THE EFFECT OF BEYOND CENTERS AND CIRCLE TIME (BCCT) METHOD ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE ELEVENTH GRADE OF MAN 3 MEDAN

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for the Degree of Educational Bachelor S.1. Program

By:

DINI ATIKA PUTRI

34.14.3.106

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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<u>**SURAT PENGESAHAN**</u>

Skripsi yang berjudul : "**The Effect of Beyond Centers and Circle Time (BCCT) Method on the Students' Ability in Writing Recount Text at The Eleventh Grade of MAN 3 Medan"** oleh **Dini Atika Putri**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

<u>**27 September 2018 M**</u>
17 Muharram 1440 H

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      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

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

Wassalamu'alaikum wr. wb.

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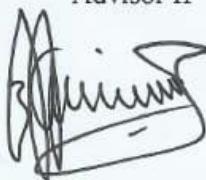
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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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

Medan, 13 September 2018

Yang Membuat Pernyataan

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ABSTRACT

Dini Atika Putri. The Effect of Beyond Centers and Circle Time (BCCT) Method on the Students' ability in Writing Recount Text at the Eleventh grade of MAN 3 Medan. Thesis. Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

The aim of this research is to find the effectiveness of beyond centers and circle time method on the students' ability in writing recount text which was observed and analyzed from students of eleventh grade at MAN 3 Medan. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of MAN 3 Medan. This study was conducted with two groups namely experimental group (38 students) and control group (38 students). Then the researcher taught in the experimental class by using beyond centers and circle time method and in control class by using conventional method. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from written test, then, it was analyzed by using SPSS V20. The finding of this research shows that teaching recount text by using beyond centers and circle time method was effective. It is proved by t_{value} (4.547) which is higher than t_{table} in the degree significance 5% (1.665). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000< 0.05) meaning that H_0 (Null Hypothesis) was rejected and H_α(Alternative Hypothesis) was accepted. In others words, the use of beyond centers and circle time method in teaching recount text give an effect in improving toward the students' ability in writing recount text.

Keywords: beyond centers and circle time (bcct), writing, and recount Text.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until the writer can finish her thesis. Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This thesis presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, 13 Oktober 2018

Dini Atika Putri
NIM. 34.14.3.106

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teacher who teaches writing subject should apply various techniques in teaching learning process, so 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.

But in fact, teacher often use unattractive and boring methods so students do not have a high interest in writing, especially in writing recount text. it is important for teachers to apply appropriate methods so as to attract students' interest in writing.

There are many students find that difficulty when they are asked to write because they do not know how to start and what topic that they should choose. Besides that, uninteresting topic and unsuitable teaching methods can influence students' interest in writing ability. To break through the problem, English teachers have to be more creative in choosing the materials and methods which can make the writing class more interesting, exciting, and enjoyable. It can be done by choosing an appropriate material and method that students like based on the students' level and background of knowledge.

The major problems that are made by the students are in the scope of language use as the 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. The main problem that will be discussed in this research is the students usually will be confused about how to start writing a recount text because of the lack of the topic.

Therefore the writer is interested to do a research upon students' ability in writing especially recount text and tries to analyze this case in order to know whether BCCT Method are really effective in helping students to write a recount text. In BCCT method the students' will be work in a group with each centers developed. 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 recount text. This method is one of the several learning method which are usually use to the basic school.

Based on the problems above the writer decides to implement the Beyond Centers and Circle Time (BCCT) to enhance the students' writing recount text. It will be held on the 11th grade of MAN 3 Medan. In that school the writer has found some problems which related to writing skill that is faced by the students.

The writer hope that the strudents' from 11th grade of MAN 3 Medan has got good achievement of writing recount text, but the fact indicates that their achievement is still low. In this context, there is a gap between what we hope and

what the fact show. So, it is important to find out a good strategy in teaching recount text.

Based on the problem above, the researcher will conduct this research under the title "The Effect of Beyond Centers and Circle Time (BCCT) Method on the Students' ability in Writing Recount Text at the Eleventh grade of Man 3 Medan"

B. **Statement of the Problem**

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

1. The students frequently confused to write a recount text because they don't know what they have to write.

2. The students still confuse to make the content of the paragraph that relevant to the title.

3. The students still make mistakes in writing a recount text, such as not using indentation to begin a paragraph, misused of preposition, missing articles, grammatical error, and spelling mistakes.

4. The students usually learning english by using an unattractive method.

5. The students still not sure if the method can enhance their writing skills.

6. The student still unfamiliar with the method. Because this method usually applied in the kindergarten. So the researcher try to apply this method in the senior high school.

C. **Research Question**

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

1. Does Beyond Centers and Circle Times (BCCT) Method affect on the students' ability in writing recount text?

2. Does Leaturing Method affect on the students' ability in writing recount text?

3. Is there any significant difference of the students' ability in writing recount text by using Leaturing Method and using Beyond Centers and Circle Times (BCCT) method?

D. **Purposes of the Study**

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

1. To find out the students' ability in writing recount text by using Beyond Centers and Circle Times (BCCT) method.

2. To find out the students' ability in writing recount text by using Leaturing Method**.**

3. To find out the difference of the students' ability in writing recount text by using Leaturing Method and using Beyond Centers and Circle Times (BCCT) method.

E. **Significances of Study**

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

1. The writer, as a guide in choosing and using the suitable method in improving the students' ability in writing recount text.

2. Other researchers, it helps the next researcher getting prior information for further relevant study.

F. **Limitation of the Problem**

The discussion of the study needs to be limited. The limitation was discussed by the writer with the lecturer. This study was conducted to fulfill the writer's curiosity by focusing on how the Beyond Centers and Circle Times (BCCT) method is used in teaching and learning process of writing. The Beyond Centers and Circle Times (BCCT) is one of the method that can be used to improve the students' writing skills of a recount text at the 11th grade Of Man 3 Medan.

CHAPTER II

THEORITICAL REVIEW

This study focuses on the implementation of Beyond Centers and circle Times (BCCT) method in improving students' ability in writing recount texts. This chapter discusses some relevant theories which are related to the study as they used to strengthen the framework of the study. Those are divided into theoretical review and conceptual framework. In theoritical review, the researcher discusses some relevant theories. In the conceptual framework, the research relates the theory to the study.

A. **Theoretical of Framework**

This theoretical framework is presented in order to give clear concept being applied in this study that is using Beyond Center and Circle Times Method in teaching towards students' ability in writing recount text. to support the ideas research, some theories and some information will be included to help the writer designed this research.

1. **Beyond Center and Circle Times (BCCT) Method**

One of the method of teaching that applied in this research is Beyond centers and circle time method. Here are the definition of beyond centers and circle time method.

a. **Definition of BCCT Method**

Beyond Centers and Circle Time (BCCT) merupakan konsep pembelajaran anak usia dini yang resmi diadopsi oleh Departemen Pendidikan Nasional Republik Indonesia sejak tahun 2004. Penemu dan pengembang BCCT, yaitu Dr. Pamela Phelps, merupakan tokoh

pendidikan di Amerika Serikat yang telah mengabdi lebih dari 40 tahun di dunia Pendidikan Anak Usia Dini, melalui sekolah Creative Pre School di Tallahase Florida, sekaligus menjadi konsultan berkenaan dengan penerapan konsep pembelajaran tersebut di Indonesia.[1] (Beyond Centers and Circle Time (BCCT) is the concept of early childhood learning that was officially adopted by the Ministry of National Education of the Republic of Indonesia since 2004. Inventor and developer of the method is Dr. Pamela Phelps, is an educational figure in the United States who has served more than 40 years in the world of early childhood education through creative Preschool in tallahase Florida, as well as a consultant with regard to the application of the concept of learning in Indonesia).

According to National Education Department of Indonesia, BCCT (Beyond Centers and Circle Time) is a approach which is used to train children development by using playing approach which creates in center form. Beyond Center and Circle Time (BCCT) is one of method in play group and kindergarten in which the student can play in playing places (sensory motor centre, constructive centre, socio drama centre, alphabetic centre and art and creativity centre) while they are learning (National Education Department of Indonesia part 1: 15). According to Piaget, baby and children are programmed by nature to learn with unique way based on their brain and body development. Playing is very

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[1] Mukhtar Latif, dkk, (2013), *Orientasi Baru Pendidikan Anak di Usia Dini,* Prenada Media Group, Jakarta, p. 123

important and special parts of childhood. In playing child also need media to support their games[2]

From the explanation above it can be concluded that BCCT method is a method that is designed to provide a blend between a development and didactic approach to working with young children, focused in children-centered in the corners using for supporting teaching and learning process where students are able to move from corner to different corner to improve their skill and knowledge.

b. **The Procedure of BCCT Method**

Beyond Centers and Circle Time teaching methods were applied to this study to help Department of English Education students in writing recount text. In this learning model, students are divided into groups, where each group will be equipped with different facilities in each group. This is in the framework of developing the potential and creativity of the students and of course with a fun method. Each group is the center of student activity where for students to sit in circles at the beginning and end of the learning activities.

The groups are (1) Natural science center groups, (2) social science centers, (3) sports physical training centers, (4) music and art centers, (5) language centers groups (6) cultural center groups, and (7) religious center groups.

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[2] Yelni itriani, Amri Isyam. "*The use of BCCT (Beyond Centers and Circle Time) Approach to teach English Vocabulary to Kindergarten's Pupil*" Journal of English Language Teaching, Vol. 1 No. 1. 2012 p. 249

There are seven centers developed in this study. First, the center of natural science. This center provides media / equipment related to nature. Based on the existing media, students experience about nature which then they pour the form of text recount.

Second, the center of social science. This center provides media / tools related to social science. Based on the existing media, students experience the experience of social knowledge which then they pour the form of text recount.

Third, sports center / workout. As in the previous two centers also the third center also provides media / equipment related to sports / body work. Based on the existing media, students experience about the world of sports which they then pour the form of text recount.

Forth, music and art centers. This center provides tools / miniatures of musical instruments and introductions with musical instruments such as angklung, tambourine, marakas, piano, trumpet, and others. In addition it also provided art media, such as pictures / paintings.

Fifth, language center. This center provides media / tools related to language, such as language books and foreign languages. Also provided are story books, news texts, etc.

