, that propels the actions.

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[34] Oxford Learners;S Pocket Dictionary, (2008), New York: Oxford University Press, p.164.

[35] Betty Mattix Diets. *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader and Handbook,* New York: McGraw-Hill, p.73-74.

It can concluded that narrative is a type of text which any kinds of stories, past events either fiction or non-fiction and the purpose is to entertain readers and listeners.

c. Characteristic of Narrative Text

There are many characteristic in Narrative text. They are:[36]

1). Participants are often specific and individualized.
2). Many action verbs (material processes), and there is also the one of verbal and mental processes.
3). Past tense usually use
4). Many use linking words related to time.
5). Often include dialogue, and tense will probably change.
6). Descriptive language used for creating images in the minds of the readers.
7). Can be written in the first person (1), or third (he, she, they)
8). Using specific nouns as a personal pronoun, certain animals and objects in the story. For example: the king, the queen, and so on
9). Using adjective which form the noun phrase. For example: long black hair, two red pens, etc.
10). Using time and conjunction connectives to sequence events. For example: then, before, after, soon, etc.
11). Using Adverbs and adverbial phrase to indicate the location of the incident or event. For example: here, in the mountain, happily ever after, and so on

[36] Http://soehaarrr.com/2010/03/28/Materi-bahasa-inggris-narrative-text/. (Accessed on January 04th 2017 14.40 pm).

d. The Generic Structure of Narrative Text

According to Sanggam Siahaan and Kisno Shinoda, the generic structure of narrative text is as follow:[37]

1). Orientation: sets the scene and introduces the participants.

2). Evaluation: a stepping back evaluating the plight.

3). Complication: a crisis rises.

4). Resolution: the crisis is resolved, for better or for worse.

5). Re-orientation: Optional

In the other hand, there also the generic structure of narrative text is as follow:[38]

1). Orientation: It is about opening paragraph where the characters of the story are introduced. (Provides an introduction to the characters, place and time of the story)

2). Complication: Where the problems developed in the story. (Problems arise/start going and growing)

3). Resolution: Where the problems in the story is solved. The problem is finished, well—"happy ending" or worse—"bad ending".

e. The Example of Narrative Text

One day there lived a young goat. He was not as big as his friends. But his horns were the most beautiful and the strongest among his friends. He was very proud of his horns. He loved to show his horns when he was among his friends.

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[37] Sanggam Siahaan and Kisno Shinoda, *op.cit*., p. 73-74.

[38] Http://www.englishindo.com/2013/08/Narrative-Text.html (Accessed on January 05th 2017, 21.51 pm)

Every afternoon he was with his friends at the field by river but when his friends went home, he was the latest to go home. What was he doing? He looked at his reflection at the water. He usually said, “Look at me! How strong and sharp my horns are! No wonder my friends are afraid of me. ”

One day the proud goat saw a group of goats on the other side of the river. “I want to go there. The grass is greener and thicker. Besides I want to show these goats my sharp horns,” the goat thought.

Without telling his friends, the goat crossed the river. He walked on the small bridge. The river was a small one, but the current was strong. But on the other end of the river was also a goat. The goat wanted to cross the river too.

“Hey step down, let me cross first,” said the proud goat. “No way I am going to cross first,” answered the other goat. Neither of them would back off. Each moved forward in the middle of the bridge. The goats were fighting and suddenly they slipped and fell into the river.

B. Conceptual of Framework

Writing is one of the language skills which inform the writer’s ideas in the written form by consider of the writing process, that is also include content, vocabulary, mechanic, language use and organization. Writing is very crucial in human’s life. People write throughout their life.

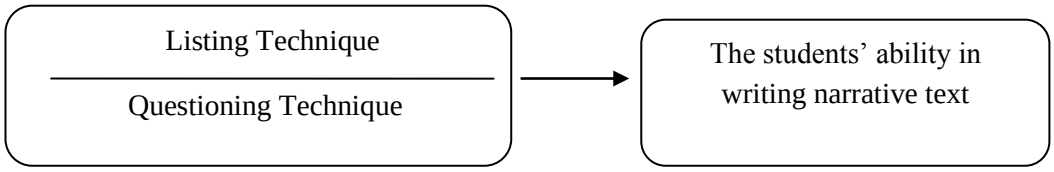
Narrative writing is a kind of writing which relates a series of logically, and chronologically related events that are caused or experienced by factors. A writer should be able to gather enough details in order to make the readers able to

imagine the related events from the narration given in the writing. To get a good way in writing narrative text, a teacher has to use technique in teaching writing.

Some of the writing's techniques are listing and questioning techniques. Listing is a brainstorming technique in which the students think about the topic and quickly make a list of whatever words or phrases come into their mind. Afterwards, they complied the list of ideas become a paragraph. While questioning is a technique of prewriting that help students to develop a paragraph by asking as many questions as they can. Then after that the students arranged the ideas (answers) into a paragraph form.

By applying the listing and questioning techniques, it is hoped that the students can easily express their ideas by giving a good grammatical order, in order to increase their competence in writing especially in writing narrative text.

The simple explanation of the conceptual framework can be seen from the diagram below:



C. Related Study

1. Dian Ayustika (2010) has done a research on the title "The Effect of Using Guiding Questions on the Students' Achievement in Writing Narrative Text at SMP Azizi Medan." The main objective of the research was to find out the significant effect using guiding questions on students' achievement in writing narrative text. The population of this research was taken from the second year students of SMP Azizi, which consist of two classes. The total number of the

population was 80 students. The sample was chosen randomly, 60 students were chosen and divided into two groups with equal number of students in each group, 30 students for experimental group and the other 30 students for control groups. The experimental group was taught by using guiding questions method, while the control group was taught without using guiding questions method. The researcher used a writing test to collect the data. The test consisted of two types; namely pre-test and post-test. The observed was 4.53 and t-table was 2.00 (p: 0.05). The result of the data analysis shows that the value of t-table 4.53>2.00 (p:0.05). it can be concluded that guiding questions has significant effect on the students achievement in writing narrative text and it means the Ha was accepted, the hypothesis alternative that made by the researcher was "there is significant effect of using guiding questions on the students' achievement in writing narrative text".

2. This study related with a research done by Basyariah (2005) "An Analysis on the Students' Error in Writing Narrative Text at MAN Swasta PAB 2 Helvetia Medan." There were 217 students, and the writer used Suharsimi rikunto's theory in taking sample. There were 65 students or 30% from 217 students taken as the sample. This study used descriptive quantitative approach, were the technique of collecting data used test, and the analyzing of collecting data was used formula: N=x/y X 100%. In this end of this thesis, the writer takes the conclusion as follow: the errors made by students in past tense were 217 or 34,83%, errors in verb to be were 19 or 20,71%, errors in pronoun were 76 or 12,20%, errors in preposition were 60 or 9,63%, error in the article were 65 or 10,43%, error in conjunction were 18 or 2.89%, errors in determiner were 7 or

1,12%, errors in auxiliary do/does/did were 19 or 3,04%, errors in conditional were 4 or 0,4% and errors in demonstrative were 3 or 0,4%. So, the highest error made by students was in past tense, and the lowest was in auxiliary can/could.

D. Hypothesis

Based on the theoretical above and conceptual framework, the following hypotheses were formulated by the writer:

1. Ha: There is a significant of students' ability in writing narrative text by using Listing and Questioning Techniques.
2. Ho: There is no significant of students' ability in writing narrative text by using Listing and Questioning Techniques.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at the second year students of MAL UINSU Medan. This school was located at Jalan Sutomo Kelurahan Sidodadi Kecamatan Medan Timur. The location was chosen because there was no same research conducted in the same school before and most of the second year students were still having a problem in writing narrative text.

B. Population and Sample

1. Population

A population is all the objects that will be researched.[39] The population of this research was the second year students of MAL UINSU Medan. There were 4 classes of the second year students in academic 2016/2017.

Table 3.1

The Population of Research

No	Class	Population
1	XI IPA	44
2	XI IPS	41
3	XI AGAMA	38

[39] Syahrum and Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p.133.

2. Sample

Sample is small proportion of a population selected for observation and analysis.[40] In selecting sample, the writer said "Cluster Random Sampling" by choosing two classes. Cluster random sampling is used when the population is not consists from individuals, but groups or cluster.[41]

Then, the sample was divided into groups. There were experimental group and control group which consist about 44 and 43 students in each group. The experimental group was taught narrative text by using questioning technique, and the control group was taught narrative text by using listing technique.

Table 3.2

The Sample of Research

No.	Class	Population
1	XI IPA	30 Students
2	XI IPS	30 Students
TOTAL		60 STUDENTS

C. Operational Definition of Variable

The variable Y of the research was the students' ability in writing narrative text. Students' ability writing narrative text is the capability to write some sentences. Writing text means that the students able to write their idea in word from a paper. To know the students' ability in writing a text, they should be able to do the following things:

[40] Suharsimi Arikunto, (1993), *Prosedur Penelitian: Suatu Pendekatan Praktek,* Jakarta: PT Rineka Cipta, p.131.

[41] Syahrum dan Salim, *op.cit.,* p.116-117.

1). The students are able to write their ideas and statement into some sentences

2). The students are able to use vocabularies in writing good narrative text

3). The students are able to write a text that related to the topic given

4). The students are able to select/organize other relevant information

5). The students are able to write correct and appropriate sentences.

D. Instrument of Collecting Data

An instrument was used to collect the data in order to know the significance on the students' writing narrative text. The instrument used was a test.

The writer used the students as the participant in doing the test. The writer used a written test and the students were asked to write a narrative text. The data was taken from the students' writing score and the test was constructed in an essay form. The teacher controls the class during the test going on.

The steps to do the test were, first, teacher distributed the test to the students by explaining the instruction. Then, teacher explained that the students were given a limited time to do the test. After that, students hand in their works when the time was over. Finally, teacher evaluated the students' writing to give score.

In analysis scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. According to Sara Wigle, depending the purpose of the assessment, scripts might be rated on such feature as content, organization, cohesion, register, vocabulary, grammar, or mechanics.[42]

[42] Sara Cushing Weigle, (2002), *Assesing Writing,* United Kingdom: Cambridge University Press, p.114.

In the Jacobs *et* al, scales, script are rated on aspects of writing: content, organization, vocabulary, language use and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weight equally (20 points), and mechanics very little emphasis (5 points).[43]

The following below is the Jacobs *et* al.'s scoring profile in Sara Cushing Weigle's book (2002):

1. Content

The score of the content depends on the students' ability to write ideas, information, in logical sentences. The criteria of scoring are as determined by ranges of the scores as following:

30-27 EXCELLENT TO VEY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic.

26-22 GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.

21-17 FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic.

16-13 VERY POOR: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.

[43] *Ibid,* p.115

2. Organization

20-18 EXCELLENT TO VEY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.

17-14 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

13-10 FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development.

9-7 VERY POOR: does not communicate, no organization, or not enough to evaluate.

3. Vocabulary

20-18 EXCELLENT TO VEY GOOD: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.

17-15 GOOD TO AVERAGE: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured.

13-11 FAIR TO POOR: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.

9-7 VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

4. Language Use

25-22 EXCELLENT TO VEY GOOD: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.

21-18 GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

17-11 FAIR TO POOR: major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletion, meaning confused or obscured.

10-5 VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

5. Mechanics

5 EXCELLENT TO VEY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.

4 GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.

2 VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,, paragraphing, handwriting illegible or not enough to evaluate.[44]

E. Technique of Collecting Data

The data collections were quantitative in nature. They were obtaining by giving a test of narrative text by using listing and questioning techniques to the students in the second year student of MAL UINSU Medan.

In order to obtain the data, the researcher did an activity. It was an observation. Through the observation, the researcher was to find out the data, especially the data related to the interaction in the English learning process by teaching the listing and questioning techniques in writing narrative text.

