

SKRIPSI

THE EFFECT OF FOOTBALL VERBAL STRATEGY ON THE STUDENTS'  
ABILITY AT WRITING PROCEDURE TEXT AT SMA SWASTA MERANTI  
IN 2016/2017 ACADEMIC YEAR

*Submitted to faculty of Tarbiyah and teachers training state islamic university of  
north sumatera as a partial fulfillment of the requirements for the degree of  
sarjana pendidikan*

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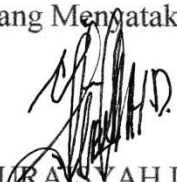
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Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakkan, maka gelar izasah yang diberikan oleh Universitas batal saya terima.

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*Assalamu'alaikumWr.Wb*

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n. **NURAI SYAH DAMANIK** yang berjudul: **"THE EFFECT OF FOOTBALL STRATEGY ON THE STUDENTS' ABILITY AT WRITING PROCEDURE TEXT AT SMA SWASTA MERANTI IN 2016/2017 ACADEMIC YEAR"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terimakasih.

*Wassalamu'alaikumWr. Wb*

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**ABSTRACT****THE EFFECT OF FOOTBALL VERBAL STRATEGY ON THE STUDENTS' ABILITY AT WRITING  
PROCEDURE TEXT****AT SMA SWASTA MERANTI IN****2016/2017 ACADEMIC YEAR**NURAI SYAH DAMANIK

34.12.3.091

*Key Words: Football Verbal Strategy, Ability, Procedure Text*

This research aims at finding out whether football verbal strategy gives an effect on the students' ability at writing procedure text at SMA Swasta Meranti in 2016/2017 academic year. The research methodology of this research was an pre-experiment research, which conducted the experiment and control class. The population of the research was the tenth grade students of SMA Swasta Meranti in 2016/2017 academic year, the number of students was 70 students consist of two classes. The experiment class ( $X_1$ ) was 34 students and control class ( $X_2$ ) 36 students as sample. The researcher gave writing test to collect the data. The formula that was used to analyze the data was t-test. The researcher found that the mean of experiment class was 81.09 and control class 67.44. The result of t-test =  $t_{\text{observation}}(7.07)$  was higher than the coefficient of  $t_{\text{table}}(1.998)$  with the the level  $\alpha=0.05$ ,  $dk= n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0.975}$  and  $dk=34+36-2=68$ . The  $H_a$  hypothesis was accepted and  $H_0$  was rejected. It means that Football Verbal strategy gave an effect on the students' ability at writing procedure text at SMA Swasta Meranti in 2016/2017 Academic Year.

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Finally, the researcher realizes that there are unintended errors in writing skripsi. The researcher allows the readers to give suggestion to improve its content in order to be made as one of the good examples for the next thesis.

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The researcher

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## TABLE OF CONTENTS

	Page
<b>ABSTRACT.....</b>	<b>i</b>
<b>ACKNOWLEDMENT .....</b>	<b>ii</b>
<b>TABLE OF CONTENTS</b>	<b>iv</b>
<b>THE LIST OF TABLE</b>	<b>vii</b>
<b>THE LIST OF APPENDICES</b>	<b>viii</b>
<b>CHAPTER I : INTRODUCTION.....</b>	<b>1</b>
1.1 Background of Research .....	1
1.2 Identification of the Problem.....	3
1.3 Limitation of the Problem.....	3
1.4 Formulation of Research.....	4
1.5 Objective of Research .....	4
1.6 Significance of Research.....	5
<b>CHAPTER II : THEORETICAL REVIEW .....</b>	<b>6</b>
2.1 Theoretical Framework.....	6