Sixth, cultural center. The center provides media / cultural-related equipment, such as books on regional culture or foreign cultures. It also provided media-related media with regional cultures such as miniature or pictures of regional clothes, local houses, etc.

And the last center is the center of religion. In this center is provided media-related media of religion, such as religious facilities in accordance with the religion and beliefs and rules of worship, such as Islamic religion to worship in the mosque, as well as Christianity, Catholicism, Hinduism and Buddhist way worship in accordance with the religion, and the prevailing moral values, and this devoid of vocabulary which was introduced to the vocabulary associated with worship.[3]

2. **Writing**

Chances are that you think of writing as putting words on paper or on screen, and until recently such a definition would have served fairly well. But not today. Writing in this century often includes much more than words; visual images, graphics, and sound can create and carry an important often contains many voice, as, with increasing ease, we bring ideas from the web and other sources into what we write.[4]

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing.[5]

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[3] Ali Mustadi, *"Pengembangan Pengajaran Writing Melalui Metode Beyond Centers and Circles Time Mata Kuliah Bahasa Inggris di PGSD"* Jurnal Penelitian Ilmu Pendidikan Fip Uny 2009. p. 2

[4] Andrea A. Lunsford, (2009), *"The St. Martins Handbook"* Bedford/ St. Martins, USA, p. 23

[5] Utami Dewi, (2013), *How to Write,* La-Tansa, Medan,p. 2

<div dir="rtl">

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُّسْتَطَرٌ
</div>

The meaning :

"and everything, small and big, is written down" (Al-Qamar 54 : 53)[6]

Allah states in the glorious Al-Qur'an Al-Qalam : 1.

<div dir="rtl">

ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ.
</div>

The Meaning:

"Nun, by the pen and by what they (the angels) write (in the records of men)". (Al-Qalam: 1)[7]

Based on those verse, The Almighty Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By wtiting, one generation can transfer their knowledge to the next generations.if there are not writings, the knowledge will be lost, religion track will no exist and life will not be comfortable. Because writing contains ideas, desires and expression that will be expressed. It shows that the tool of writing and writing itself have important roles.

And in Hadits our Prophet Muhammad (peace be upon him)

<div dir="rtl">

حَدَّ ثَنَا مُؤَمَّلٌ قَالَ: اَخْبَرْنَا الوَلِيْدُ ح. وَحَدَّ ثَنَا العَبَّاسُ بْنُ الوَلِيْدِ بْنِ مَزِيْدِ قَالَ: اَخْبَرَنِيى اَبِي، عَنِ الأَوْزَاعِّي، عَنْ يَحْيَ بْنِ اَبِي كَثِيْرٍ قَالَ: أَخْبَرَنَا اَبُوْ سَلَمَةَ. يَعْنِي ابْنُ عَبْدُالرَّحْمَنِ- قَالَ حَدَّثَنِي أَبُوْ هُرَيْرَةَ قَالَ: "لَمَّا فُتِعَتْ مَكَّةُ قَامَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ فَذَكَرَ الخُطْبَةَ، خُطْبَةَ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ
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[6] Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, (1417 H), *Translation of the meanings of The Noble Qur'an in the English Language,* King Fahd Complex, Madinah, p. 740

[7] Muhammad Muhsin Khan and Muhammad Taqi-ud-Din Al-Hilali. 1999. *Interpretation of the Meanings of the Noble Qur'an in the English Language.* Darussalam Pubication, Riyadh-Saudi Arabia, p. 745

وَسَلَّمَ قَالَ: فَقَامَ رَجُلٌ مِنْ اَهْلِ اليَمَنِ يُقَالُ لَهُ اَبُوْ شَاهٍ فَقَالَ: يَا رَسُوْلَ لله اُكْتُبُوا لِي، فَقَالَ: اُكْتُبُوْا لِاَبِي شَاهٍ" (رواه ابو داود)

Mu'ammal told us from Walid and Abbas bin Walid bin Yazid: it was told to me about Auza'y, from Yahya bin Abi Katsir said: Abu Salamah told us about Abdurrahman - From Abi Hurairah ra said: "When Fathul Makkah the Prophet SAW stood up, then he mentioned the Prophet's sermon, then said: then stood a man of Yemeni population named Abu Shah. The people said: "O Messenger of Allah, write for me, so he said: write for Abi Shah." (H.R. Abu Daud)[8]

Based on the Hadits above explained that write is important. And the students should be spirit of remembering or memorizing what he has learned, either by rote in the chest or by writing. Indeed, man is a place forgottenWriting can be defined as the way of expressing ideas through written forms. Hughey et al states that writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations.[9] Also, Bell and Burnaby in Nunan state that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.[10]

The similar idea is defined by Syafi'i that writing is a process of generating language and communicating.[11]

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[8] Hadith History of Abu Daud in Sunanah, Kitab al-Ilmi, Chapter Kitaabatu al-Ilmi (Beirut: Dar al-Fikri, 1994 M / 1414 H), volume. 3, p. 315.

[9] Jane B. Hughey, et al. 2004. *Teaching ESL Composition Principles and Techniques,* Newbury House Publisher, Massachussetts, p. 33

[10] David Nunan. 2005. *Designing Task for Communicative Classroom,* Cambridge University Press, Cambridge, p. 35

[11] M. Syafii S. 2011. *From Paragraph to a Research Report,* LBSI, Pekanbaru, p. 161

Writing can be viewed into two main aspects; they are writing as a process and writing as a product.

Nunan States that there are two different views about nature of the writing; the first is product approach and the second is process approach. The product approach focuses on the end of the result of the act of composition and the process approach focuses on the means whereby the completed text was created as on the as the end of product itself.[12]

In addition, Flower in Hughey et al says that writing is a problem solving of a way of processing to attain goal.[13] Also, Comprone in Hughey et al states writing is a transcription of the process of composing ideas; it is not the product of thought but it is actualization and dramatization. Writing is the complex process because writing cannot just be mentioned as the written work but it is more about the process, procedure, and steps in resulting that written work.

Writing is a medium of communication. As what is stated before, by writing, a person can express his/her feeling that is called the way of communication. According to Peha, writing is the communication of content for a purpose to an audience.[14] In accordance of the theory, there are three key words; *content, purpose*, and *audience*. These mean that:

1. Content (main idea + key detail). The content of a piece is what the writer wants to say. There are two parts of content: the *main idea*, the one of the most important thing the author wants you to know; and the

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[12] David Nunan, op.cit., p. 225

[13] Jane B. Hughey, et al. 2004. *Teaching ESL Composition Principles and Techniques,* Newbury House Publisher, Massachussetts, p. 38

[14] Steve Peha. 2010. "The Writing Teacher's Strategy Guide"*, Teaching That Makes Sense* Cambridge University Press, Cambridge, p. 8

key detail, the additional information that supports and explains the main idea.

2. Purposes (think + do). The purpose of piece is why the writer wrote it. The writers want their readers to *think* something after they've finished reading. Sometimes, they want their readers to *do* something too.

3. Audience (people + questions). The audience for a piece is who the writer writes to. The writer chooses the subject and the methods of presenting material according to who will read the finished product.[15] We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

a. **Kinds of Writing**

There are some kinds of writing, we can divide the kinds inti some types as follows:

1. Expository Writing, where the writing serves to explain and inform.

2. Descriptive Writing, writing that serves to show and describe.

3. Narrative Writing, tells story.

4. Persuasive Writing, arguing for or againts an issue.

5. Creative Writing, interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genre), poetry, drama, screenwriting, autobiographies and more.

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[15] Joy M. Reid. 2010. *The Process of Composition,* Prentice Hall. Inc, New Jersey, p. 2

Another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be :

1. Academic writing, includes essay, research papers, reports and so on, each of them may use some of the modes listed above.

2. Professional writing, writing for academic or scientific journals, business reports, position papers, policy statement, and the likes, because these have to follow a standardized form.

3. Business writing includes technical writing, business plan writing, resume writing, letter writing, and etc.

4. Copywriting, writing marketing text, grant writing.

5. Journalists, columnists, article writers (staff or freelance) –these writers write for newspapers and magazines either news articles, commentary or aricles which focus on a certain subject.

6. Non-fiction book writers.

7. Fictions, novelists, screenwriters, playwrights, short stories writers, etc.

8. Poets.

Then, if we see the kinds of writing from the basic , there ara three kinds as follows :

1. Correspondence writing, content about fact and straight to the point.

2. Technical writing is the presentation of information that helps the reader solves a particular problem.

3. Creative writing is anything where the purpose is to express thoughts, feelings, and emotions rather than to simply convey information.

b. **Aspect of Writing**

Writing is a complex process, writing itself has several aspects related to performance in writing. According to J. D. Brown in H. D. Brown in Syafi'i, there are six general aspects of writing,[16] those are:

1. Content

- Thesis statement

- Related ideas

- Development of ideas through personal experience, illustration, facts, opinion

- Use of description, cause/effect, comparison/contrast

- Consistent focus

2. Organization

- Effectiveness of introduction

- Logical sequence of ideas

- Conclusion

- Appropriate length

3. Discourse

- Topic sentence

- Logical sequence of ideas

- Transition

- Discourse markers

- Cohesion

- Rhetorical conventions

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[16] M. Syafii, op.cit., p. 165

- Reference

- Fluency

- Economy

- Variation

4. Syntax

5. Vocabulary

6. Mechanics

- Spelling

- Punctuation

- Citation of reference

- Neatness and appearance

7. The Process of Writing

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing and publishing.

1. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).[17]

There are five prewriting techniques that will help you think about and develop a topic and get words on paper: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline. These

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[17] Utami Dewi, op.cit, p. 11

technique help us to think about and create material. And they are central part of the writing process.[18]

2. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connenct your ideas. A draft is a work in progress. A good essay undergoes several revisions-don't assume that your first draft is your best draft.[19]

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting, don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do Later" and press on to finish the paper. Also don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.[20]

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger.

There are three stages to the revising process:

a. Revising content

b. Revising sentences

c. Editing

To revise the content of your essay, ask these questions:

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[18] John Langan. 2004. *College Writing Skills*, McGraw Hill, New York, p. 23
[19] Utami Dewi, op.cit, p. 20
[20] John Langan. 2004. *College Writing Skills* (New York, McGraw Hill) p.31

1. Is my paper unified?

2. Is my paper supported?

3. Is my paper organized?.[21]

4. Editing and Proofreading

These are the broad categories for proofreading:

a. Check for such things as grammar, mechanics, and spelling

b. Check the facts: if your writing includes details, be sure you have included the information correctly

c. Confirm legibility: if you have written your final draft, make sure that each word is legible[22].