Then, in the reconnaissance step, after conducting the observation, the data which were field notes were collected. The field notes were made based on the descriptions in the observation guidelines which were completed by the collaborator during the researcher implementing the actions.

After all data had been collected, the researcher analyzed them to find the successful and unsuccessful result of the actions and to make the conclusion of the research.

[44] *Ibid,* p.116

F. Technique of Analyzing Data

To signifies, whether there was a difference between students' ability that taught by listing technique and questioning technique, a requirement test was done at first by using normality and homogeneity test.

To know the difference or the result of this research, the test was calculated by using t-test formula as follow:

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

Where:

$\overline{x_1}$ = Average value of sample owning of the first group

$\overline{x_2}$ = Average value of sample owning of the second group

S = Merger of standard deviation

n_1 = Nominal of sample owning of the first group

n_2 = Nominal of sample owning of the second group[45]

Before testing the hypothesis, the normality and the homogeneity test of the data should be found first. Below is the explanation of both tests:

1. The Normality of Test

Normality of the data would be found by using Liliefors test with the following steps:

a. Calculating average and standard deviation by this following formula

$$\bar{x} = \frac{\sum FiXi}{\sum Fi}$$

[45] Arikunto, *op.cit,*. p.314

b. Perception x_1, x_2…. Xn made permanent number zi, z_1,z_2,…. Zn by using formula:

$$Zi = \frac{xi - \bar{x}}{S}$$

c. To every this permanent number and by using enlist of permanent normal distribution, and then calculating the opportunity $F(Z_i) = P(Z < Z_I)$

d. Here, after calculating a proportion z1,z2,…zn, the smaller equals to zi.

e. Counting the difference F(Zi)-S(Zi), and then determine its absolute price

f. Taking the biggest price among absolute price of the difference and mentioning the price b Lo.

g. If Lo<L obtained from the critical value test, the Liliefors with the real level $\propto = 0.05$, hence the distribution is normal.

2. The Homogeneity of Test

To test whether the variants of both homogenous samples, variants equality test, that is:

$$F = \frac{\textit{the biggest variants}}{\textit{the smallest variants}}$$

Here, after comparing to the $F_{table,}$ its criterion is:

If $F_{count} < F_{table,}$ then both samples are homogenous.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

The data of this research was collected by observing the second year student of MAL UINSU Medan. There were two classes namely XI IPA and XI IPS. Listing technique was used in XI IPS and Questioning technique was used in XI IPA. A test was given to the students to get the data about the difference of the students' ability in writing narrative text between using the Listing technique and Questioning Technique. Then, each variable were analyzed after getting the data.

1. The data of the students' ability in writing narrative text by using Listing technique

In collecting data of the students' ability in writing narrative text by using Listing technique, a set of the test was given to the students about writing narrative text. The purpose of the test was to know the students' ability in writing narrative text by using Listing technique. The result of the research was revealed in score form, and then computation from data distribution which known as mean, variant and standard deviation.

Table 3 below shows the score of the students' ability in writing narrative text that were taught by using Listing technique.

Table 4.1

Students' score after applying the Listing technique

NO	INITIAL NAME	SCORE
1.	AR	70
2.	AT	65
3.	AH	75
4.	BA	80
5.	CN	92
6.	DW	75
7.	DA	67
8.	DM	90
9.	DP	75
10.	FS	80
11.	HA	60
12.	HW	80
13.	IF	80
14.	KS	65
15.	MA	75
16.	MF	87
17.	MN	70
18.	NS	75
19.	NH	84
20.	NA	87
21.	NR	75
22.	NS	77
23.	PA	82
24.	RF	80
25.	SZ	65
26.	SA	92
27.	SS	70

NO	INITIAL NAME	SCORE
28.	SM	75
29.	TA	85
30.	YW	90

Then all the scores were arranged in a worktable to find the mean, variants, and standard deviation of the variable data of the students' ability in writing narrative text that were taught by using the Listing technique.

The table below shows the worktable in detail.

Table 4.2

Worktable of Frequency Distribution of the Students' Ability in Writing Narrative Text by using Listing Technique

No	***Xi***	***Fi***	***Fixi***	xi^2	$fixi^2$
1.	60	1	60	3600	3600
2.	65	3	195	4225	12675
3.	67	1	67	4489	4489
4.	70	3	210	4900	14700
5.	75	7	525	5625	39375
6.	77	1	77	5929	5929
7.	80	5	400	6400	32000
8.	82	1	82	6724	6724
9.	84	1	84	7056	7056
10.	85	2	170	7225	14450
11.	87	1	87	7569	7565
12.	90	2	180	8100	16200
13.	92	2	184	8464	16928
TOTAL		30	2321		181691

Based on the data above, the result of *fixi* is 2321 and $fixi^2$ is 181691. Then the following calculations are the calculation of mean, variant, and deviation standard.

a. Mean

$$\overline{x} = \frac{\sum FiXi}{\sum Fi}$$

Where :

$\overline{x}$: Mean of variable *x*

$\sum FiXi$: Total number of score

$\sum Fi$: Number of sample

The following calculation is the calculation of mean for students' ability in writing narrative text that were taught by using listing technique:

$$\overline{x} = \frac{\sum FiXi}{\sum Fi}$$

$$\overline{x} = \frac{2321}{30}$$

$$\overline{x} = 77{,}36$$

b. Variant

In calculating the variant in this research, the writer used the variant formula as follows:

$$(S^2) = \frac{N.\sum FiXi^2 - (\sum FiXi)^2}{N\,(N-1)}$$

Where :

S^2 : Variant

N : Number of Sample

So, the variant is:

$$(S^2) = \frac{N.\sum FiXi^2 - (\sum FiXi)^2}{N\ (N-1)}$$

$$(S^2) = \frac{30.181691 - (2321)^2}{30\ (30-1)}$$

$$(S^2) = \frac{5450730 - 5387041}{30.29}$$

$$(S^2) = \frac{63689}{870}$$

$$(S^2) = 73.20$$

c. Deviation Standard

Deviation standard can be determined by extract the root of variant, namely:

$$S = \sqrt{S^2}$$

$$S = \sqrt{73.20}$$

$$S = 8.55$$

2. The data of the students' ability in writing narrative text by using Questioning technique

In collecting the data of the students' ability in writing narrative text by using questioning technique, a set of the test was given to the students about writing the narrative text. The purpose of the test was to know the students' ability in writing narrative text by using questioning technique. The result of the research was revealed in score, form, and then computation from data distribution which known as mean, variant and standard deviation.

Table 6 below shows the score of the students' ability in writing narrative text that were taught by using questioning technique.

Table 4.3

Students' score after applying the Questioning Technique

NO	INITIAL NAME	SCORE
1.	AW	85
2.	AK	84
3.	AH	80
4.	AR	90
5.	AY	88
6.	DE	88
7.	FA	65
8.	IA	72
9.	KR	84
10.	LM	90
11.	LA	85
12.	MF	75
13.	MH	90
14.	MRH	67
15.	MRD	85
16.	MYS	77
17.	MY	88
18.	MS	82
19.	NA	70
20.	NK	90
21.	NR	85
NO	**INITIAL NAME**	**SCORE**
22.	RS	84
23.	RA	90
24.	RAH	74

25.	RZ	90
26.	SD	88
27.	SE	75
28.	TH	77
29.	YA	80
30.	ZW	85

Then all the scores were arranged in a worktable to find the mean, variants, and standard deviation of the variable data of the students' ability in writing narrative text that were taught by using questioning technique. The table below shows the worktable in detail.

Table 4.4

Worktable of Frequency Distribution of the Students' Ability in writing Narrative Text by using Questioning Technique

No	***Xi***	***Fi***	***Fixi***	xi^2	$fixi^2$
1.	65	1	65	4425	4225
2.	67	1	67	4489	4489
3.	70	1	70	4900	4900
4.	72	1	72	5184	5184
5.	74	1	74	5476	5476
6.	75	2	150	5625	11250
7.	77	2	154	5929	11858
8.	80	2	160	6400	12800
9.	82	1	82	6724	6724
10.	84	3	252	7056	21168
No	***Xi***	***Fi***	***Fixi***	xi^2	$fixi^2$
11.	85	5	425	7225	36125
12.	88	4	352	7744	30976
13.	90	6	540	8100	48600

TOTAL	30	2463		203775

Based on the data above, the result of *fixi* is 2463 and $fixi^2$ is 203775. Then, the following calculations are the calculation of mean, variant, and deviation standard.

a. Mean

$$\overline{x} = \frac{\sum FiXi}{\sum Fi}$$

Where :

$\overline{x}$: Mean of variable *x*

$\sum FiXi$: Total number of score

$\sum Fi$: Number of sample

The following calculation is the calculation of mean for students' ability in writing narrative text that were taught by using questioning technique:

$$\overline{x} = \frac{\sum FiXi}{\sum Fi}$$

$$\overline{x} = \frac{2463}{30}$$

$$\overline{x} = 82.1$$

b. Variant

In calculating the variant in this research, the writer used the variant formula as follows:

$$(S^2) = \frac{N.\sum FiXi^2 - (\sum FiXi)^2}{N\ (N-1)}$$

Where:

S^2 : Variant

N : Number of Sample

So, the variant is:

$$(S^2) = \frac{N.\sum FiXi^2 - (\sum FiXi)^2}{N\ (N-1)}$$

$$(S^2) = \frac{30.203775 - (2463)^2}{30\ (30-1)}$$

$$(S^2) = \frac{6113250 - 6066369}{30.29}$$

$$(S^2) = \frac{46881}{870}$$

$$(S^2) = 53.88$$

c. Deviation Standard

Deviation standard can be determined by extract the root of variant, namely:

$$S = \sqrt{S^2}$$

$$S = \sqrt{53.88} = 7.34$$

B. Data Analysis Requirement Test

Data analysis requirement test is needed to determine whether the data analysis for hypothesis testing can proceed or not. Some data analysis techniques require test requirements analysis. Variant analysis requires that data come from

normally distributed populations and groups are homogeneous. Therefore, variant analysis requires normality test and data homogeneity.