5. Publishing

The final step of the writing process is publishing. This means different things depending on the piece you are working on.

a. Bloggers need to upload, format and post their piece of completed work

b. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number

c. Journalists need to submit their piece (usually called "copy") to an editor. Again. There will be a certain format for this

d. Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure follow them. If you have written a novel, look for an agent who represents your genre.[23]

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[21]*Ibid*, p. 33
[22]*Ibid*,p. 22
[23] Utami dewi, op.cit, p. 23

3. **Text**

Text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraprhase, annotation, or commentary.[24]

a. **Types of Text (Genre)**

If we want to write a text, we should know the purpose of our writing so that we can decide the type of text that we want to use. There are some type of text as follows[25]:

a) Recount Text

Recount text is used to retell events for the purpose of informing or entertaining.

Its generic structure as follows;

    a.   Orientation   : provide the setting and introduces participants.

    b.   Events   : tell what happened, in what sequences.

    c.   Reorientation : optional-closure of events.

b) Report Text

Report text is used to describe the way things are, with referance to a range of natural, man- made and social phenomenon in our environment.

Its generic structure is as follows:

    a.   General classification : tells what the phenomenon under discussion.

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[24] Rinastuty. 2005. *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 1

[25] *Ibid*, p. 1-7

b. Description   : tells what the phenomenon under discussion is like in terms or parts, qualities, habits, or behaviors, if living; uses if non-natural.

c) Discussion Text

The purpose of discussion text is to present (at least) two points of view about an issue.

Its generic structure is as follows:

a. Issue   : it contains statement and preview

b. Arguments   : point and elaboration

c. Conclusion or recommendation

d) Explanation Text

It has function to explain the processes involved in the information or workings of natural or socio-cultural phenomenon.

Its generic structure is as follows:

a. General statement   : to position the reader

b. Explanation   : a sequenced explanation of why or how something occurs

c. Conclusion

e) Hortatory exposition text

Its function is to persuade the reader or listener that something should or should not be the case.

Its generic structure is as follows:

a. Thesis   : announcement of issue concern

  b. Argument   : reasons for concern, leading to recommendation.

  c. Recommendation : statement of what ought or ought not to happen

 f) News item text

It has function to inform readers, listners, or viewers about events of the day which are cinsidered newsworthy or important.

 Its generic structure is as follow:

  a. Newsworthy events : recounts the event in summary form.

  b. Background events : elaborate what happened, to whom, in what circumstances.

  c. Sources   : comments by participants in, witness to and authorities' expert on the event.

 g) Narrative text

It has function is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

 Its generic structure is as follows:

  a. Orientation : sets the scene and introduces the participants.

  b. Complication : a crisis arise.

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

 h) Procedure text

It is to decsribe how something is accomplished through a sequence of actions or steps. Its generic structure is as follows:

a. Goal

b. Materials (not requires for all procedural text)

c. Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal).

i) Descriptive text

Descriptive text is to describe a particular person, place or thing. Its generic structure is as follows:

a. Identification : identifies phenomenon to be described.

b. Description : describe parts, qualities, characteristics.

j) Anecdote text

It is to share with others an account of an unusual or amusing incidene. Its generic structure as follows:

a. Abstract : signals the retelling of an unusual incident.

b. Orientation : sets the scenbe.

c. Crises : provides details of the unusual incident.

d. Reaction : reaction to crise.

e. Coda : optional-reflection on or evaluation of the incident.[26]

4. **Recount Text**

a. **Definiton of Recount Text**

A recount is retelling or recounting of an event or an exprience or recount is a text that retells events or experience is what we do, feel, hear, read, even what we dream. Simply recount is defined as a type of

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[26] Rinastuty, op.cit, p. 4

text made in order to give information about the past activities. A recount retells past events in the order in which they happened.[27]

In terms of written text, the past activities are desiged and wrapped as a recount text. And it is not similar to narrative genre. Narrative tends to be fiction while recount tells something real or factual in the past. It is stated that the recount writing consist of orientation, setting the scene, sequence of events in the order which they happened, and (optional) a final personal comment or reflection.[28]

b. **Function of Recount Text**

In line with the concept above, basically, the social function or purpose of recount is to inform and describe past experience by retelling events in the order which they happened. Then, in wider sense, recount is also used to retell events. For the purpose of informing or entertaining. Also recount is written to tell events with the purpose of either informing or entertaining their audience (or both). In addition, the word 'event' here means something real and factual or even imaginative.[29]

c. **Types of Recount Text**

In more comprehensive definition, actually recount can be classified into three categories such as personal recount, factual recount, and imaginative recount. Each of them has specific characteristic and details.

- Personal Recount

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[27] Wy. Dirgeyasa, (2014), *College Academy Writing : a genre based perspective*, Medan: Unimed Press, p. 24
[28] Ibid., p. 25
[29] Ibid., p. 26

This usually tells an event that the writer was personally involved in.

- Factual Recount

  It records an incident, e.g. a science experiment, police report.

- Imaginative Recount

  It is a writing an imaginary role and gives details of events , e.g, A day in the life of a pirate ; how I invente...[30]

d. **The Generic Structure of Recount Text**

The text focuses on a sequence of events all of which relate to a particular specific event. Recounts generally follow a structure of[31]

1) An orientation which gives the reader background that is needed to understand the text e.g. who, where, when, etc.

2) A series of events helps the recount unfold in a chronological sequence.

3) A reorientation or personal comment to conclude the recount (These personal comments may be throughout the text also especially in reflective writing).

e. **Language Features**

Language use in recounts often varies depending on type. General features include:

1) Specific people or places

2) Past tense

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[30] Ibid., p. 25

[31] Dewi Masitoh, (2017), *Buku Klasik Kekinian Lengkap Sistematik Bahasa Inggris,* Cakrawala, Yogyakarta, p. 2

3) Linking words to do with time

Comprehension can be affected by the following types of language use:

1) Personal responses (evaluative comments) on events in personal recounts.

2) Details are often included to add interest or humor but may make it difficult for a reader to follow the chronological order.

3) Factual recounts often select details and reconstruct a point of view from one perspective although mentioning personal feeling is not included (inferences and critical literacy skills are needed in these types of texts).

4) Descriptive details might load the sentence or link ideas together to make complex sentences and explanations and justifications may be littered throughout the text.

5) Historical recounts may contain information, terminology or expressions that are assumed knowledge.

f. **The Example of Recount Text**

My experience met with Taufik Hidayat

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesa and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat,

Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

Reorientation:

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

B. **Conceptual Framework**

The students' motivation and ability in writing a recount text is low. There are some problems which are found by the writer in Department of English Education. One of the problem is the teacher never use the interesting media in teaching and learning process. The teacher also does not give the clear explanations about the contents of recount text. As the result, students have low motivation in writing class. Then, they cannot construct the well text related to the coherence and unity. Besides that, they cannot develop ideas in writing.

As stated above, method has the important roles in teaching and learning process of writing. It is because that method has a potential as teaching tools to develop students writing skills in terms of recount text. It can stimulus the

students in developing idea when create a story. The little team with their own title can helps students in learning English especially in writing class.

Based on the facts above, this research applied the principle in beyond centre and circle as a learning method in writing recount text. It has some advantages in the teaching and learning writing. First, using the basic method can stimulate students in developing ideas in a chronological order when the teacher asks them to write a recount text. Second, the students' motivation in writing increase because the method is interesting. This method can be use to attract the students' attention in the writing class.

By applying the beyond center and circle times method, 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 recount text.

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┌──────────────────────┐            ┌──────────────────────┐
│  Problem on students' │            │                      │
│ ability in writing    │ ========>  │   Doing the pre-test  │
│   recount text        │            │                      │
└──────────────────────┘            └──────────────────────┘
                                                ‖
                                                ‖
                                                ▼
┌──────────────────────┐            ┌──────────────────────┐
│ Improving students'   │            │  Applying Beyond Centre │
│ ability in writing    │ <========  │   and Circle Time Method │
│   recount text        │            │                      │
└──────────────────────┘            └──────────────────────┘
```
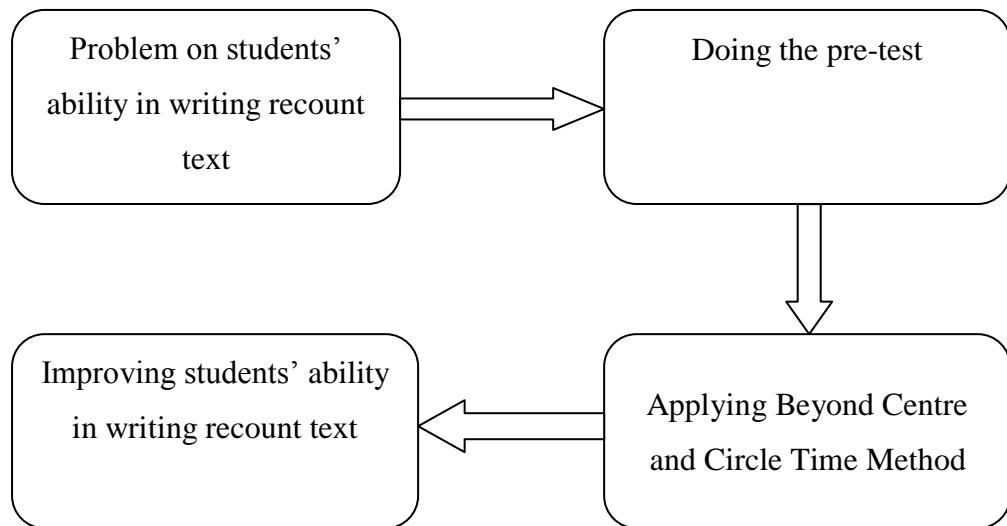
Figure 1. Scheme of Conceptual Framework

C. **Hypothesis**

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

1. Ha: There is a significant effect of beyond center and circle times (BBCT) method on the students ability in writing recount text.

2. Ho: There is no significant effect of beyond center and circle times (BBCT) method on the students ability in writing recount text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research carried out by applying a quantitative approach with an experimental design, which tends to find the effect of independent variable on the dependent variable. In this study, Beyond Center and Circle times (BCCT) method is the independent variable and writing ability is the dependent variable. There are two groups of students in the research, namely control and experimental group. The experimental group received the treatments by applying Beyond Center and Circle times (BCCT) method while the control group taught by Leaturing method. In this research pre-test and post-test was given to the both groups to show differences. This design can be seen on the below :

Table 3.1
Research Design

Group		Treatments	
Experimental	Pre-test	Beyond Center and Circle Time (BCCT) Method	Post-test
Control	Pre-Test	Leaturing Method	Post-test

The traditional experimental design, known as the pre-test post-test control group design works as follows: participants (often known as 'subjects' in experimental research) are placed into two groups, the experimental and the control group. The experimental group will receive the 'treatment', the control group will not. Both groups will receive a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment is given, and a post-test, usually on the same instrument, after the treatment has been given.[32]

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[32] Daniel Muijs, (2004), *Doing Quantitative Research in Education*, Sage Publication, London, p. 18

B. The Population and Sample

In the population and samples will be explained in more detail about the population and samples that will be used in conducting this research.

1. **Population**

Population is defined as all members of any well-defined class of people, events, or objects.[33]. There are 8 classes of the 11[th] grade students in 2017/2018 academic year. The population of this research is all of the students in the 11[th] grade of MAN 3 Medan on Patumbak street No. 99, Sigara Gara, Patumbak, Medan City North Sumatera. The total number of the students is 324 students. The details as follows :

Table 3.2
The Population of Research

No	Class	Population
1	XI MIA 1	41
2	XI MIA 2	39
3	XI MIA 3	41
4	XI MIA 4	41
5	XI MIA 5	42
6	XI IIS 1	38
7	XI IIS 2	38
8	XI IIA	44
	TOTAL	324

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[33]Donald Ary, at all, (2010), *Introduction to Research in Education Eighth Edition,* Wadsworth Cengage Learning, Canada, p. 148

2. **Sample**

A sample is a portion of a population.[34] A sample is selected from a larger population through random selection . A sample is a smaller version of the population, the group to which the researcher would ultimately like to generalize or apply the results of the study. In order to make these generalizations, the researcher should select the sample using a random selection technique.

Random selection is a procedure in which each and every member of a population has an equal and independent chance of being selected for a sample. Random selection is used so that the sample can be representative of the population from which the sample is taken.[35]

Random sampling means that each individual in the defined population has an equal and independent chance of being selected as a member of the sample. Independent means that theselection of one individual does not affect the selection of anyone else.[36]

There are 324 students in the 11[th] grade, due the large number of students and for the efficiently of research, only a part of the students chosen randomly as a representation of whole population. So, researcher was taken 76 students or two classes as a sample randomly. The sample that was involved in the research must be the representative of the large population.

Thus the sample of the research was obtained by using random selection technique. These samples was divided into two groups, experimental group

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[34] ibid
[35] Marguerite G. Lodico, at all, (2010), *Methods in Educational Research From Theory to Practice Second Edition,* Jossey-Bass, USA, p. 25
[36] Paul J, at all, (2016), *Impact Evaluation in practice Second Edition,* Idb, Washington, p.145

and control group. The experimental group taught by using Beyond Center and Circle Times Method, and the control group taught by using leaturing method.

C. Data Collection

The data collection is quantitative in nature. They are obtaining by giving a test of recount text by using beyond center and circle times method to the students on the 11th grade student of MAN 3 Medan.

In order to obtain the data, the researcher done an activity. The researcher was found out the data, especially the data related to the interaction in the English learning process by teaching beyond center and circle times method in writing recount text.

Then, after conducted the observation the data which is field notes was collected. The field notes are made based on the descriptions in the observation guidelines which are completed by the collaborator during the researcher implementing the actions.

After all data is collected, the researcher analysed them to find the result of the actions and to make the conclusion of the research by using validity and reliability.

To know students achievement in writing, there are some criteria that must be considered. 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.[37]

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).[38]

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:

Table 3.3
Score of content

30-27	EXCELLENT TO VERY 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.

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[37] Sara Cushing Weigle, (2002), *Assesing Writing,* Cambridge University Press, United Kingdom, p.114.
[38] *Ibid,* p.115

2. Organization

Table 3.4
Score of organization

20-18	EXCELLENT TO VERY 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

Table 3.5
Score of vocabulary

20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.
17-14	GOOD TO AVERAGE: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured
13-10	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**

Table 3.6
Score of language use

25-22	EXCELLENT TO VERY 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**

Table 3.7
Score of mechanics

5	EXCELLENT TO VERY 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.[39]

Table 3.8
The Classification of Students' Score[40]

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

1. **The Validity Test**

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument. The most recent Standards for Educational and Psychological Testing (1999), prepared by the American Educational Research Association, the National Council on Measurement in Education, and the American Psychological Association, defines validity as "the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests"[41]

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[39] *Ibid,* p.116
[40] Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara, Jakarta, p.245
[41] Donald Ary, at all, op.cit., p. 225

2. **The Reliability Test**

The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kind of measurement.[42] Reliability means that if you apply the same procedure for measuring something, you will end up with the same result if nothing else has changed that could influence that.[43]

Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first be reliable as a measuring test.[44]Then, to make the test reliable, an analytical scale is use as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanical skill.

D. Data Analysis

To signifies, whether there is a difference between students' ability that taught by beyond center and circle times method, a requirement test will be at first by using normality and homogeneity test. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the researcher was using T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

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

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[42] Ibid, p. 236

[43] Bob hancke, (2009), *Intelligent Research Design*, Oxford University Press, New York, p. 90

[44]J.B. Heaton. 2000. *Writing English Language Test.* Longman. London, p. 159.

a. **T-test**

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using beyond centers and circle time method. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [45]

1. Open SPSS 20 program.

2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

3. Click Data View, insert the data

4. Click Analyze, choose Compare Means and click Independent-Samples T-test.

5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

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[45] Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 45-46

b. **Statistical Hypothesis**

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

Hα is accepted if to > t$_{tabel}$ or if the Sig. (2-tailed) < 0.05.

Ho is accepted if to < t$_{table}$,or if the Sig. (2-tailed) > 0.05.

The hypotheses of this research are:

a. Alternative Hypothesis (Hα): "There is a significance difference of students' ability in writing recount text between students who are taught by beyond centers and circle time method and students who are taught by leaturing method."

b. Null Hypothesis (Ho): "There is no significance difference of students' ability in writing recount text between students who are taught by beyond centers and circle time method and students who are taught by leaturing method."