1. Normality Test

a. Normality Test of Listing Technique

After getting the calculation of mean, variant, and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to the students that observed by Liliefors of the test. The computation of normality narrative text can be seen in the following table:

Table 4.5

The Normality Test of the Students' Ability in Writing Narrative Text by using Listing Technique

NO	***Xi***	***F***	***Fcum***	***Zi***	***F(Zi)***	***S(Zi)***	***F(Zi)-S(Zi)***
1.	60	1	1	-2.03	0.0211	0.033	-0.0119
2.	65	3	4	-1.44	0.0741	0.133	-0.0589
3.	67	1	5	-1.21	0.1128	0.166	-0.0532
4.	70	3	8	-0.86	0.1946	0.266	-0.0714
5.	75	7	15	-0.27	0.3912	0.5	-0.1088
6.	77	1	16	-0.04	0.4832	0.533	-0.0498
7.	80	5	21	0.30	0.6212	0.7	-0.8874
8.	82	1	22	0.54	0.7063	0.733	-0.9635
NO	***Xi***	***F***	***Fcum***	***Zi***	***F(Zi)***	***S(Zi)***	***F(Zi)-S(Zi)***
9.	84	1	23	0.77	0.7813	0.766	0.0153
10.	85	2	25	0.89	0.8142	0.833	-0.0188
11.	87	1	26	1.12	0.8702	0.866	0.0042
12.	90	2	28	1.47	0.9303	0.933	-0.0027
13.	92	2	30	1.71	0.9565	1	-0.0435

To find Z score by using this formula:

$$Z_i = \frac{xi - \overline{x}}{S}$$

$$Z_i1 = \frac{60 - 77.36}{8.55} = -2.03$$

$$Z_i2 = \frac{65 - 77.36}{8.55} = -1.44$$

$$Z_i3 = \frac{67 - 77.36}{8.55} = -1.21$$

$$Z_i4 = \frac{70 - 77.36}{8.55} = -0.860$$

$$Z_i5 = \frac{75 - 77.36}{8.55} = -0.27$$

$$Z_i6 = \frac{77 - 77.36}{8.55} = -0.04$$

$$Z_i7 = \frac{80 - 77.36}{8.55} = 0.30$$

$$Z_i8 = \frac{82 - 77.36}{8.55} = 0.54$$

$$Z_i9 = \frac{84 - 77.36}{8.55} = 0.77$$

$$Z_i10 = \frac{85 - 77.36}{8.55} = 0.89$$

$$Z_i11 = \frac{87 - 77.36}{8.55} = 1.12$$

$$Z_i12 = \frac{90 - 77.36}{8.55} = 1.47$$

$$Z_i13 = \frac{92 - 77.36}{8.55} = 1.44$$

To find S (Zi) score by using this formula:

$$S(Zi) = \frac{Fcum}{N}$$

$$S(Zi)1 = \frac{1}{30} = 0.033$$

$$S(Zi)2 = \frac{4}{30} = 0.133$$

$$S(Zi)3 = \frac{5}{30} = 0.166$$

$$S(Zi)4 = \frac{8}{30} = 0.266$$

$$S(Zi)5 = \frac{15}{30} = 0.5$$

$$S(Zi)6 = \frac{16}{30} = 0.533$$

$$S(Zi)7 = \frac{21}{30} = 0.7$$

$$S(Zi)8 = \frac{22}{30} = 0.733$$

$$S(Zi)9 = \frac{23}{30} = 0.766$$

$$S(Zi)10 = \frac{25}{30} = 0.833$$

$$S(Zi)11 = \frac{26}{30} = 0.866$$

$$S(Zi)12 = \frac{28}{30} = 0.933$$

$$S(Zi)13 = \frac{30}{30} = 1$$

So, from computation above we know that:

- Sample (N) = 30
- Mean ($\bar{x}$) = 77.36
- Deviation Standard (S) = 8.55
- L Observation (Lo) = 0.0153
- α = 0.05
- L table (Lt) = 0.161

So from the table above it, it can be seen that Liliefors observation or Lo = 0.0153 with n = 30 and at real level α = 0.05 from the list critical value of Liliefors table Lt = 0.161. It is known that the coefficient of Lo (0.0153) < Lt (0.161); it can be concluded that the data distribution of the students' ability in writing narrative text is **normal**.

b. Normality Test of Questioning Technique

After getting the calculation of mean, variant, and deviation standard, then the next step is to find out the normality of the test. It means that the test was given to

the students that observed by Liliefors of the test. The computation of normality narrative text can be seen in the following table:

Table 4.6

The Normality Test of the Students' Ability in Writing Narrative Text by using Questioning Technique

NO	*Xi*	*F*	*Fcum*	*Zi*	*F(Zi)*	*S(Zi)*	*F(Zi)-S(Zi)*
1.	65	1	1	-2.32	0.0099	0.333	-0.0234
2.	67	1	2	-2.05	0.0198	0.066	-0.0468
3.	70	1	3	-1.64	0.4964	0.1	-0.0503
4.	72	1	4	-1.37	0.0844	0.133	-0.0489
5.	74	1	5	-1.10	0.1349	0.166	-0.0317
6.	75	2	7	-0.96	0.1667	0.233	-0.0666
7.	77	2	9	-0.69	0.2430	0.3	-0.0564
8.	80	2	11	-0.28	0.3874	0.366	0.0207
9.	82	1	12	-0.01	0.4945	0.4	0.0945
10.	84	3	15	0.25	0.6021	0.5	0.1021
11.	85	5	20	0.39	0.6535	0.66	-0.0130
12.	88	4	24	0.80	0.7892	0.8	-0.0107
13.	90	6	30	1.07	0.8590	1	-0.1409

To find Z score by using this formula:

$$Z_i = \frac{xi - \overline{x}}{S}$$

$$Z_i 1 = \frac{65 - 82.1}{7.34} = -2.32$$

$$Z_i 2 = \frac{67 - 82.1}{7.34} = -2.05$$

$$Z_i3 = \frac{70 - 82.1}{7.34} = -1.64$$

$$Z_i4 = \frac{72 - 82.1}{7.34} = -1.37$$

$$Z_i5 = \frac{74 - 82.1}{7.34} = -1.10$$

$$Z_i6 = \frac{75 - 82.1}{7.34} = -0.96$$

$$Z_i7 = \frac{77 - 82.1}{7.34} = -0.69$$

$$Z_i8 = \frac{80 - 82.1}{7.34} = -0.28$$

$$Z_i9 = \frac{82 - 82.1}{7.34} = -0.01$$

$$Z_i10 = \frac{84 - 82.1}{7.34} = 0.25$$

$$Z_i11 = \frac{85 - 82.1}{7.34} = 0.39$$

$$Z_i12 = \frac{88 - 82.1}{7.34} = 0.80$$

$$Z_i13 = \frac{90 - 82.1}{7.34} = 1$$

To find S (*Zi*) score by using this formula:

$$S(Zi) = \frac{Fcum}{N}$$

$$S(Zi)1 = \frac{1}{30} = 0.03$$

$$S(Zi)2 = \frac{2}{30} = 0.06$$

$$S(Zi)3 = \frac{3}{30} = 0.1$$

$$S(Zi)4 = \frac{4}{30} = 0.13$$

$$S(Zi)5 = \frac{5}{30} = 0.16$$

$$S(Zi)6 = \frac{7}{30} = 0.23$$

$$S(Zi)7 = \frac{9}{30} = 0.3$$

$$S(Zi)8 = \frac{11}{30} = 0.36$$

$$S(Zi)9 = \frac{12}{30} = 0.4$$

$$S(Zi)10 = \frac{15}{30} = 0.5$$

$$S(Zi)11 = \frac{20}{30} = 0.66$$

$$S(Zi)12 = \frac{24}{30} = 0.8$$

$$S(Zi)13 = \frac{30}{30} = 1$$

So, from computation above we know that:

Sample (N)	= 30
Mean ($\overline{x}$)	= 82.1
Deviation Standard (S)	= 7.34
L Observation (Lo)	= 0.1021
α	= 0.05
L table (Lt)	= 0.161

From the table above, it can be seen that Liliefors observation or Lo = 0.1021 with n = 30 and at the real level α = 0.05 from the list critical value of Liliefors table Lt = 0.161. It is known that the coefficient of Lo (0.1021) < Lt (0.144); it can be concluded that the data distribution of the students' ability in writing narrative text is **normal**.

2. Homogeneity Test

The homogeneity of the test was found by the computation of the data variant. According to the variant computation of the data above, it was concluded that:

a. Variants of the scores of the students' ability in writing narrative text using Listing technique was 73.20
b. Variants of the scores of the students' ability in writing narrative text using Questioning technique was 53.88

Then, it was calculated by F test as follows:

$$F = \frac{the\ biggest\ variants}{the\ smallest\ variants}$$

$$F = \frac{73.20}{53.88}$$

F = 1.35

From the computation above, it was found that coefficient of variant was 1.35 based on the list critics value of F distribution with levels for α = 0.05, and freedom of degree dk counter (N-1) = 30-1 = 29, and dk denominator (N-1) = 30-1 = 29, it was found that $F_{(0.05)(29,29)}$ = 1.85. It showed that F_{count} (1.35) < F_{table} (1.85), so it can be concluded that variants of the data on the students' ability in writing narrative text that were taught by using listing technique and variants of the data on the students' ability in writing narrative text that were taught by using questioning technique is **homogeny.**

C. Data Analysis

Based on the result of the data that the writer got in this research; the hypothesis would be counted. But before counting the hypothesis tested, the combination of variant was counted by using the following procedure:

$\overline{x_1}$: 77.36

S_1 : 8.55

S_1^2 : 73.10

$\overline{x_2}$: 82.1

S_2 : 7.34

S_2^2 : 53.88

The combination of variant was counted by using this formula:

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

$$S^2 = \frac{(30 - 1)(8.55)^2 + (30 - 1)(7.34)^2}{30 + 30 - 2}$$

$$S^2 = \frac{(29)(73.10) + (29)(53.87)}{58}$$

$$S^2 = \frac{2119.9 + 1562.2}{58}$$

$$S^2 = 63.48$$

The deviation standard is:

$$S = \sqrt{63.48}$$

$$S = 7.96$$

D. Hypothesis Test

Hypothesis test is done to answer the hypothesis which was proposed before and to decide whether the hypothesis would be accepted if the value of observation is higher than t_{table} at degree freedom (α) 0.05, or rejected if the value of t_{count} is lower than $t_{table.}$ Then to rest the hypothesis of this research is used the equally of two means by using "t test" statistic as follows:

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

Where:

$\overline{x_1}$: The average of group of sample which has highest score.

$\overline{x_2}$: The average of group of sample which has lowest score.

S : Multiple deviations are found by using the formula.

From the last computation, it was found that:

1. For the group of sample data of the students' ability in writing narrative text that were taught by using listing technique got the average score = 77.36
2. For the group of sample data of the students' ability in writing narrative text that were taught by using questioning technique got the average score = 82.1
3. The standard deviation got the score = 7.96

So, to test the hypothesis in this research, it is used two averages similar test by using statistic, as follow:

$$t = \frac{82.1 - 77.36}{7.96\sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{4.74}{7.96\sqrt{\frac{2}{30}}}$$

$$t = \frac{4.74}{1.94}$$

$$t = 2.44$$

The coefficient of t_{count} was 2.44, was compared with $t_{table,}$ where the coefficient of t_{table} at real $\alpha = 0.05$ with dk = 29 + 29 – 2 gained the coefficient of $t_{0,05(56)} = 1.69$. In fact, the coefficient of t_{count} (2.44) > t_{table} (1.69). It shows that t_{count} is in zero hypothesis rejection (H_0). Thus alternative hypothesis (H_a) is accepted. It means that the alternative hypothesis which was proposed by the researcher that there is a significant difference between listing and questioning technique on the student's ability in writing narrative text was accepted.

E. Discussion

Applying a technique can influence the result of teaching. There are a lot of techniques can be applied in the classroom. When a teacher was teaching in front of the class, that researcher should be able to choose the good and creative technique that can make their students understand the lesson and enjoy their study. This can be proved from the result of this research that shows the average result test was given to the students in selected class that were taught by the questioning technique is higher than the students' test result that were taught by the listing technique.

The fact above indicates that the application of questioning technique is proven effective to increase students' ability in writing narrative text. It can be accepted because through questioning technique, students can be elaborate their ideas by asking questions before they do their writing activities, the answers of those questions will help them in creating a text. In questioning technique the students can straight away compiled their ideas into a text since the ideas were already arranged in the answers of the questions. Questioning is one of an effective ways of getting the students to think about a topic from a number of different angles. The questions can really help them to generate details about a topic. We know that to start writing is difficult which caused by lack of ideas. So, by using the questioning technique the students' ability in writing narrative text is expected to reach the target.

Besides, the application of the listing technique is not too effective to improve the students' ability in writing narrative text. In this research, listing is used in writing narrative text too. The students were told to list their ideas about a topic and they cross out the ideas that not relevant to their topic, which then they

arranged their ideas into a text. But in the researched class, the students listed too much idea that makes them confused and sometimes the content of their text were far astray from an assigned topic. So they needed a lot of time to recheck their lists and categorized the ideas into an arrangement of a text.

From the statistic data that the sample group of the students' ability in writing narrative text by using questioning technique shows the highest score is 90 and the mean is 82.1, while the data of the sample group of the students' ability in writing narrative text by using listing technique shows the highest score is 92 and the mean is 77.36. It means that there is difference influence between questioning and listing techniques on the students' ability in writing narrative text. Therefore the students' ability in writing narrative text by using questioning technique is better than the students' ability in writing listing technique because by asking questions requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to develop and share better answers. As state in Rutgers University website, writing in Rutgers Education, journalist must always ask six questions before writing an article: who, what, when, where, why and how. Using this technique allows you to see several aspects of one topic. It also encourages you to discover and present the most important and interesting points about your topic. Asking and answering these question or several questions and use them as a springboard for your writing. It means using questioning technique for writing activity is an effective way to elaborate ideas of a topic.

It is realized that human being is never missing from mistakes and weakness. So, in this research there were also limitedness and weakness, which could not be avoided. Generally, the main cause of error in doing research in two

things, those are sampling or analysis subject and the research instruments. These both things become the main point to identify the writer limitedness which is described below:

First, quantitative research approach gets difficulty in measuring quantitatively things, for instance, all aspects of students' ability in writing narrative text which become the main point is very influenced by many things which were not discussed in this research, like a level of students' intelligence, interest, and motivation of study.

Second, there is probability of bias thing from that found research data, though the instrument has been designed as well as possible. But, the test used for the students become not seriously done by them.

F. Limited of the Research

This research has been cultivated and held in accordance with scientific procedures. However, this research still has limitations below:

1. The impact of the time variability of the action, the action is only one meeting in a cycle of which should be at least two meetings based on the permission given by the school where the study is located.
2. The sincerity of the student in learning process when the research is being done, the things that are beyond the reach of researchers to control it.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the data analysis, the researcher draws some conclusions as follows:

1. The students' ability in writing narrative text that were taught by using listing technique shows that the average of the score is 77.36 with 92 as the highest score and 60 as the lowest score.
2. The students' ability in writing narrative text that were taught by using questioning technique shows that the average of the score is 82.1 with 90 as the highest score and 65 as the lowest score.
3. Based on the statistical computation t-test is found that $t_{observation}$ is 2.44 whereas the value t_{table} 1.69. It shows the hypothesis which proposed that there is significant difference between using questioning and listing techniques on the students' ability in writing narrative text is acceptable. This result shows that the teaching-learning activity by using questioning technique is more effective to increase the students' ability in writing narrative text than listing technique.

B. Implications

Based on the results of the actions, it could be conclude that the students' ability and the teaching learning process of writing narrative text were improved through the use of Questioning Technique. Thus, research resulted in the some implications. These implications were presented below:

1. The students' English competence especially in writing was getting better by implementing questioning technique. Questioning technique is proven effective to increase the students' ability in writing narrative text. Thus, the teacher should consider the use of questioning technique to enhance the students' ability in writing.
2. Questioning technique increased the students' interest in writing narrative text. The students can elaborate their ideas by asking question before they do their writing activities, the answers of the questions will help them in creating a text. It implies that by using technique become an important factor in teaching activities. The teacher is better to use the technique as often as possible to attract students' interest in learning.

C. Suggestions

In relation to the research findings, the following suggestions are offered to:

1. The English teacher, to apply the questioning technique in order to improve the students' ability in writing narrative text because it help the students to gather details through a creative draft and make the writing process become easier to do.
2. The students, to practice their narrative text writing by using questioning technique because this technique can help them in generating their ideas before writing a text. The students also can improve their writing by increasing their vocabulary using natural laboratory, where students close their ear with own hand then they will hear and feel the differences of the sound they say.

3. The other researcher, who wants to do research about the same relevant topic more deeply by adding the variable.

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APPENDIX I

LESSON PLAN

School : **MAL UINSU Medan**

Grade/Semester : **XI IPS/I**

Lesson : **English**

Skill : **Writing**

Meeting : **1st**

Time Allocation : **2 x 45 minutes**

A. Standard of Competence

Writing: Expressing meaning in short functional text and essay writing simple reports, narrative and analytical exposition in the context of daily life.

B. Basic Competence

5.2. Expressing meaning in the text monologue using a variety of oral language accurately, fluently and acceptable in the context of daily life in text form: narrative.

6.2. Expressing meaning and rhetorical stages of essays by using a variety of written language accurately, fluently and acceptable in the context of daily life in text form: narrative

C. Indicator

Indicators of Competence Achievement :

- Identify the meaning of the text narrative writing
- Identify the steps of rhetoric in discourse: narrative

Cultural Values and National Character:

- Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, friendship, love peace, love reading, environmental care, social care, responsibility, self

Entrepreneurship / Creative Economy:

- Confident (perseverance, optimistic).
- Task-oriented (motivated, diligent / stoic, determined, energetic).
- Risk takers (like challenges, able to lead)
- Orientation to the future (have a perspective for the future)

D. The objective of Teaching/Course Objective

After learning this unit, the students are able:

1. Identify the meaning of the text narrative writing
2. Identify the steps of rhetoric in discourse

E. Teaching Material

1. Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

2. Generic Structure of Narrative Text

A narrative text consists of the following structure:

- Orientation: Introducing the participants and informing the time and the place
- Complication: Describing the rising crises which the participants have to do with
- Resolution: Showing the way of participant to solve the crises, better or worse

3. Language Feature of Narrative

Introducing personal participant; I, my group, etc

Using chronological connection; then, first, etc.

Using linking verb; was, were, saw, heard, etc

Using action verb; look, go, change, etc.

4. Past tense

Past tense is used to tell the past events/actions

1) Nominal Sentence

Formula

(+)S+ was/were+adjective/adv/noun

(-) S+was/were+not+adjective/adv/noun

(?) was/were+S+adjective/adv/noun

e.g. : (+) I was in Canada

(-) She was not happy

(?) Were they students

2) Verbal Sentence

Formula

(+) S + V2 + O/C

(-) S + did+not+V1+O/C

(?) Did+S+V1+O/C

e.g. : (+) She played guitar yesterday

(-) I did not go to the supermarket last Saturday

(?) Did they find the wallet last night?

Written text narrative "Queen of Arabia and Three Sheiks"

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he

continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house. The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

Analysis the Generic Structure

Orientation: It sets the scene and introduces the participants/characters. In that parrot story, the first paragraph is the orientation where reader finds time and place set up and also the participant as the background of the story. A man and his parrot took place once time.

Complication: It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers will find that the man face a problem of why the parrot can not say Catano. To fix this problem, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication. Resolution: It shows the situation which the problems have been resolved. It must be our note that “resolved” means accomplished whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot said the word with higher degree than the man taught the word to it. That was the smartest parrot.

F. Teaching Model : Listing Technique

G. Teaching and Learning Activities

1. Opening (5')

- Say the nice greetings when entered into class *(the value: polite and care)*
- Check the student absence (the value: discipline and diligent)
- Ask the student about the lesson
- Present the aim of the lesson
- Give the motivation: the important/ the benefit of the lesson

2. Core activities (65')

- **Exploration**

In exploration activities,

- The students explain the features of narrative text based on their knowledge
- The teacher give an example of narrative text
- The students observe the example of narrative text from the content, the delivery of the ideas, vocabularies used and grammar used in the written text.
- The teacher deliver how the way to use listing technique to write narrative text

- **Elaboration**

In the elaboration of the activities,

- The teacher gives a title of narrative text to the students

- The students write the list of ideas (words, phrases or sentences) related to the title that has given without worrying about spelling and grammar.
- The students sort the list of ideas and cross the irrelevant ideas.
- The students arrange the list of ideas that have been chosen become a text.

- **Confirmation**

- The teacher gives feedback to the students by giving the motivation that has done his/her task
- The teacher give the confirmation for the students task that has done
- The teacher gives the motivation for the students that luck or can't follow the material.

3. Closing (10')

- Together with the students concluded material learning just discussed
- The teacher asks the students the difficulties in writing narrative text
- Assessment of the activities of the newly implemented consistently
- Provide feedback on the process and learning outcomes.

H. Source / Media

1. Handbook (English Creative Team, *English SMA/MA,* Jakarta: Bumi Aksara, 2009)
2. Dictionary
3. Cardboard (the material deliver using cardboard)

I. Evaluation

- Technique : Written Test

- Test Form : Essay
- Instrument : Attached
- Assessment : Score Total : 100
- Assessment Rubric :

Assessment Aspect	**Assessment**				**Total**
1. Content (30 Points)	Excellent to very good (30-27)	Good to Average (26-27)	Fair to Poor (21-17)	Very Poor (16-13)	
	……	……	…….	……	……
2. Organization (20 Points)	Excellent to very good (20-18)	Good to Average (17-14)	Fair to Poor (14-10)	Very Poor (9-7)	
	……	……	…….	……	……
3. Vocabulary (20 Points)	Excellent to very good (20-18)	Good to Average (17-14)	Fair to Poor (14-10)	Very Poor (9-7)	
	……	……	…….	……	……
4. Language Use (25 Points)	Excellent to very good (25-22)	Good to Average (21-18)	Fair to Poor (17-11)	Very Poor (10-5)	
	……	……	…….	……	……
5. Mechanics (5 Points)	Excellent to very good (5)	Good to Average (4)	Fair to Poor (3)	Very Poor (2)	
	……	……	…….	……	……
Total Score					

Medan, 25 February 2016

Mengetahui,

Kepala Madrasah	Guru Bahasa Inggris	Mahasiswa
Zunidar, S.Ag, M.Pd	**(M. Yasir S.Pd)**	**(Nurul Khotimah)**

APPENDIX II

LESSON PLAN

School : **MAL UINSU Medan**

Grade/Semester : **XI IPA/I**

Lesson : **English**

Skill : **Writing**

Meeting : **2nd**

Time Allocation : **2 x 45 minutes**

A. Standard of Competence

Writing: Expressing meaning in short functional text and essay writing simple reports, narrative and analytical exposition in the context of daily life.

B. Basic Competence

5.2. Expressing meaning in the text monologue using a variety of oral language accurately, fluently and acceptable in the context of daily life in text form: narrative.

6.2. Expressing meaning and rhetorical stages of essays by using a variety of written language accurately, fluently and acceptable in the context of daily life in text form: narrative

C. Indicator

Indicators of Competence Achievement :

- Identify the meaning of the text narrative writing
- Identify the steps of rhetoric in discourse: narrative

Cultural Values and National Character:

- Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, the spirit of nationalism, patriotism, recognize excellence, friendship, love peace, love reading, environmental care, social care, responsibility, self

Entrepreneurship / Creative Economy:

- Confident (perseverance, optimistic).
- Task-oriented (motivated, diligent / stoic, determined, energetic).
- Risk takers (like challenges, able to lead)
- Orientation to the future (have a perspective for the future)

D. The objective of Teaching/Course Objective

After learning this unit, the students are able:

1. Identify the meaning of the text narrative writing
2. Identify the steps of rhetoric in discourse

E. Teaching Material

1. Definition of Narrative

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

2. Generic Structure of Narrative Text

A narrative text consists of the following structure:

- Orientation: Introducing the participants and informing the time and the place
- Complication: Describing the rising crises which the participants have to do with
- Resolution: Showing the way of participant to solve the crises, better or worse

3. Language Feature of Narrative

Introducing personal participant; I, my group, etc

Using chronological connection; then, first, etc.

Using linking verb; was, were, saw, heard, etc

Using action verb; look, go, change, etc.

4. Past tense

Past tense is used to tell the past events/actions

3) Nominal Sentence

Formula

(+)S+ was/were+adjective/adv/noun

(-) S+was/were+not+adjective/adv/noun

(?) was/were+S+adjective/adv/noun

e.g. : (+) I was in Canada

(-) She was not happy

(?) Were they students

4) **Verbal Sentence**

Formula

(+) S + V2 + O/C

(-) S + did+not+V1+O/C

(?) Did+S+V1+O/C

e.g. : (+) She played guitar yesterday

(-) I did not go to the supermarket last Saturday

(?) Did they find the wallet last night?