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

c. **The Normality Test**

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:[46]

1. Open SPSS program.

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[46]Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield Hallam University, Sheffield, p. 73

2. Input all the data.

3. Click Analyze from the top menu, choose descriptive statistics and click explore.

4. Move the data from the left box into the box in Dependent List.

5. Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

6. Click Continue and OK.

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

d. **The Homogeneity Test**

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[47]

1. Open SPSS program.

2. Input the data in the data view.

3. Click Analyze in the top of the menu, choose compare means and click one way ANOVA.

4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.

5. Click the Options tab to open the options dialogue box.

6. Give a tick in Homogeneity of variance tests.

7. Click continue, and then OK

---

[47]*Ibid.,* 71-72

E. Research Procedure

In getting the data in this research, three procedures were taken by the writer, namely: pre-test, treatment (teaching presentation), and post-test.

1. Pre-Test.

Pre-Test will give to the experimental and the control groups. It will intend to know whether the students' in both groups are relatively homogenous in their ability.

2. Teaching Presentation (Treatment).

The experimental and control group will teach by using the same topics but different treatments. In this case, in the experimental group, the writer use beyond center and circle times method and in the control group, the writer use leaturing method. The process of teaching can be seen in the following:

a) Treatment in Experimental Group

The treatment will conduct after the administration of pre-test. The experimental group will thought in three meetings included pre- and post-test. The teacher will teach recount text by using beyond center and circle times method on the 11th grade of MAN 3 Medan. The procedure of teaching will be show as in the following:

Table 3.9
Experimental Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	• Teacher greet the students • Teacher give the pre-test	• Students do pre-test
2.	• The teacher give a learning style questionnaire and	• Students fill the learning style questionnaire

	asked the students to answer it • The teacher classify the students into group based the students' learning style • The teacher give the example of recount text • Teacher explain about recount text, its language features • Teacher ask the students to analyze the example of recount text	• Students' do teacher's instruction • Students read the text • Students pay attention to the teacher • Students do the teachers' instruction
3.	• The teacher give the different topics to each group • The teacher persuade the students to discuss the topics that they have. • Teacher discussed together how a recount constructed by using the topics as the title • Teacher asked the students in group to make the recount text based on the topic given	• Students pay attention on teacher`s explanation  • Students pay attention on teacher`s explanation • Students give attention and ask what they don't understand • Students do the practice
4.	• Teacher ask the students to make a recount text individually • Teacher guide and motivated the students • The teacher ask students to use Peer-Review to check their work and discuss it together with the teacher • The teacher give feedback and correction positively	• Students do the instruction given • Students follow the teachers' guidance • Students' do the instruction and ask what they don't know or unclear • The students' pay attention to teachers' feedback and correction

	and encouragingly to the content of what the students have written	
5.	• Teacher give direction related to the Post-test • Teacher give post test	• Students pay attention to the direction • Students do the post test

Table 3.10
Control Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	• Teacher greet the students • Teacher give the pre-test	• Students do the pre-test
2.	• The teacher give the example of recount text • Teacher explain about recount text, its language features • Teacher ask the students to analyze the example of recount text given	• Students read the text given • Students pay attention to the teacher • Students do the teachers' instruction
3.	• The teacher give a recount text from the students' text book • The teacher ask the students to try understand about the steps of writing recount paragraph	• Students read the text given • Students do the practice
4.	• Teacher ask students to make a recount text individually	• Students do the instruction
5.	• Teacher give direction related to the Post-test • Teacher give post test	• Students pay attention to the direction • Students do the post test

3. Post-Test

Post-test was administrated to the two groups. The aim was to measure the students' ability in writing recount text after the treatment. The result of this test was analysed to evaluate the two groups.

CHAPTER IV

FINDING AND DISCUSSION

A. **Findings**

In the finding the researcher explained in detail about the results of the research that has been done.

1. **Description of the Data**

The data were taken from the result of the sample writing test. The data were dived into two groups namely experimental and control group. Both experimental and control group were given essay writing test form on the pre-test and they were given the different treatment after that they were given essay writing test form post-test. After applying the pre-test and post-test to the experimental and control group, the students score were obtained.

2. **Data Presentation**

The students' writing test was scored by calculating the five component scale such as contents, organization, language use, mechanics, and vocabulary. After conducting the research, the researcher got the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

From the students' score of experimental class (appendix f), it can be seen that the average of the pre-test in experimental class is 65,15 while in post-test is 76,15. The lowest score in pre-test is 34 and the highest score in pre-test is 85. While in post-test, the lowest score is 48 and the highest score is 93 points. And gained score in control class is 11. In experiment class there were 36 students had

the increasing of the scores and 2 students decrease in such that.

On the other hand the score of the student's at control class (appendix g) it can be seen that the average of the pre-test in control class is 62,81 while in post test is 66,13. The lowest score in pre-test is 34 and the highest score in pre-test is 80. While in post-test, the lowest score is 41 and the highest score is 87 points. And gained score in control class is 3,31. In control class there were 29 students had the increasing of the scores, 1 student was constant and 8 students decrease in such that.

The increasing scores showed that the students have more ability in writing a recount text and the students with decreasing scores show that the students ability was down, it was probably as the unserious of the students while doing the test or in unhealthy.

Based on the above explanation the average score of both experiment and control group increased. However, the experiment class's score increased more significantly rather than the control class. This can be seen through the range points gained by the two groups. The experimental class increased 11 points, from 65,15 to 76,15 while the control class increased 3,31 points from 62,81 to 66,13.

B. **Discussion**

The discussion was explained in detail about the result of the research based on the type of the test that had been conducted.

1. **Analysis of Data**

Here are the analysis of data based on the test.

a) **Normality Test**

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 38.

Table 4.1
Normality of Pre-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	,183	38	,002	,914	38	,007
Pre-test Control	,140	38	,056	,918	38	,009

Lilliefors Significance Correction

Based on the data in Table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experiment Class data is 0.002. Meanwhile, the significance in Lilliefors table of Control Class data is 0.056. Both significances of Experiment class data and Control class data are much less than the calculation Lilliefors table with critical points of 38 = 0,1421. It can be concluded that the pre-test results in both experimental class and control class are normally distributed.

Table 4.2
Normality of Post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post-test Experiment	,136	38	,073	,959	38	,170
Post-test Control	,203	38	,000	,936	38	,032

Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.073 while the data of control class is 0.000. It can be stated that the data of

experiment and control class are much less than the calculation Lilliefors table with critical points of 38 = 0,1421. So, the post-test result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and post-test scores of the experimental class and control class as the details for the normality test.
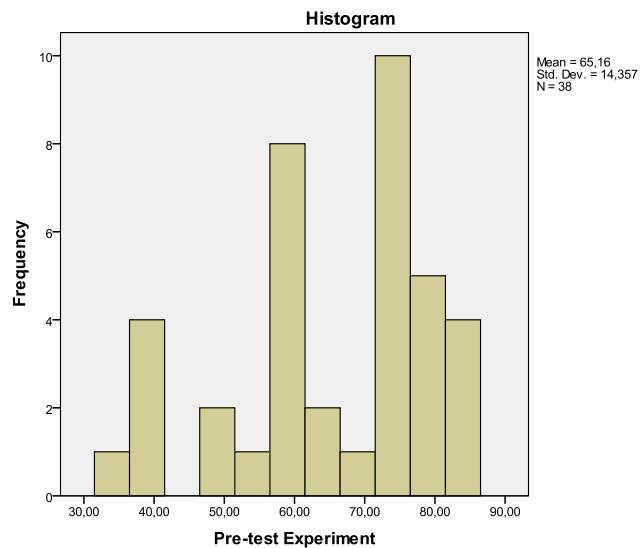
Figure 4.1

The Frequency Distribution of Pre-Test Score of Experiment Class
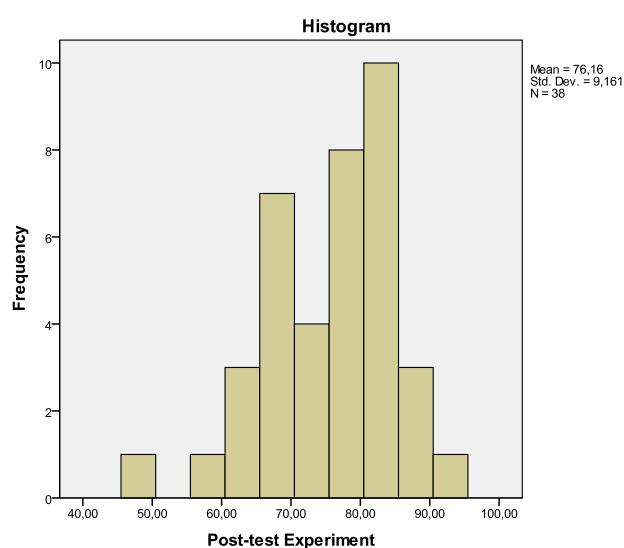
Figure 4.2

The Frequency Distribution of Post-Test Score of Experiment Class
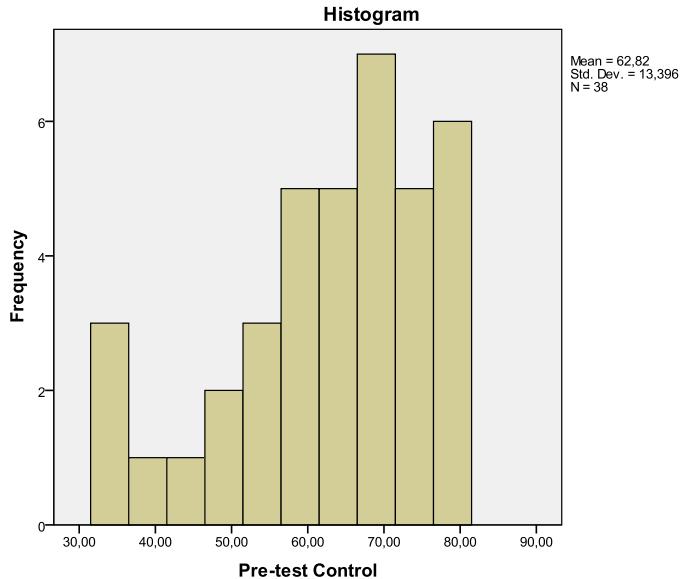
Figure 4.3

The Frequency Distribution of Pre-Test Score of Control Class
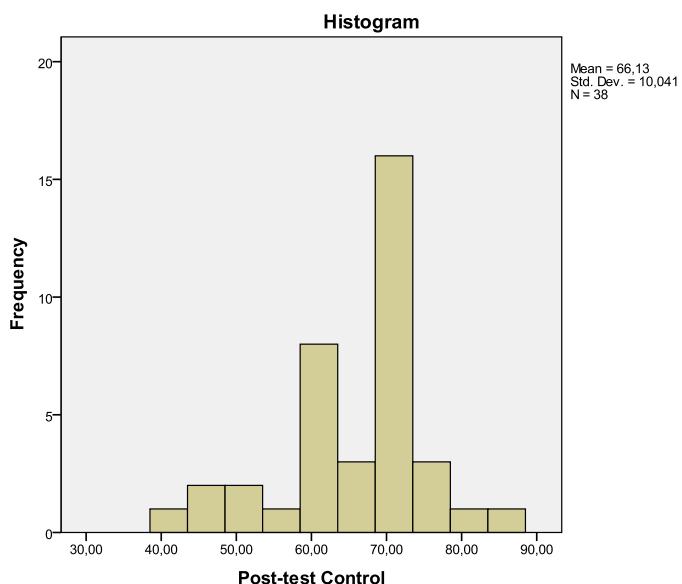
Figure 4.4

The Frequency Distribution of Post-Test Score of Control Class

b) Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.3
Pre-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances
Pre-Test Experiment and Control

Levene Statistic	df1	df2	Sig.
2,153	11	20	,066

The result of the data in Table 4.5 showed that the significance of pre-test between experiment class and control class was 0.066. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.4
Post-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances
Post-Test Experiment and Control

Levene Statistic	df1	df2	Sig.
,967	4	17	,451

The result of the data in Table 4.6 showed that the significance of post-test between experiment class and control class was 0.451. Therefore, the data of post-test was homogenous because it was higher than 0.05.

c) T-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 20 to know the significant difference