Written text narrative "Queen of Arabia and Three Sheiks"

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

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- The teacher give an example of narrative text
- The students observe the example of narrative text from the content, the delivery of the ideas, vocabularies used and grammar used in the written text.
- The teacher deliver how the way to use questioning technique to write narrative text

- **Elaboration**

In the elaboration of the activities,

- The teacher gives a title of narrative text to the students

- The students explore their ideas relates to the title using the questions tag: who? What? When? Where? Why? And How? Individually.
- The students answer the questions that they made become ideas in writing their narrative text.
- The students make narrative text based on the data (the answers) that they have made before.
- Students and teacher conclude the way to make a text together.

- **Confirmation**

- The teacher gives feedback to the students by giving the motivation that has done his/her task
- The teacher give the confirmation for the students task that has done
- The teacher gives the motivation for the students that luck or can't follow the material.

3. Closing (10')

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	……	……	…….	……	……
5. Mechanics (5 Points)	Excellent to very good (5)	Good to Average (4)	Fair to Poor (3)	Very Poor (2)	
	……	……	…….	……	……
Total Score					

Medan, 27 February 2016

Mengetahui,

Kepala Madrasah	Guru Bahasa Inggris	Mahasiswa
Zunidar, S.Ag, M.Pd	**(M. Yasir S.Pd)**	**(Nurul Khotimah)**

APPENDIX III

The Instrument Test

Narrative Writing Test for Listing and Questioning Technique

Direction:

1. Write down your name on a piece of paper
2. Make a narrative text of which the title is ‘Personal Experience’. Minimally 100 words.
3. Concern about the vocabulary, structure and grammar.
4. This test is allocated 45 minutes.

APPENDIX IV

Table of students' full name that were taught by using Listing Technique

NO	FULL NAME	INITIAL
1.	Al Raudah Munawaroh	AR
2.	Alhadi Trianda Chaniago	AT
3.	Arif Hidayat	AH
4.	Budiman Aspan	BA
5.	Chairunnisa Nasution	CN
6.	Diki Wahyudi	DW
7.	Dimas A. Fadillah	DA
8.	Dinda Maysafira Hrp	DM
9.	Dwi Putri Audi Fadilah	DP
10.	Fransiska	FS
11.	Habib Anugrah	HA
12.	Hasanah Widya N	HW
13.	Ika Fauziah Nur	IF
14.	Kharisma Sufiah	KS
15.	M. Aidil Khatami	MA
16.	M. Febrian Zidan	MF
17.	M. Nasrul Sihotang	MN
18.	Nadia Sari	NS
19.	Novita Harmiati	NH
20.	Nur Aulia	NA
21.	Nur Rizky Nst	NR
22.	Nurhalizza Sitompul	NS

NO	FULL NAME	INITIAL
23.	Putri Ayasa	PA
24.	Risa Fahira	RF
25.	Salsabila Zunita K	SZ
26.	Shella Stephana	SA
27.	Shelli Stefani	SS
28.	Sherina Said M	SM
29.	Tarisa Ayu Purnamasari	TA
30.	Yolanda Wulandari	YW

APPENDIX V

Table of students' full name that were taught by using Questioning Technique

NO	FULL NAME	INITIAL
1.	A. Wildan Farhan	AW
2.	Akhmad khari	AK
3.	Al Hafiz Akbar Razzaq	AH
4.	Al Ridho Sahbana	AR
5.	Andre Yogi Syaputra	AY
6.	Dwi Esti Wahyuni	DE
7.	Febrina Asmiralda	FA
8.	Irsa Adinda	IA
9.	Khairul Rahman	KR
10.	Lestarina Matondang	LM
11.	Lila Anggraini	LA
12.	M. Furqon	MF
13.	M. Hakim Nst	MH
14.	M. Rifqi Hanafi	MRH
15.	M. Ryan Dana	MRD
16.	M. Yusuf Sabri	MYS
17.	M.Yasir	MY
18.	Mahzuro Supianti PA	MS
19.	Nur Afifah	NA
20.	Nurhalimah Kaban	NK
21.	Nurhalimah Rahma Suci	NR
22.	Rais Subandi	RS
23.	Ridho Al Hafiz	RA
24.	Rizal Abdillah Hasan	RAH
25.	Rizky Zunaidi	RZ
26.	Sheren Dwita Cahyani	SD

NO	FULL NAME	INITIAL
27.	Sisilia Elfina	SE
28.	Thoriq Hidayat	TH
29.	Yudha Agusti Matondang	YA
30.	Zuraidah Waldana	ZW

APPENDIX VI

List of Critic Value for Liliefors Test

NILAI KRITIS UNTUK UJI LILIEFORS

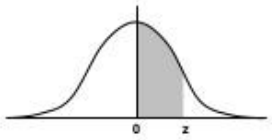
	Taraf nyata α				
	0.01	0.05	0.10	0.15	0.20
n = 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0,261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.289	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
n > 30	1.031	0.886	0.805	0.768	0.736

APPENDIX VII

Table of Large under Normal Curve 0 to Z

Distribusi Z

Kumulatif sebaran frekuensi normal
(Area di bawah kurva normal baku dari 0 sampai z)



Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3.1	0.4990	0.4991	0.4991	0.4991	0.4992	0.4992	0.4992	0.4992	0.4993	0.4993
3.2	0.4993	0.4993	0.4994	0.4994	0.4994	0.4994	0.4994	0.4995	0.4995	0.4995
3.3	0.4995	0.4995	0.4995	0.4996	0.4996	0.4996	0.4996	0.4996	0.4996	0.4997
3.4	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4997	0.4998
3.5	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998	0.4998
3.6	0.4998	0.4998	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.7	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.8	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999	0.4999
3.9	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000	0.5000

APPENDIX VIII

List of Percentage Value F Distribution

Sebaran Fisher

Nilai persentil untuk distribusi F
v = dk
(Bilangan dalam daftar tabel menyatakan F_p)

v2 = dk penyebut		v1 = dk pembilang																						
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	0.100	39.86	49.50	53.59	55.83	57.24	58.20	58.91	59.44	59.86	60.19	60.47	60.71	61.07	61.35	61.74	62.00	62.26	62.53	62.69	62.90	63.01	63.17	63.26	63.32
	0.050	161.4	199.5	215.7	224.6	230.2	234.0	236.8	238.9	240.5	241.9	243.0	243.9	245.4	246.5	248.0	249.1	250.1	251.1	251.8	252.8	253.0	253.7	254.1	254.3
	0.025	647.8	799.5	864.2	899.6	921.8	937.1	948.2	956.7	963.3	968.6	973.0	976.7	982.5	986.9	993.1	997.2	1001	1006	1008	1011	1013	1016	1017	1018
	0.010	4052	4999	5403	5625	5764	5859	5928	5981	6022	6056	6083	6106	6143	6170	6209	6235	6261	6287	6303	6324	6334	6350	6360	6366
	0.005	16211	19999	21615	22500	23056	23437	23715	23925	24091	24224	24334	24426	24572	24681	24836	24940	25044	25148	25211	25326	25337	25461	25469	25463
2	0.100	8.53	9.00	9.16	9.24	9.29	9.33	9.35	9.37	9.38	9.39	9.40	9.41	9.42	9.43	9.44	9.45	9.46	9.47	9.47	9.48	9.48	9.49	9.49	9.49
	0.050	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.43	19.45	19.45	19.46	19.47	19.48	19.48	19.49	19.49	19.49	19.50
	0.025	38.51	39.00	39.17	39.25	39.30	39.33	39.36	39.37	39.39	39.40	39.41	39.41	39.43	39.44	39.45	39.46	39.46	39.47	39.48	39.48	39.49	39.49	39.50	39.50
	0.010	98.50	99.00	99.17	99.25	99.30	99.33	99.36	99.37	99.39	99.40	99.41	99.42	99.43	99.44	99.45	99.46	99.47	99.47	99.48	99.49	99.49	99.49	99.50	99.50
	0.005	198.50	199.00	199.17	199.25	199.30	199.33	199.36	199.37	199.39	199.40	199.41	199.42	199.43	199.44	199.45	199.46	199.47	199.47	199.48	199.49	199.49	199.49	199.50	199.50
3	0.100	5.54	5.46	5.39	5.34	5.31	5.28	5.27	5.25	5.24	5.23	5.22	5.22	5.20	5.20	5.18	5.18	5.17	5.16	5.15	5.15	5.14	5.14	5.14	5.13
	0.050	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.71	8.69	8.66	8.64	8.62	8.59	8.58	8.56	8.55	8.54	8.53	8.53
	0.025	17.44	16.04	15.44	15.10	14.88	14.73	14.62	14.54	14.47	14.42	14.37	14.34	14.28	14.23	14.17	14.12	14.08	14.04	14.01	13.97	13.96	13.93	13.91	13.90
	0.010	34.12	30.82	29.46	28.71	28.24	27.91	27.67	27.49	27.35	27.23	27.13	27.05	26.92	26.83	26.69	26.60	26.50	26.41	26.35	26.28	26.24	26.18	26.15	26.13
	0.005	55.55	49.80	47.47	46.19	45.39	44.84	44.43	44.13	43.88	43.69	43.52	43.39	43.17	43.01	42.78	42.62	42.47	42.31	42.21	42.09	42.02	41.93	41.87	41.83
4	0.100	4.54	4.32	4.19	4.11	4.05	4.01	3.98	3.95	3.94	3.92	3.91	3.90	3.88	3.86	3.84	3.83	3.82	3.80	3.80	3.78	3.78	3.77	3.76	3.76
	0.050	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.87	5.84	5.80	5.77	5.75	5.72	5.70	5.68	5.66	5.65	5.64	5.63
	0.025	12.22	10.65	9.98	9.60	9.36	9.20	9.07	8.98	8.90	8.84	8.79	8.75	8.68	8.63	8.56	8.51	8.46	8.41	8.38	8.34	8.32	8.29	8.27	8.26
	0.010	21.20	18.00	16.69	15.98	15.52	15.21	14.98	14.80	14.66	14.55	14.45	14.37	14.25	14.15	14.02	13.93	13.84	13.75	13.69	13.61	13.58	13.52	13.49	13.46
	0.005	31.33	26.28	24.26	23.15	22.46	21.97	21.62	21.35	21.14	20.97	20.82	20.70	20.51	20.37	20.17	20.03	19.89	19.75	19.67	19.55	19.50	19.41	19.36	19.33
5	0.100	4.06	3.78	3.62	3.52	3.45	3.40	3.37	3.34	3.32	3.30	3.28	3.27	3.25	3.23	3.21	3.19	3.17	3.16	3.15	3.13	3.13	3.12	3.11	3.11
	0.050	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.64	4.60	4.56	4.53	4.50	4.46	4.44	4.42	4.41	4.39	4.37	4.37
	0.025	10.01	8.43	7.76	7.39	7.15	6.98	6.85	6.76	6.69	6.62	6.57	6.52	6.46	6.40	6.33	6.28	6.23	6.18	6.14	6.10	6.08	6.05	6.03	6.02
	0.010	16.26	13.27	12.06	11.39	10.97	10.67	10.46	10.29	10.16	10.05	9.96	9.89	9.77	9.68	9.55	9.47	9.38	9.29	9.24	9.17	9.13	9.08	9.04	9.02
	0.005	22.78	18.31	16.53	15.56	14.94	14.51	14.20	13.96	13.77	13.62	13.49	13.38	13.21	13.09	12.90	12.78	12.66	12.53	12.45	12.35	12.30	12.22	12.17	12.15
6	0.100	3.78	3.46	3.29	3.18	3.11	3.05	3.01	2.98	2.96	2.94	2.92	2.90	2.88	2.86	2.84	2.82	2.80	2.78	2.77	2.75	2.75	2.73	2.73	2.72
	0.050	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.96	3.92	3.87	3.84	3.81	3.77	3.75	3.73	3.71	3.69	3.68	3.67
	0.025	8.81	7.26	6.60	6.23	5.99	5.82	5.70	5.60	5.52	5.46	5.41	5.37	5.30	5.24	5.17	5.12	5.07	5.01	4.98	4.94	4.92	4.88	4.86	4.85
	0.010	13.75	10.92	9.78	9.15	8.75	8.47	8.26	8.10	7.98	7.87	7.79	7.72	7.60	7.52	7.40	7.31	7.23	7.14	7.09	7.02	6.99	6.93	6.90	6.88
	0.005	18.63	14.54	12.92	12.03	11.46	11.07	10.79	10.57	10.39	10.25	10.13	10.03	9.88	9.76	9.59	9.47	9.36	9.24	9.17	9.07	9.03	8.95	8.91	8.88
7	0.100	3.59	3.26	3.07	2.96	2.88	2.83	2.78	2.75	2.72	2.70	2.68	2.67	2.64	2.62	2.59	2.58	2.56	2.54	2.53	2.51	2.50	2.48	2.48	2.47
	0.050	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.53	3.49	3.44	3.41	3.38	3.34	3.32	3.29	3.27	3.25	3.24	3.23
	0.025	8.07	6.54	5.89	5.52	5.29	5.12	4.99	4.90	4.82	4.76	4.71	4.67	4.60	4.54	4.47	4.41	4.36	4.31	4.28	4.23	4.21	4.18	4.16	4.14
	0.010	12.25	9.55	8.45	7.85	7.46	7.19	6.99	6.84	6.72	6.62	6.54	6.47	6.36	6.28	6.16	6.07	5.99	5.91	5.86	5.79	5.75	5.70	5.67	5.65
	0.005	16.24	12.40	10.88	10.05	9.52	9.16	8.89	8.68	8.51	8.38	8.27	8.18	8.03	7.91	7.75	7.64	7.53	7.42	7.35	7.26	7.22	7.15	7.10	7.08
8	0.100	3.46	3.11	2.92	2.81	2.73	2.67	2.62	2.59	2.56	2.54	2.52	2.50	2.48	2.45	2.42	2.40	2.38	2.36	2.35	2.33	2.32	2.31	2.30	2.29
	0.050	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.24	3.20	3.15	3.12	3.08	3.04	3.02	2.99	2.97	2.95	2.94	2.93
	0.025	7.57	6.06	5.42	5.05	4.82	4.65	4.53	4.43	4.36	4.30	4.24	4.20	4.13	4.08	4.00	3.95	3.89	3.84	3.81	3.78	3.74	3.70	3.68	3.67
	0.010	11.26	8.65	7.59	7.01	6.63	6.37	6.18	6.03	5.91	5.81	5.73	5.67	5.56	5.48	5.36	5.28	5.20	5.12	5.07	5.00	4.96	4.91	4.88	4.86
	0.005	14.69	11.04	9.60	8.81	8.30	7.95	7.69	7.50	7.34	7.21	7.10	7.01	6.87	6.76	6.61	6.50	6.40	6.29	6.22	6.13	6.09	6.02	5.98	5.95

v2 = dk. penyebut		v1 = dk. pembilang																							
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
9	0.100	3.36	3.01	2.81	2.69	2.61	2.55	2.51	2.47	2.44	2.42	2.40	2.38	2.35	2.33	2.30	2.28	2.25	2.23	2.22	2.20	2.19	2.17	2.17	2.16
	0.050	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.03	2.99	2.94	2.90	2.86	2.83	2.80	2.77	2.76	2.73	2.72	2.71
	0.025	7.21	5.71	5.08	4.72	4.48	4.32	4.20	4.10	4.03	3.96	3.91	3.87	3.80	3.74	3.67	3.61	3.56	3.51	3.47	3.43	3.40	3.37	3.35	3.33
	0.010	10.56	8.02	6.99	6.42	6.06	5.80	5.61	5.47	5.35	5.26	5.18	5.11	5.01	4.92	4.81	4.73	4.65	4.57	4.52	4.45	4.41	4.36	4.33	4.31
	0.005	13.61	10.11	8.72	7.96	7.47	7.13	6.88	6.69	6.54	6.42	6.31	6.23	6.09	5.98	5.83	5.73	5.62	5.52	5.45	5.37	5.32	5.26	5.21	5.19
10	0.100	3.29	2.92	2.73	2.61	2.52	2.46	2.41	2.38	2.35	2.32	2.30	2.28	2.26	2.23	2.20	2.18	2.16	2.13	2.12	2.10	2.09	2.07	2.06	2.06
	0.050	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.86	2.83	2.77	2.74	2.70	2.66	2.64	2.60	2.59	2.56	2.55	2.54
	0.025	6.94	5.46	4.83	4.47	4.24	4.07	3.95	3.85	3.78	3.72	3.66	3.62	3.55	3.50	3.42	3.37	3.31	3.26	3.22	3.18	3.15	3.12	3.09	3.08
	0.010	10.04	7.56	6.55	5.99	5.64	5.39	5.20	5.06	4.94	4.85	4.77	4.71	4.60	4.52	4.41	4.33	4.25	4.17	4.12	4.05	4.01	3.96	3.93	3.91
	0.005	12.83	9.43	8.08	7.34	6.87	6.54	6.30	6.12	5.97	5.85	5.75	5.66	5.53	5.42	5.27	5.17	5.07	4.97	4.90	4.82	4.77	4.71	4.67	4.64
11	0.100	3.23	2.86	2.66	2.54	2.45	2.39	2.34	2.30	2.27	2.25	2.23	2.21	2.18	2.16	2.12	2.10	2.08	2.05	2.04	2.02	2.01	1.99	1.98	1.97
	0.050	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.74	2.70	2.65	2.61	2.57	2.53	2.51	2.47	2.46	2.43	2.42	2.41
	0.025	6.72	5.26	4.63	4.28	4.04	3.88	3.76	3.66	3.59	3.53	3.47	3.43	3.36	3.30	3.23	3.17	3.12	3.06	3.03	2.98	2.96	2.92	2.90	2.88
	0.010	9.65	7.21	6.22	5.67	5.32	5.07	4.89	4.74	4.63	4.54	4.46	4.40	4.29	4.21	4.10	4.02	3.94	3.86	3.81	3.74	3.71	3.66	3.62	3.60
	0.005	12.23	8.91	7.60	6.88	6.42	6.10	5.86	5.68	5.54	5.42	5.32	5.24	5.10	5.00	4.86	4.76	4.65	4.55	4.49	4.40	4.36	4.29	4.25	4.23
12	0.100	3.18	2.81	2.61	2.48	2.39	2.33	2.28	2.24	2.21	2.19	2.17	2.15	2.12	2.09	2.06	2.04	2.01	1.99	1.97	1.95	1.94	1.92	1.91	1.90
	0.050	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.64	2.60	2.54	2.51	2.47	2.43	2.40	2.37	2.35	2.32	2.31	2.30
	0.025	6.55	5.10	4.47	4.12	3.89	3.73	3.61	3.51	3.44	3.37	3.32	3.28	3.21	3.15	3.07	3.02	2.96	2.91	2.87	2.82	2.80	2.76	2.74	2.73
	0.010	9.33	6.93	5.95	5.41	5.06	4.82	4.64	4.50	4.39	4.30	4.22	4.16	4.05	3.97	3.86	3.78	3.70	3.62	3.57	3.50	3.47	3.41	3.38	3.36
	0.005	11.75	8.51	7.23	6.52	6.07	5.76	5.52	5.35	5.20	5.09	4.99	4.91	4.77	4.67	4.53	4.43	4.33	4.23	4.17	4.08	4.04	3.97	3.93	3.91
13	0.100	3.14	2.76	2.56	2.43	2.35	2.28	2.23	2.20	2.16	2.14	2.12	2.10	2.07	2.04	2.01	1.98	1.96	1.93	1.92	1.89	1.88	1.86	1.85	1.85
	0.050	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.55	2.51	2.46	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.22	2.21
	0.025	6.41	4.97	4.35	4.00	3.77	3.60	3.48	3.39	3.31	3.25	3.20	3.15	3.08	3.03	2.95	2.89	2.84	2.78	2.74	2.70	2.67	2.63	2.61	2.60
	0.010	9.07	6.70	5.74	5.21	4.86	4.62	4.44	4.30	4.19	4.10	4.02	3.96	3.86	3.78	3.66	3.59	3.51	3.43	3.38	3.31	3.27	3.22	3.19	3.17
	0.005	11.37	8.19	6.93	6.23	5.79	5.48	5.25	5.08	4.94	4.82	4.72	4.64	4.51	4.41	4.27	4.17	4.07	3.97	3.91	3.82	3.78	3.71	3.67	3.65
14	0.100	3.10	2.73	2.52	2.39	2.31	2.24	2.19	2.15	2.12	2.10	2.07	2.05	2.02	2.00	1.96	1.94	1.91	1.89	1.87	1.85	1.83	1.82	1.80	1.80
	0.050	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.48	2.44	2.39	2.35	2.31	2.27	2.24	2.21	2.19	2.16	2.14	2.13
	0.025	6.30	4.86	4.24	3.89	3.66	3.50	3.38	3.29	3.21	3.15	3.09	3.05	2.98	2.92	2.84	2.79	2.73	2.67	2.64	2.59	2.56	2.53	2.50	2.49
	0.010	8.86	6.51	5.56	5.04	4.69	4.46	4.28	4.14	4.03	3.94	3.86	3.80	3.70	3.62	3.51	3.43	3.35	3.27	3.22	3.15	3.11	3.06	3.03	3.01
	0.005	11.06	7.92	6.68	6.00	5.56	5.26	5.03	4.86	4.72	4.60	4.51	4.43	4.30	4.20	4.06	3.96	3.86	3.76	3.70	3.61	3.57	3.50	3.46	3.44
15	0.100	3.07	2.70	2.49	2.36	2.27	2.21	2.16	2.12	2.09	2.06	2.04	2.02	1.99	1.96	1.92	1.90	1.87	1.85	1.83	1.80	1.79	1.77	1.76	1.76
	0.050	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.42	2.38	2.33	2.29	2.25	2.20	2.18	2.14	2.12	2.10	2.08	2.07
	0.025	6.20	4.77	4.15	3.80	3.58	3.41	3.29	3.20	3.12	3.06	3.01	2.96	2.89	2.84	2.76	2.70	2.64	2.59	2.55	2.50	2.47	2.44	2.41	2.40
	0.010	8.68	6.36	5.42	4.89	4.56	4.32	4.14	4.00	3.89	3.80	3.73	3.67	3.56	3.49	3.37	3.29	3.21	3.13	3.08	3.01	2.98	2.92	2.89	2.87
	0.005	10.80	7.70	6.48	5.80	5.37	5.07	4.85	4.67	4.54	4.42	4.33	4.25	4.12	4.02	3.88	3.79	3.69	3.58	3.52	3.44	3.39	3.33	3.29	3.26
16	0.100	3.05	2.67	2.46	2.33	2.24	2.18	2.13	2.09	2.06	2.03	2.01	1.99	1.95	1.93	1.89	1.87	1.84	1.81	1.79	1.77	1.76	1.74	1.73	1.72
	0.050	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.37	2.33	2.28	2.24	2.19	2.15	2.12	2.09	2.07	2.04	2.02	2.01
	0.025	6.12	4.69	4.08	3.73	3.50	3.34	3.22	3.12	3.05	2.99	2.93	2.89	2.82	2.76	2.68	2.63	2.57	2.51	2.47	2.42	2.40	2.36	2.33	2.32
	0.010	8.53	6.23	5.29	4.77	4.44	4.20	4.03	3.89	3.78	3.69	3.62	3.55	3.45	3.37	3.26	3.18	3.10	3.02	2.97	2.90	2.86	2.81	2.78	2.75
	0.005	10.58	7.51	6.30	5.64	5.21	4.91	4.69	4.52	4.38	4.27	4.18	4.10	3.97	3.87	3.73	3.64	3.54	3.44	3.37	3.29	3.25	3.18	3.14	3.11
17	0.100	3.03	2.64	2.44	2.31	2.22	2.15	2.10	2.06	2.03	2.00	1.98	1.96	1.93	1.90	1.86	1.84	1.81	1.78	1.76	1.74	1.73	1.71	1.69	1.69
	0.050	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.33	2.29	2.23	2.19	2.15	2.10	2.08	2.04	2.02	1.99	1.97	1.96
	0.025	6.04	4.62	4.01	3.66	3.44	3.28	3.16	3.06	2.98	2.92	2.87	2.82	2.75	2.70	2.62	2.56	2.50	2.44	2.41	2.35	2.33	2.29	2.26	2.25
	0.010	8.40	6.11	5.18	4.67	4.34	4.10	3.93	3.79	3.68	3.59	3.52	3.46	3.35	3.27	3.16	3.08	3.00	2.92	2.87	2.80	2.76	2.71	2.68	2.65
	0.005	10.38	7.35	6.16	5.50	5.07	4.78	4.56	4.39	4.25	4.14	4.05	3.97	3.84	3.75	3.61	3.51	3.41	3.31	3.25	3.16	3.12	3.05	3.01	2.99