between students' ability in writing recount text in experimental class and students' ability in writing recount text in control class. Next, the researcher used t-test to get empirical evidence about the effect of beyond centers and circle time on the students' ability in writing recount text by using SPSS V 20. The researcher used the data from post-test of experiment class and control class, and gained score from both classes. The t-test result of post test score both experiment and control class is presented in the figure below:

Table 4.5
The T-test Result of Post-test Score both Experiment and Control Class

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Score Experiment Post-test	38	76,16	9,161	1,486
Control Post-test	38	66,13	10,041	1,629

Independent Samples Test

	Levene's Test for Equality of Variances		T-Test for Equality ff Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	,282	,597	4,547	74	,000	10,026	2,205	5,633	14,420
Equal variances not assumed			4,547	73,386	,000	10,026	2,205	5,632	14,420

The result of post-test both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.7, it can be seen that there was a significant different between the experiment class (M = 76,16 and SD = 9,161) and control class (M= 66,13 and SD = 10,041).

Next, the researcher was compared t_{value} and t_{table} to know whether applying beyond centers and circle time method in teaching writing recont text is effective to improve students' ability in writing recount text or not. Reviewing to the data in Table 4.7, it shows the result of t_{value} = 4,547 with the Sig. (2-tailed) = 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.665 with 74 the degree of freedom (df). It can be found that t_{value} = 4.547 > t_{table} = 1.665 and the Sign. (2-tailed) is 0.000 < 0.05. It means that beyond centers and circle time method is effective toward students' ability in writing recount text.

2. **Hypothesis Test**

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of Beyond Centers and Circle Times (BCCT) method on the students' ability in writing recount text at MAN 3 Medan? The conclusion is obtained as follows:

3. Ha: There is a significant effect of beyond center and circle times (BBCT) method on the students ability in writing recount text.

4. Ho: There is no significant effect of beyond center and circle times (BBCT) method on the students ability in writing recount text.

And then, the criteria of hypotheses test as follow:

1. H_α is accepted if t_o > t_{tabel} or if the Sig. (2-tailed) <0.05.

2. H_0 is accepted if t_o < t_{table}, or if the Sig. (2-tailed) >0.05.

Based on the result of post-test experiment class and control class, it can be found that the t_{value} = 4.547 > t_{table} = 1.665 in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.000 < 0.05. To sum up, the t_{value} > t_{table} and the

Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, It can be concluded that beyond centers and circle time method is effective toward students' ability in writing recount text.

Based on the above explanation, the researcher concluded that the implementation of Beyond Centers and Circle Time Method had significant effect to the students' ability in writing recount text at MAN 3 Medan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **Conclusions**

After analyzing and interpreting the data of students ability in writing recount text at MAN 3 Medan. In this case, the researcher answer the research problem stated in previous chapter.

The mean of experimental and control class in the post-test score are 76,15 And 66,13. The number of the students for each class is 38. The result of calculation of t-test shows that the value of $t_{value} = 4.547 > t_{table} = 1.665$. It means that the null hypothesis stating that the beyond centers and circle time method significantly effects on the student's ability in writing recount text is accepted.

The students who are taught by using beyond centers and circle time method get better score then those who are taught by using conventional method. Some of the students easy to understand the material by using beyond centers and circle time method find significant effect because the student's show better score after using this method.

B. **Suggestions**

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching learning of writing, an English teacher needs to be selective in applying an appropriate method which improves motivation for students. The researcher also suggests the teachers should apply beyond centers and circle time method in teaching writing because it gives a chance for students to evaluate their

work. It is very beneficial for students if the teachers can make the different situation in learning. The students will know what they have to write based on their own topic.

2. The Eleventh Grade Students of Senior High School

Through beyond center iand circle time method in teaching writing, the students are expected to be more creative in developing their own topic to be a good text. They also can ask their friends if the found the difficulty in writing, because they work in group. At last, beyond centers and circle time method is expected to help students to improve their writing.

3. Other Researchers

This research is aimed at finding the significance effect of beyond centers and circle time method on the teaching-learning process of writing. It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. It is possible for other researchers to conduct experiment or action research to improve writing or other dependent variables ability through beyond centers and circle time method. It is also possible for them to design the same topic from the level of vocational high school to the university based on their need and condition.

C. **Implications**

Based on the research experience, researcher found that the students have difficulty to study recount text, because the teacher usually use individual work and simple method to teach writing. The discussion of the data from the research finding points out that teaching and learning recount text by using beyond centers and circle time method toward students' ability in writing recount text. It was

showed by the students' ability in writing recount text by using beyond centers and circle time method are performed better than the students' who got the treatment of conventional method.

Moreover, it can be happened because the students can write down their recount text based on their own topic and they can ask their friends in the same grup about the difficulty that they found in writing recount text.

So as a teacher who taught about writing the researcher was apply beyond centers and circle time method to improve students writing ability in writing recount text. I hope this mehod can help the students to easy understanding about recount text.

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Appendix 3

<div style="border:1px solid">PRE-TEST</div>

Make a short recount text, minimal 10 sentences!

(Buatlah sebuah paragraph singkat, paling sedikit 10 kalimat!)

My Holiday

on last holiday, I spent more time at home and helped my mother. but, sometime I went with my parents to visit my brother's house, and some time we also went to Berastagi area for a vacation. But, I prefered to spent my time at home with my mother.

and sometimes I visited my friend's home to study and to do fun things together. Having finished studying, we then cycled around the area to see new things together. After being tired of cycling, we took visit at other friends' house while fulfilling the thirst. every time the day got dark, we went back to our homes to spend the time with family.

Name	Aspect of Scoring					
Aliyah dini	Organization	Content	Grammar	Mechanic	Vocabulary	Total
XI-IIS²	17	19	16	3	15	70

Appendix 3

Make a short recount text, minimal 10 sentences!
(Buatlah sebuah paragraph singkat, paling sedikit 10 kalimat!)

Back to home town.

Orientation : On holiday yesterday, I and my family and
I visited my home town meet grand father and
grandmother because on last we didn't visited
home town. When he arrived in village I was
invited by sister to get around village.

Event : the next day, I invited by grand father to go to his
garden to see the state of the garden, There I Inhaled
Fresh air and looked scenery the beautiful one.

Reorientation : on sunday, we packed our bags and got ready to go home.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Ayu Fahira Rizki	17	19	16	3	15	70

Appendix 3

PRE-TEST

Make a short recount text, minimal 10 sentences!

(Buatlah sebuah paragraph singkat, paling sedikit 10 kalimat!)

My Holiday

Orientation : On last year, we went to zoo . We drove from my home only 1 hour . The zoo was big and it has many animals such as elephant, giraffe , etc.

events : Last night I saw a ghost in My house. The ghost was very scary and his face was broken . His hands oh my god very ......

Re - orientation : On Monday, we went to Mall . We saw many items in the Mall . the items was very expensive and we ~~people they~~ can't buy that

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Tito Azhar	18	25	22	4	18	87

Appendix 3

PRE-TEST

Make a short recount text, minimal 10 sentences!
(Buatlah sebuah paragraph singkat, paling sedikit 10 kalimat!)

My Holiday

One year ago, my family and I were in bali for theree days. We were there using the plane. I am very happy.

One the first day I went to tuta beach thare the scenery was very beautiful and the weather was hot. After that I went to shop there and the night we went back to the hotel.

the second day, the next morning I went to the weather there was very cold, after that we go to the land lot there also the weather is cool as in the third day of bedugul

the next day, we shop for by after shopping we are hotel because we go home at noon. we are very happy to go to bali

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
WAN HAFIZAH AINUN SYAH PUTRI	17	21	18	3	19	78

Appendix 3

PRE-TEST

Make a short recount text, minimal 10 sentences!
(Buatlah sebuah paragraph singkat, paling sedikit 10 kalimat!)

In the last week, our school get back to home early, because our teacher was too tired last week.

Me and my friends didn't back to home, but me and my we all went to sembahe. In there we have a bath and have to swim. After that we went have back to home, when we back to home in the way my tire was broke. We went to mechanical store. There is a mechanical was repaired our motorcycle. When we waiting my motorcycle we have sit at the chair, but after we have sit in there the chair was broke.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
M. WIRAYUP- HA AZHARI LUBIS	17	18	19	3	18	75

Appendix 4

POST-TEST

Make a short recount text about what you have learn about the topic in your group, minimal 10 sentences!

(Buatlah sebuah paragraph singkat tentang apa yang sudah kamu pelajari mengenai topic dalam grupmu, paling sedikit 10 kalimat!)