v2 = dk. penyebut		v1 = dk. pembilang																							
		1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
	0.010	**7.68**	**5.49**	**4.60**	**4.11**	**3.78**	**3.56**	**3.39**	**3.26**	**3.15**	**3.06**	**2.99**	**2.93**	**2.82**	**2.75**	**2.63**	**2.55**	**2.47**	**2.38**	**2.33**	**2.26**	**2.22**	**2.16**	**2.12**	**2.10**
	0.005	9.34	6.49	5.36	4.74	4.34	4.06	3.85	3.69	3.56	3.45	3.36	3.28	3.16	3.07	2.93	2.83	2.73	2.63	2.57	2.48	2.43	2.36	2.32	2.29
28	0.100	2.89	2.50	2.29	2.16	2.06	2.00	1.94	1.90	1.87	1.84	1.81	1.79	1.75	1.73	1.69	1.66	1.63	1.59	1.57	1.54	1.53	1.50	1.49	1.48
	0.050	**4.20**	**3.34**	**2.95**	**2.71**	**2.56**	**2.45**	**2.36**	**2.29**	**2.24**	**2.19**	**2.15**	**2.12**	**2.06**	**2.02**	**1.96**	**1.91**	**1.87**	**1.82**	**1.79**	**1.75**	**1.73**	**1.69**	**1.67**	**1.65**
	0.025	5.61	4.22	3.63	3.29	3.06	2.90	2.78	2.69	2.61	2.55	2.49	2.45	2.37	2.32	2.23	2.17	2.11	2.05	2.01	1.95	1.92	1.88	1.85	1.83
	0.010	**7.64**	**5.45**	**4.57**	**4.07**	**3.75**	**3.53**	**3.36**	**3.23**	**3.12**	**3.03**	**2.96**	**2.90**	**2.79**	**2.72**	**2.60**	**2.52**	**2.44**	**2.35**	**2.30**	**2.23**	**2.19**	**2.13**	**2.09**	**2.07**
	0.005	9.28	6.44	5.32	4.70	4.30	4.02	3.81	3.65	3.52	3.41	3.32	3.25	3.12	3.03	2.89	2.79	2.69	2.59	2.53	2.44	2.39	2.32	2.28	2.25
29	0.100	2.89	2.50	2.28	2.15	2.06	1.99	1.93	1.89	1.86	1.83	1.80	1.78	1.75	1.72	1.68	1.65	1.62	1.58	1.56	1.53	1.52	1.49	1.48	1.47
	0.050	**4.18**	**3.33**	**2.93**	**2.70**	**2.55**	**2.43**	**2.35**	**2.28**	**2.22**	**2.18**	**2.14**	**2.10**	**2.05**	**2.01**	**1.94**	**1.90**	**1.85**	**1.81**	**1.77**	**1.73**	**1.71**	**1.67**	**1.65**	**1.64**
	0.025	5.59	4.20	3.61	3.27	3.04	2.88	2.76	2.67	2.59	2.53	2.48	2.43	2.36	2.30	2.21	2.15	2.09	2.03	1.99	1.93	1.90	1.86	1.83	1.81
	0.010	**7.60**	**5.42**	**4.54**	**4.04**	**3.73**	**3.50**	**3.33**	**3.20**	**3.09**	**3.00**	**2.93**	**2.87**	**2.77**	**2.69**	**2.57**	**2.49**	**2.41**	**2.33**	**2.27**	**2.20**	**2.16**	**2.10**	**2.06**	**2.04**
	0.005	9.23	6.40	5.28	4.66	4.26	3.98	3.77	3.61	3.48	3.38	3.29	3.21	3.09	2.99	2.86	2.76	2.66	2.56	2.49	2.40	2.36	2.29	2.24	2.21
30	0.100	2.88	2.49	2.28	2.14	2.05	1.98	1.93	1.88	1.85	1.82	1.79	1.77	1.74	1.71	1.67	1.64	1.61	1.57	1.55	1.52	1.51	1.48	1.47	1.46
	0.050	**4.17**	**3.32**	**2.92**	**2.69**	**2.53**	**2.42**	**2.33**	**2.27**	**2.21**	**2.16**	**2.13**	**2.09**	**2.04**	**1.99**	**1.93**	**1.89**	**1.84**	**1.79**	**1.76**	**1.72**	**1.70**	**1.66**	**1.64**	**1.62**
	0.025	5.57	4.18	3.59	3.25	3.03	2.87	2.75	2.65	2.57	2.51	2.46	2.41	2.34	2.28	2.20	2.14	2.07	2.01	1.97	1.91	1.88	1.84	1.81	1.79
	0.010	**7.56**	**5.39**	**4.51**	**4.02**	**3.70**	**3.47**	**3.30**	**3.17**	**3.07**	**2.98**	**2.91**	**2.84**	**2.74**	**2.66**	**2.55**	**2.47**	**2.39**	**2.30**	**2.25**	**2.17**	**2.13**	**2.07**	**2.03**	**2.01**
	0.005	9.18	6.35	5.24	4.62	4.23	3.95	3.74	3.58	3.45	3.34	3.25	3.18	3.06	2.96	2.82	2.73	2.63	2.52	2.46	2.37	2.32	2.25	2.21	2.18
40	0.100	2.84	2.44	2.23	2.09	2.00	1.93	1.87	1.83	1.79	1.76	1.74	1.71	1.68	1.65	1.61	1.57	1.54	1.51	1.48	1.45	1.43	1.41	1.39	1.38
	0.050	**4.08**	**3.23**	**2.84**	**2.61**	**2.45**	**2.34**	**2.25**	**2.18**	**2.12**	**2.08**	**2.04**	**2.00**	**1.95**	**1.90**	**1.84**	**1.79**	**1.74**	**1.69**	**1.66**	**1.61**	**1.59**	**1.55**	**1.53**	**1.51**
	0.025	5.42	4.05	3.46	3.13	2.90	2.74	2.62	2.53	2.45	2.39	2.33	2.29	2.21	2.15	2.07	2.01	1.94	1.88	1.83	1.77	1.74	1.69	1.66	1.64
	0.010	**7.31**	**5.18**	**4.31**	**3.83**	**3.51**	**3.29**	**3.12**	**2.99**	**2.89**	**2.80**	**2.73**	**2.66**	**2.56**	**2.48**	**2.37**	**2.29**	**2.20**	**2.11**	**2.06**	**1.98**	**1.94**	**1.87**	**1.83**	**1.81**
	0.005	8.83	6.07	4.98	4.37	3.99	3.71	3.51	3.35	3.22	3.12	3.03	2.95	2.83	2.74	2.60	2.50	2.40	2.30	2.23	2.14	2.09	2.01	1.96	1.93
60	0.100	2.79	2.39	2.18	2.04	1.95	1.87	1.82	1.77	1.74	1.71	1.68	1.66	1.62	1.59	1.54	1.51	1.48	1.44	1.41	1.38	1.36	1.33	1.31	1.29
	0.050	**4.00**	**3.15**	**2.76**	**2.53**	**2.37**	**2.25**	**2.17**	**2.10**	**2.04**	**1.99**	**1.95**	**1.92**	**1.86**	**1.82**	**1.75**	**1.70**	**1.65**	**1.59**	**1.56**	**1.51**	**1.48**	**1.44**	**1.41**	**1.39**
	0.025	5.29	3.93	3.34	3.01	2.79	2.63	2.51	2.41	2.33	2.27	2.22	2.17	2.09	2.03	1.94	1.88	1.82	1.74	1.70	1.63	1.60	1.54	1.51	1.48
	0.010	**7.08**	**4.98**	**4.13**	**3.65**	**3.34**	**3.12**	**2.95**	**2.82**	**2.72**	**2.63**	**2.56**	**2.50**	**2.39**	**2.31**	**2.20**	**2.12**	**2.03**	**1.94**	**1.88**	**1.79**	**1.75**	**1.68**	**1.63**	**1.60**
	0.005	8.49	5.79	4.73	4.14	3.76	3.49	3.29	3.13	3.01	2.90	2.82	2.74	2.62	2.53	2.39	2.29	2.19	2.08	2.01	1.91	1.86	1.78	1.73	1.69
120	0.100	2.75	2.35	2.13	1.99	1.90	1.82	1.77	1.72	1.68	1.65	1.63	1.60	1.56	1.53	1.48	1.45	1.41	1.37	1.34	1.30	1.28	1.24	1.21	1.19
	0.050	**3.92**	**3.07**	**2.68**	**2.45**	**2.29**	**2.18**	**2.09**	**2.02**	**1.96**	**1.91**	**1.87**	**1.83**	**1.78**	**1.73**	**1.66**	**1.61**	**1.55**	**1.50**	**1.46**	**1.40**	**1.37**	**1.32**	**1.28**	**1.26**
	0.025	5.15	3.80	3.23	2.89	2.67	2.52	2.39	2.30	2.22	2.16	2.10	2.05	1.98	1.92	1.82	1.76	1.69	1.61	1.56	1.49	1.45	1.39	1.34	1.31
	0.010	**6.85**	**4.79**	**3.95**	**3.48**	**3.17**	**2.96**	**2.79**	**2.66**	**2.56**	**2.47**	**2.40**	**2.34**	**2.23**	**2.15**	**2.03**	**1.95**	**1.86**	**1.76**	**1.70**	**1.61**	**1.56**	**1.48**	**1.42**	**1.38**
	0.005	8.18	5.54	4.50	3.92	3.55	3.28	3.09	2.93	2.81	2.71	2.62	2.54	2.42	2.33	2.19	2.09	1.98	1.87	1.80	1.69	1.64	1.54	1.48	1.43
240	0.100	2.73	2.32	2.11	1.97	1.87	1.80	1.74	1.70	1.66	1.63	1.60	1.57	1.53	1.50	1.45	1.42	1.38	1.33	1.30	1.26	1.23	1.19	1.16	1.13
	0.050	**3.88**	**3.03**	**2.64**	**2.41**	**2.25**	**2.14**	**2.05**	**1.98**	**1.92**	**1.87**	**1.83**	**1.79**	**1.73**	**1.69**	**1.61**	**1.56**	**1.51**	**1.44**	**1.40**	**1.34**	**1.31**	**1.25**	**1.20**	**1.17**
	0.025	5.09	3.75	3.17	2.84	2.62	2.46	2.34	2.25	2.17	2.10	2.05	2.00	1.92	1.86	1.77	1.70	1.63	1.55	1.50	1.42	1.38	1.30	1.25	1.21
	0.010	**6.74**	**4.69**	**3.86**	**3.40**	**3.09**	**2.88**	**2.71**	**2.59**	**2.48**	**2.40**	**2.32**	**2.26**	**2.16**	**2.08**	**1.96**	**1.87**	**1.78**	**1.68**	**1.61**	**1.52**	**1.46**	**1.37**	**1.30**	**1.25**
	0.005	8.03	5.42	4.39	3.82	3.45	3.19	2.99	2.84	2.71	2.61	2.52	2.45	2.33	2.23	2.09	1.99	1.89	1.77	1.69	1.58	1.52	1.42	1.34	1.28
500	0.100	2.72	2.31	2.09	1.96	1.86	1.79	1.73	1.68	1.64	1.61	1.58	1.56	1.52	1.49	1.44	1.40	1.36	1.31	1.28	1.24	1.21	1.16	1.12	1.09
	0.050	**3.86**	**3.01**	**2.62**	**2.39**	**2.23**	**2.12**	**2.03**	**1.96**	**1.90**	**1.85**	**1.81**	**1.77**	**1.71**	**1.66**	**1.59**	**1.54**	**1.48**	**1.42**	**1.38**	**1.31**	**1.28**	**1.21**	**1.16**	**1.12**
	0.025	5.05	3.72	3.14	2.81	2.59	2.43	2.31	2.22	2.14	2.07	2.02	1.97	1.89	1.83	1.74	1.67	1.60	1.52	1.46	1.38	1.34	1.25	1.19	1.14
	0.010	**6.69**	**4.65**	**3.82**	**3.36**	**3.05**	**2.84**	**2.68**	**2.55**	**2.44**	**2.36**	**2.28**	**2.22**	**2.12**	**2.04**	**1.92**	**1.83**	**1.74**	**1.63**	**1.57**	**1.47**	**1.41**	**1.31**	**1.23**	**1.17**
	0.005	7.95	5.35	4.33	3.76	3.40	3.14	2.94	2.79	2.66	2.56	2.48	2.40	2.28	2.19	2.04	1.94	1.84	1.72	1.64	1.52	1.46	1.35	1.26	1.19
∞	0.100	2.71	2.30	2.08	1.94	1.85	1.77	1.72	1.67	1.63	1.60	1.57	1.55	1.50	1.47	1.42	1.38	1.34	1.30	1.26	1.21	1.19	1.13	1.08	1.02
	0.050	**3.84**	**3.00**	**2.60**	**2.37**	**2.21**	**2.10**	**2.01**	**1.94**	**1.88**	**1.83**	**1.79**	**1.75**	**1.69**	**1.64**	**1.57**	**1.52**	**1.46**	**1.39**	**1.35**	**1.28**	**1.24**	**1.17**	**1.11**	**1.02**
	0.025	5.02	3.69	3.12	2.79	2.57	2.41	2.29	2.19	2.11	2.05	1.99	1.94	1.87	1.80	1.71	1.64	1.57	1.48	1.43	1.34	1.30	1.21	1.13	1.03
	0.010	**6.64**	**4.61**	**3.78**	**3.32**	**3.02**	**2.80**	**2.64**	**2.51**	**2.41**	**2.32**	**2.25**	**2.18**	**2.08**	**2.00**	**1.88**	**1.79**	**1.70**	**1.59**	**1.52**	**1.42**	**1.36**	**1.25**	**1.15**	**1.03**
	0.005	7.88	5.30	4.28	3.72	3.35	3.09	2.90	2.74	2.62	2.52	2.43	2.36	2.24	2.14	2.00	1.90	1.79	1.67	1.59	1.47	1.40	1.28	1.17	1.04

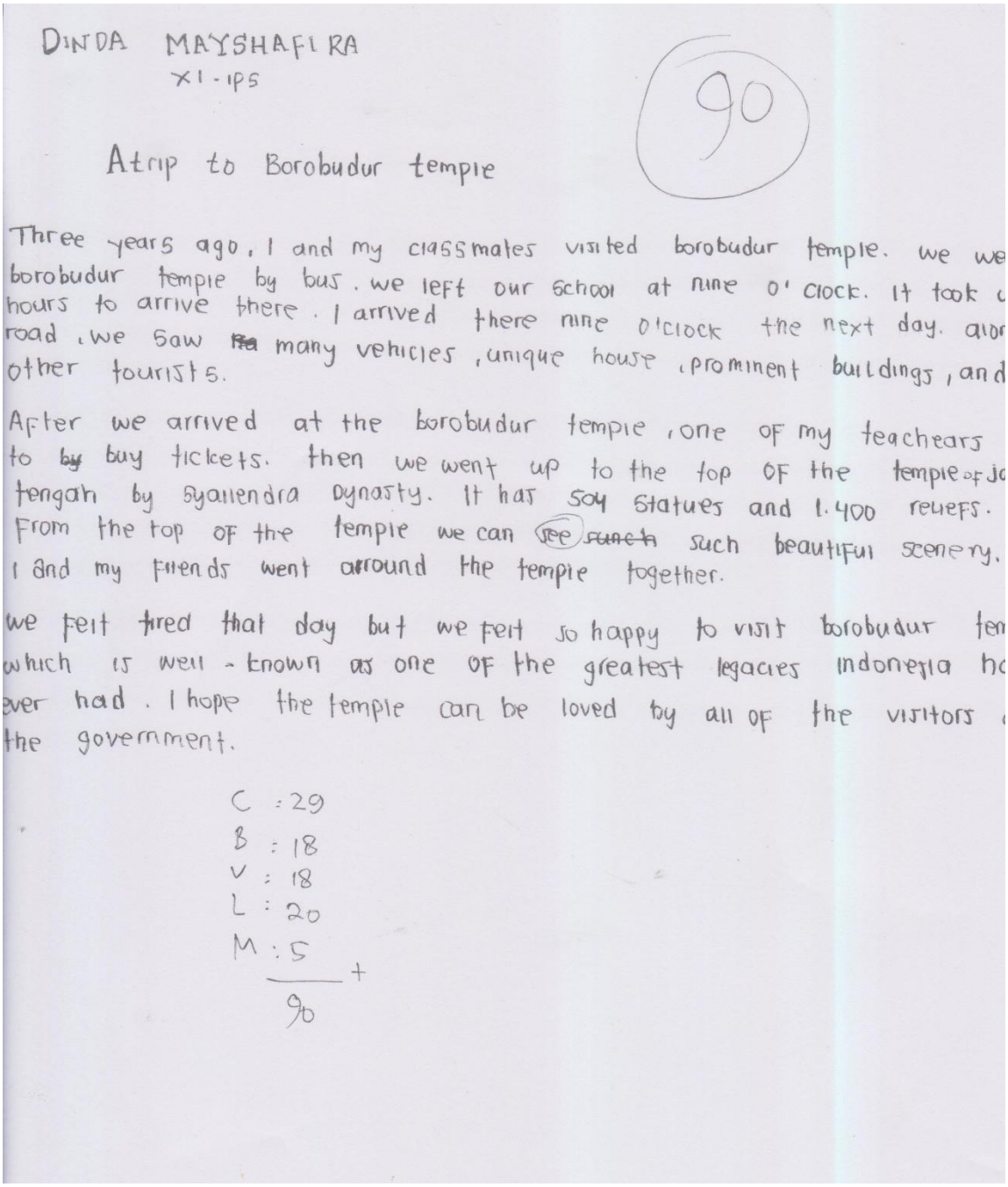
APPENDIX IX

List of Percentage Value for t Distribution

v	t												
	0.9	0.8	0.7	0.6	0.5	0.4	0.3	0.2	0.1	0.05	0.02	0.01	0.001
1	0.158	0.325	0.510	0.727	1.000	1.376	1.963	3.078	6.314	12.706	31.821	63.657	636.619
2	0.142	0.289	0.445	0.617	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	31.599
3	0.137	0.277	0.424	0.584	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	12.924
4	0.134	0.271	0.414	0.569	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	8.610
5	0.132	0.267	0.408	0.559	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	6.869
6	0.131	0.265	0.404	0.553	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.959
7	0.130	0.263	0.402	0.549	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	5.408
8	0.130	0.262	0.399	0.546	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	5.041
9	0.129	0.261	0.398	0.543	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.781
10	0.129	0.260	0.397	0.542	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.587
11	0.129	0.260	0.396	0.540	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.437
12	0.128	0.259	0.395	0.539	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	4.318
13	0.128	0.259	0.394	0.538	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	4.221
14	0.128	0.258	0.393	0.537	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	4.140
15	0.128	0.258	0.393	0.536	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	4.073
16	0.128	0.258	0.392	0.535	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	4.015
17	0.128	0.257	0.392	0.534	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.965
18	0.127	0.257	0.392	0.534	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.922
19	0.127	0.257	0.391	0.533	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.883
20	0.127	0.257	0.391	0.533	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.850
21	0.127	0.257	0.391	0.532	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.819
22	0.127	0.256	0.390	0.532	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.792
23	0.127	0.256	0.390	0.532	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.768
24	0.127	0.256	0.390	0.531	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.745
25	0.127	0.256	0.390	0.531	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.725
26	0.127	0.256	0.390	0.531	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.707
27	0.127	0.256	0.389	0.531	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.690
28	0.127	0.256	0.389	0.530	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.674
29	0.127	0.256	0.389	0.530	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.659
30	0.127	0.256	0.389	0.530	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.646
40	0.126	0.255	0.388	0.529	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.551
60	0.126	0.254	0.387	0.527	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.460
120	0.126	0.254	0.386	0.526	0.677	0.845	1.041	1.289	1.658	1.980	2.358	2.617	3.373
∞	2.581	2.330	1.962	1.646	1.282	1.282	1.282	1.282	0.842	0.675	0.525	0.253	0.126

APPENDIX X

The Students' Worksheets



DINDA MAYSHAFIRA
XI-IPS

90

A trip to Borobudur temple

Three years ago, I and my classmates visited borobudur temple. we we borobudur tempie by bus. we left our school at nine o' clock. It took hours to arrive there. I arrived there nine o'clock the next day. alor road, we saw many vehicles, unique house, prominent buildings, and other tourists.

After we arrived at the borobudur tempie, one of my teachears to buy tickets. then we went up to the top of the tempie of Jo tengah by syailendra dynasty. It has 504 statues and 1.400 reliefs. From the top of the tempie we can see such beautiful scenery. I and my friends went arround the temple together.

we feit tired that day but we feit so happy to visit borobudur tem which is well-known as one of the greatest legacies indonesia ha ever had. I hope the temple can be loved by all of the visitors the government.

C : 29
B : 18
V : 18
L : 20
M : 5
+
90

Name : Lestarina Matondang
Class : XI IA

90

Going to Parapat

My family and I ~~was~~ were going to Parapat last month. we had holiday.

When we arrived at the hotel. we saw a beautiful view from window and we took some photos together. we had lunch under the tree. we had Fun. The next day, we buy souvenirs in the Danau Toba. I buy a dress, and my sister buy ~~a~~ Sandals.

We were happy, and Sing together in the bus ~~we~~ when we went home

C : 27
B : 18
V : 19
L : 21
M : 5

APPENDIX XI

PHOTOGRAPHS