GO TO TIBRENA

Last year I went on a nature tour to Tibrena to hold a Pramuka event at school, me and my friends went to Tibrena using a police bus. At that time it was very nice for me and my friends to sing along the way.

Arriving at Tibrena we were divided into groups. The tibrena is very fun and fun. . There we took a tent for 2 days. There we do a lot of activities. At night we held a bonfire even though it was raining at the time. At the time of the fire we sang together and exclaimed together.

The next day we held a joint nature exploration activity. At the time exploration we were tought many things such as knowledge about nature and togetherness together. We also cross the river.

After we carried out various activities we held a closing ceremony and came home thogether.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
ALICIA SYABINA	10	28	23	4	19	93

Appendix 4

POST-TEST

Make a short recount text about what you have learn about the topic in your group, minimal 10 sentences!

(Buatlah sebuah paragraph singkat tentang apa yang sudah kamu pelajari mengenai topic dalam grupmu, paling sedikit 10 kalimat!)

My experience when watching a movie.

on thursday yesterday, my friend and I went to the nearest cinema, which was on thamrin. we saw five films "KAFIR" at that time there was a lot of people because maybe It was selling like that again. many people who are dating are more varied, and various. we are s like a child who just came out of the cage because he was very happy, maybe because we are very tired of learning so we need to calm our minds like that :y we were there to eat bread, drink ke, eat fried rice we walked to the supermaket to buy cute pens, around 5 pm we went home we go home on public transportation, when on public trasport there are crazy people haha ... , yes that's my experience.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
AINUN SINA	18	27	22	4	19	90

Appendix 4

POST-TEST

Make a short recount text about what you have learn about the topic in your group, minimal 10 sentences!

(Buatlah sebuah paragraph singkat tentang apa yang sudah kamu pelajari mengenai topic dalam grupmu, paling sedikit 10 kalimat!)

On a year-end vacation. my ~~family~~ family went on to Siantar. we saw a lot of forest. there are rubber trees, coconut trees and palm trees. In the middle of the trip, the car we were riding on brokedown. So we stopped at the edge of a coconut tree forest. In the forest I saw many monkeys climbing trees. Near the tree there is a lot of dry grass. lots of caterpillars in the dried leaves. besides that there is a pile of rubbish near the forest. the garbage smells and disturbs the beauty of the forest. after almost 1 hour of waiting, we finally continued the journey.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Nabillah Huwaidah	15	24	19	3	15	76

Appendix 4

POST-TEST

Make a short recount text about what you have learn about the topic in your group, minimal 10 sentences!

(Buatlah sebuah paragraph singkat tentang apa yang sudah kamu pelajari mengenai topic dalam grupmu, paling sedikit 10 kalimat!)

Movie.

My sister and I went to see a Film last night. is was an american movie Called The lost Flight. it showed how people Can quickly Change when they have to look after themselves In the Jungle. it was an Interesting Film about a plane which crashed on a small empty Island in the pacific ocean.

Although the passengers were safe, nobody knew where the plane ~~and~~ had crashed. So the passengers had to learn how to hunt for Food In the Jungle and how to catch fish from the sea to eat. after a few weeks, the passengers were eating raw fish and meat, ~~after~~ After they had been on the Island For two months, three of the men made a boat and sailed away to Find help. But their bot sank and the were drowned. The Film ended without saying whether the passengers were rescued or not. But my sistem and I enjoyed the Film.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
WAHDI NAPITUPULU	18	24	20	4	17	83

Appendix 4

POST-TEST

Make a short recount text about what you have learn about the topic in your group, minimal 10 sentences!
(Buatlah sebuah paragraph singkat tentang apa yang sudah kamu pelajari mengenai topic dalam grupmu, paling sedikit 10 kalimat!)

Ride Bike

On my tenth birthday, my father bought me a bike. I was so happy. I asked my father to teach me to ride my bike. He began to teach me riding the bike around a field on my village. My father was very patient to give me some directions. At the beginning he will hold the bike so I didn't fall. Finally I can ride the bike. Since that day, riding a bike became my hobby. I do it every sunday.

Name	Aspect of Scoring					
	Organization	Content	Grammar	Mechanic	Vocabulary	Total
Syaiful Reza Aldarisyi Nst	14	18	16	3	19	70

APPENDIX 3

LESSON PLAN

School   : **MAN 3 MEDAN**

Grade/Semester   : **XI IIS 1**

Subject   : **Recount Text**

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: recount

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: recount

C. Indicator

Indicators of Competence Achievement :

- Identify the meaning of the text recount writing

- Identify the steps of rhetoric in discourse: recount

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 recount writing

2. Identify the steps of rhetoric in discourse

E. **Teaching Material**

1. **Definition of Recount Text**

A recount is retelling or recounting of an event or an exprience or recount is a text that retells events or experience is what we do, feel, hear, read, even what we dream.

2. **Generic Structure of Recount Text**

The text focuses on a sequence of events all of which relate to a particular specific event. Recounts generally follow a structure of

a. An orientation which gives the reader background that is needed to understand the text e.g. who, where, when, etc.

b. A series of events helps the recount unfold in a chronological sequence.

c. A reorientation or personal comment to conclude the recount (These personal comments may be throughout the text also especially in reflective writing).

3. **Language Feature of Recount Text**

Language use in recounts often varies depending on type. General features include:

a. Specific people or places

b. Past tense

c. Linking words to do with time

Comprehension can be affected by the following types of language use:

a. Personal responses (evaluative comments) on events in personal recounts.

b. Details are often included to add interest or humor but may make it difficult for a reader to follow the chronological order.

c. Factual recounts often select details and reconstruct a point of view from one perspective although mentioning personal feeling is not included (inferences and critical literacy skills are needed in these types of texts).

d. Descriptive details might load the sentence or link ideas together to make complex sentences and explanations and justifications may be littered throughout the text.

e. Historical recounts may contain information, terminology or expressions that are assumed knowledge.

Written text recount "My experience met with Taufik Hidayat"

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesa and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

<u>Reorientation:</u>

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded.They shouted "IN-DO-NE-SI-A" during the match

F. Teaching Model : Beyond Center and Circle Time (BCCT) Method

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 recount text based on their knowledge

- The teacher give an example of recount text

- The students observe the example of recount 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 BCCT Method to write recount text

- **Elaboration**

In the elaboration of the activities,

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

- The students discuss about ther things that related to the title that has given without worrying about spelling and grammar.

- **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 recount 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	Good to Average	Fair to Poor	Very Poor	

	(25-22)	(21-18)	(17-11)	(10-5)	

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

Medan, 12 September 2018

Mengetahui

Kepala MAN 3 Medan

Muhammad Asrul, S.Ag, M.Pd
NIP. 19700420 199603 1 004

Guru Bahasa Inggris

Ani Sunarti, S.Ag
NIP. 19720616 199703 2 003

Mahasiswa

Dini Atika Putri
NIM. 34.14.3.106

APPENDIX 4

LESSON PLAN

School   : **MAN 3 MEDAN**

Grade/Semester   : **XI IIS 2**

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: recount

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: recount

C. Indicator

Indicators of Competence Achievement :

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

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:

3. Identify the meaning of the text recount writing

4. Identify the steps of rhetoric in discourse

E. Teaching Material

4. Definition of Recount Text

A recount is retelling or recounting of an event or an exprience or recount is a text that retells events or experience is what we do, feel, hear, read, even what we dream.

5. Generic Structure of Recount Text

The text focuses on a sequence of events all of which relate to a particular specific event. Recounts generally follow a structure of

d. An orientation which gives the reader background that is needed to understand the text e.g. who, where, when, etc.

e. A series of events helps the recount unfold in a chronological sequence.

f. A reorientation or personal comment to conclude the recount (These personal comments may be throughout the text also especially in reflective writing).

6. Language Feature of Recount Text

Language use in recounts often varies depending on type. General features include:

d. Specific people or places

e. Past tense

f. Linking words to do with time

Comprehension can be affected by the following types of language use:

f. Personal responses (evaluative comments) on events in personal recounts.

g. Details are often included to add interest or humor but may make it difficult for a reader to follow the chronological order.

h. Factual recounts often select details and reconstruct a point of view from one perspective although mentioning personal feeling is not included (inferences and critical literacy skills are needed in these types of texts).

i. Descriptive details might load the sentence or link ideas together to make complex sentences and explanations and justifications may be littered throughout the text.

j. Historical recounts may contain information, terminology or expressions that are assumed knowledge.

Written text recount "My experience met with Taufik Hidayat"

Orientation:

Last sunday, there was Thomas cup badminton championship between Indonesa and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Events:

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

<u>Reorientation:</u>

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted "IN-DO-NE-SI-A" during the match.

F. Teaching Model : Conventional Method

G. Teaching and Learning Activities

4. 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

5. Core activities (65')

- **Exploration**

In exploration activities,

- The students explain the features of recount text based on their knowledge

- The teacher give an example of recount text

- The students observe the example of recount 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 BCCT Method to write recount text

- **Elaboration**

In the elaboration of the activities,

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

- The students discuss about ther things that related to the title that has given without worrying about spelling and grammar.

- **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.

6. **Closing (10')**

- Together with the students concluded material learning just discussed

- The teacher asks the students the difficulties in writing recount text

- Assessment of the activities of the newly implemented consistently

- Provide feedback on the process and learning outcomes.

H. Source / Media

4. Handbook (English Creative Team, *English SMA/MA,* Jakarta: Bumi Aksara, 2009)

5. Dictionary

6. 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
5. Content (30 Points)	Excellent to very good (30-27)	Good to Average (26-27)	Fair to Poor (21-17)	Very Poor (16-13)	
	………	………	………..	……….	……
6. Organization (20 Points)	Excellent to very good (20-18)	Good to Average (17-14)	Fair to Poor (14-10)	Very Poor (9-7)	
	………	………	………..	……….	……
7. Vocabulary (20 Points)	Excellent to very good (20-18)	Good to Average (17-14)	Fair to Poor (14-10)	Very Poor (9-7)	
	………	………	………..	……….	……
8. 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, 12 September 2018

Mengetahui,
Kepala MAN 3 Medan

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Mahasiswa

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APPENDIX 5

The Pre-test Score of Experimental Class

No.	Students Initial	Five Components of Writing					Total Score
		Organization	Content	Grammar	Mechanic	Vocabulary	
1	AH	8	14	7	2	8	39
2	AN	15	24	19	3	15	76
3	AS	15	23	19	3	15	75
4	AA	15	24	19	3	11	72
5	AWF	17	26	21	4	17	85
6	ASS	11	19	19	3	11	63
7	AAS	11	20	13	3	11	58
8	AS	11	9	9	3	8	40
9	AD	17	20	19	4	15	75
10	AS	19	24	19	4	18	84
11	ASS	15	24	23	5	15	82
12	BAS	8	14	7	2	8	39
13	OAR	7	13	5	2	7	34
14	FNIFN	11	19	13	3	14	60
15	FA	15	24	19	3	15	76
16	FAS	12	17	13	2	11	55
17	GM	15	24	19	4	15	77
18	HF	15	24	18	3	15	75
19	IPSS	17	26	21	4	17	85
20	MIS	13	21	13	3	13	63
21	MARI	15	22	19	4	15	75
22	MFR	15	24	19	4	15	77
23	MHH	13	20	13	3	11	60
24	MBA	11	19	7	3	8	48
25	NH	12	18	15	4	11	60
26	NNP	11	19	13	3	12	58
27	N	11	19	19	3	15	67
28	PPH	15	24	19	4	15	77
29	PHCS	8	14	7	2	8	39
30	RAA	15	24	19	4	11	73
31	RA	15	24	19	4	15	77
32	RG	11	19	8	3	9	50
33	SH	11	19	13	3	15	61
34	SS	15	22	19	4	15	75
35	SRAN	11	19	13	3	11	57
36	VMS	11	19	13	3	13	59
37	WN	16	24	19	4	15	78
38	YW	15	24	19	3	11	72
						Total (∑)	2476

The Post-test Score of Experimental Class

No.	Students Initial	Five Components of Writing					Total Score
		Organization	Content	Grammar	Mechanic	Vocabulary	
1	AH	15	17	16	3	14	65
2	AN	15	24	23	5	15	82
3	AS	16	25	20	4	16	81
4	AA	17	26	21	4	17	85
5	AWF	17	26	21	4	19	87
6	ASS	12	19	19	3	15	68
7	AAS	17	21	19	3	13	73
8	AS	19	28	23	4	19	93
9	AD	17	24	20	4	15	80
10	AS	18	27	22	4	19	90
11	ASS	18	27	22	4	19	90
12	BAS	15	24	19	4	15	77
13	OAR	11	16	8	2	11	48
14	FNIFN	14	22	18	3	15	72
15	FA	14	22	18	3	13	70
16	FAS	14	22	18	3	13	70
17	GM	17	24	20	4	15	80
18	HF	18	23	18	3	19	81
19	IPSS	17	24	20	3	18	82
20	MIS	14	22	18	3	13	70
21	MARI	15	24	19	4	15	77
22	MFR	17	24	20	4	15	80
23	MHH	15	16	15	2	14	62
24	MBA	12	19	16	2	11	60
25	NH	15	24	19	3	15	76
26	NNP	15	24	23	5	15	82
27	N	14	22	17	3	14	70
28	PPH	17	24	19	3	17	80
29	PHCS	15	20	18	3	14	70
30	RAA	14	23	19	3	16	75
31	RA	18	23	20	4	17	82
32	RG	13	22	18	3	17	73
33	SH	17	26	21	4	17	85
34	SS	16	23	19	4	16	78
35	SRAN	14	18	16	3	19	70
36	VMS	15	17	16	3	14	65
37	WN	18	24	20	4	17	83
38	YW	18	22	20	3	19	82
						Total ($\sum$)	2894

APPENDIX 6

The Pre-test Score of Control Class

No.	Students Initial	Five Components of Writing					Total Score
		Organization	Content	Grammar	Mechanic	Vocabulary	
1	APS	11	15	16	3	13	58
2	AHS	15	23	20	3	9	70
3	AN	7	13	5	2	7	34
4	AP	8	14	8	2	8	40
5	AD	15	24	19	4	15	77
6	AL	7	13	5	2	7	34
7	AS	11	19	19	3	15	67
8	AH	10	13	9	2	9	43
9	AFR	15	24	19	3	15	76
10	DAR	11	19	13	3	8	54
11	DF	11	13	12	2	12	50
12	DSA	11	19	19	3	15	67
13	FA	15	19	18	3	15	70
14	HAG	13	22	18	3	13	69
15	JS	11	19	13	3	11	57
16	KL	17	21	19	4	16	77
17	MPA	18	19	20	3	15	75
18	MS	7	13	5	2	7	34
19	MNL	17	22	19	4	18	80
20	MRC	11	19	13	3	8	54
21	MA	12	15	9	2	12	50
22	MF	11	19	13	3	11	57
23	MFN	16	20	19	4	17	76
24	MRF	15	19	16	3	17	70
25	NPAH	17	20	16	3	14	70
26	NFU	15	19	15	3	13	65
27	NHS	14	18	17	3	13	65
28	NK	13	17	14	3	18	65
29	PDN	11	19	13	3	13	59
30	RA	11	19	13	3	8	54
31	RAA	14	20	15	3	12	64
32	RARB	17	21	19	4	19	80
33	SA	17	22	20	3	13	75
34	TCSP	16	19	13	3	13	64
35	TA	17	21	19	4	19	80
36	WHAS	15	24	19	4	15	77
37	ZS	11	19	13	3	11	57
38	MWA	15	19	21	3	15	73
						Total (∑)	2387

The Post-test Score of Control Class

No.	Students Initial	Five Components of Writing					Total Score
		Organization	Content	Grammar	Mechanic	Vocabulary	
1	APS	11	15	16	3	15	60
2	AHS	17	23	19	3	11	73
3	AN	8	12	9	2	10	41
4	AP	9	10	14	2	10	45
5	AD	17	19	16	3	15	70
6	AL	11	12	10	2	11	46
7	AS	13	16	14	3	16	62
8	AH	12	15	11	3	11	52
9	AFR	17	19	16	3	15	70
10	DAR	15	19	17	3	16	70
11	DF	15	19	19	4	15	72
12	DSA	16	18	18	3	16	71
13	FA	16	21	17	3	16	73
14	HAG	15	19	18	4	17	73
15	JS	14	19	15	3	12	63
16	KL	17	21	14	3	15	70
17	MPA	17	20	18	3	14	72
18	MS	12	13	12	2	11	50
19	MNL	19	21	19	4	17	80
20	MRC	12	15	15	3	15	60
21	MA	14	16	11	2	12	55
22	MF	15	11	16	3	15	60
23	MFN	14	19	19	3	15	70
24	MRF	14	18	15	3	10	60
25	NPAH	16	22	19	3	13	73
26	NFU	15	18	18	4	15	70
27	NHS	15	21	13	3	14	66
28	NK	15	19	16	4	18	72
29	PDN	15	18	16	3	15	67
30	RA	15	17	15	3	11	61
31	RAA	14	21	15	3	14	67
32	RARB	16	19	17	3	15	70
33	SA	17	22	17	4	17	77
34	TCSP	15	19	19	4	15	72
35	TA	18	25	22	4	18	87
36	WHAS	17	21	18	3	19	78
37	ZS	11	16	16	3	14	60
38	MWA	17	18	19	3	18	75
						Total (∑)	2513

APPENDIX 7

TABLE OF LILIEFORS (L)

n\α	0.01	0.05	0.10	0.15	0.20
4	0.4129	0.3754	0.3456	0.3216	0.3027
5	0.3959	0.3427	0.3188	0.3027	0.2893
6	0.3728	0.3245	0.2982	0.2816	0.2694
7	0.3504	0.3041	0.2802	0.2641	0.2521
8	0.3331	0.2875	0.2649	0.2502	0.2387
9	0.3162	0.2744	0.2522	0.2382	0.2273
10	0.3037	0.2616	0.2410	0.2273	0.2171
11	0.2905	0.2506	0.2306	0.2179	0.2080
12	0.2812	0.2426	0.2228	0.2101	0.2004
13	0.2714	0.2337	0.2147	0.2025	0.1932
14	0.2627	0.2257	0.2077	0.1959	0.1869
15	0.2545	0.2196	0.2016	0.1899	0.1811

n\α	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	$\dfrac{1.035}{f(n)}$	$\dfrac{0.895}{f(n)}$	$\dfrac{0.819}{f(n)}$	$\dfrac{0.775}{f(n)}$	$\dfrac{0.741}{f(n)}$

APPENDIX 8

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr\df	0.25\0.50	0.10\0.20	0.05\0.10	0.025\0.050	0.01\0.02	0.005\0.010	0.001\0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

APPENDIX 9

TABLE OF R DISTRIBUTION

	Tabel r untuk df = 1 - 50				

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

APPENDIX 10   **The Score of Experimental Class**

No.	Score Pre-test	Score Post-test	Decrease
1	39	65	26
2	76	82	6
3	75	81	6
4	72	85	13
5	85	87	2
6	63	68	5
7	58	73	15
8	40	93	53
9	75	80	5
10	84	90	6
11	82	90	8
12	39	77	38
13	34	48	14
14	60	72	12
15	76	70	-6
16	55	70	15
17	77	80	3
18	75	81	6
19	85	82	-3
20	63	70	7
21	75	77	2
22	77	80	3
23	60	62	2
24	48	60	12
25	60	76	16
26	58	82	24
27	67	70	3
28	77	80	3
29	39	70	31
30	73	75	2
31	77	82	5
32	50	73	23
33	61	85	24
34	75	78	3
35	57	70	13
36	59	65	6
37	78	83	5
38	72	82	10
$\sum$ n = 38	**2476**	**2894**	**418**
Average	**65,15789474**	**76,15789474**	**11**
Min	**34**	**48**	**-6**
Max	**85**	**93**	**53**

APPENDIX 11   **The Score of Control Class**

No.	Score Pre-test	Score Post-test	Decrease
1	58	60	2
2	70	73	3
3	34	41	7
4	40	45	5
5	77	70	-7
6	34	46	12
7	67	62	-5
8	43	52	9
9	76	70	-6
10	54	70	16
11	50	72	22
12	67	71	4
13	70	73	3
14	69	73	4
15	57	63	6
16	77	70	-7
17	75	72	-3
18	34	50	16
19	80	80	0
20	54	60	6
21	50	55	5
22	57	60	3
23	76	70	-6
24	70	60	-10
25	70	73	3
26	65	70	5
27	65	66	1
28	65	72	7
29	59	67	8
30	54	61	7
31	64	67	3
32	80	70	-10
33	75	77	2
34	64	72	8
35	80	87	7
36	77	78	1
37	57	60	3
38	73	75	2
$\sum$ n = 38	2387	2513	126
Average	62,81578947	66,13157895	3,315789474
Min	34	41	-10
Max	80	87	22

APPENDIX 12

Table of Pre-test Normality and Homogenity

No.	Experiment Class	Control Class
1	39	60
2	76	73
3	75	41
4	72	45
5	85	70
6	63	46
7	58	62
8	40	52
9	75	70
10	84	70
11	82	72
12	39	71
13	34	73
14	60	73
15	76	63
16	55	70
17	77	72
18	75	50
19	85	80
20	63	60
21	75	55
22	77	60
23	60	70
24	48	60
25	60	73
26	58	70
27	67	66
28	77	72
29	39	67
30	73	61
31	77	67
32	50	70
33	61	77
34	75	72
35	57	87
36	59	78
37	78	60
38	72	75

APPENDIX 13

Table of Post-test Normality and Homogenity

No.	Experiment Class	Control Class
1	65	60
2	82	73
3	81	41
4	85	45
5	87	70
6	68	46
7	73	62
8	93	52
9	80	70
10	90	70
11	90	72
12	77	71
13	48	73
14	72	73
15	70	63
16	70	70
17	80	72
18	81	50
19	82	80
20	70	60
21	77	55
22	80	60
23	62	70
24	60	60
25	76	73
26	82	70
27	70	66
28	80	72
29	70	67
30	75	61
31	82	67
32	73	70
33	85	77
34	78	72
35	70	87
36	65	78
37	83	60
38	82	75

APPENDIX 14

Table of T-test

Class	Score
1	65
1	82
1	81
1	85
1	87
1	68
1	73
1	93
1	80
1	90
1	90
1	77
1	48
1	72
1	70
1	70
1	80
1	81
1	82
1	70
1	77
1	80
1	62
1	60
1	76
1	82
1	70
1	80
1	70
1	75
1	82
1	73
1	85
1	78
1	70
1	65
1	83
1	82
2	60
2	73

2	41
2	45
2	70
2	46
2	62
2	52
2	70
2	70
2	72
2	71
2	73
2	73
2	63
2	70
2	72
2	50
2	80
2	60
2	55
2	60
2	70
2	60
2	73
2	70
2	66
2	72
2	67
2	61
2	67
2	70
2	77
2	72
2	87
2	78
2	60
2	75

1 : Experiment Class
2 : Control Class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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Nomor   : B-8677/ITK/ITK.V.3/PP.00.9/07/2018   Medan, 24 Juli 2018
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. MAN 3 MEDAN

Assalamu`alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA   : DINI ATIKA PUTRI
T.T/Lahir   : Binjai, 15 Januari 1996
NIM   : 34143106
Sem/Jurusan   : VIII / Pendidikan Agama Islam

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MAN 3 MEDAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE EFFECT OF BEYOND CENTERS AND CIRCLE TIME (BCCT) METHOD ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE SECOND YEAR STUDENTS OF MAN 3 MEDAN"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam

a.n Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
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