2.1.1 Students' Ability .....	6
2.1.2 Writing .....	7
2.1.2.1 Definition of Writing .....	7
2.1.2.2 The Purpose of Writing .....	10
2.1.2.3 The Process of Writing .....	13
2.1.2.4 Text .....	16
2.1.2.5 Procedure Text.....	18
2.1.3 Teaching Strategy.....	21
2.1.3.1 Football Verbal Strategy .....	23
2.1.3.2 Teaching Procedure Text by Using Football Verbal Strategy.....	25
2.2 Related Study .....	26
2.3 Conceptual Framework.....	29
2.4 Hypothesis.....	30
<b>CHAPTER III : RESEARCH METHOD .....</b>	<b>31</b>
3.1 Location of Research .....	31
3.2 Population and Sample.....	31
3.2.1 Population .....	31

3.2.2 Sample .....	32
3.3 Design of Research.....	32
3.4 Operational Definition .....	33
3.5 The Instrument of Collecting Data .....	34
3.6 Technique for Data Collection .....	35
3.7 Technique of Data Analysis.....	36
<b>CHAPTER IV : DATA ANALYSIS AND RESEARCH FINDING .....</b>	<b>38</b>
4.1 Data Analysis.....	38
4.1.1 The Description of Data .....	38
4.1.2 Analysis Requirement Test.....	47
4.1.2.1 Normality Test.....	47
4.1.2.2 Homogeneity Test.....	51
4.1.3 Hypothesis Testing.....	52
4.2 Research Finding.....	55
4.2.1 Discussion.....	55
<b>CHAPTER V : CONCLUSIONS AND SUGGESTIONS .....</b>	<b>57</b>
5.1 Conclusions .....	57
5.2 Suggestions .....	57

**REFERENCES..... 59**

**APPENDICES**

### THE LIST OF TABLES

Table	Title	Page
3.1	: The Distribution of Population.....	31
3.2	: The Distribution of Sample .....	32
3.3	: Design of Research.....	33
4.1	: The Score of the Students' Ability at Writing Procedure Text that Were Taught by Using Football Verbal Strategy .....	39
4.2	: Worktable to Find Mean, Variant, Deviation Standard of the Data of The Students' Ability at Writing Procedure Text that were Taught by Using Football Verbal Strategy.....	40
4.3	: The Score of the Students' ability at Writing Procedure Text that Were Taught by Using Conventional Strategy .....	43
4.4	: Worktable to Find Mean, Variant, Deviation Standard of the Data of The Students' Ability at Writing Procedure Text that were Taught by Using Conventional Strategy.....	45
4.5	: Normality Test in Experiment Class.....	47
4.6	: Normality Test in Control Class .....	49

**THE LIST OF APPENDICES**

## APPENDICES

- I : Lesson Plan of Experiment Class
- II : Lesson Plan of Control Class
- III : Test
- IV : Key Answer
- V : The Students' Initial and Real Name of Experiment Class
- VI : The Students' Initial and Real Name of Control Class
- VII : The Critical Value List of Liliefors Test
- VIII : Tabel Wilayah Luas di Bawah Kurva Normal 0 ke z
- IX : Table of f Distribution
- X : Table of T Distribution
- XI : Table of Writing Assessment

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Research

Language impacts daily life of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Words, gestures and tone are utilized in union to portray a broad spectrum of emotion. English is an international language because many schools are recognizing the importance of English. Some schools begin offering to teach English as a second language as early as middle school. Many schools are requiring English requirements as part of their application process. It is not only used for communication but also used for keeping up with the development of technology and science. Many occupations need someone who has mastered English skills well. English has four skills; they are speaking, listening, reading, and writing. All of the skills are highly required.

Writing is one way to communicate in English by expressing the ideas through organizing our thought into good arrangement of written text. Olshtain stated that viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via text.<sup>1</sup> According to the statement above, it is said that written text is able to present an act of communication which can be easily understood and involved the writer and the readers. Writing skill should be taught in order to produce a high quality written text which can convey the content through informal literacy such as short functional text, monologue, and essay in the form of procedure descriptive, recount, narrative, report, news item, analytical exposition,

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<sup>1</sup>Olshtain, E. 2001. Functional tasks for mastering the mechanics of writing and going just beyond. In Celce-Murcia (Ed), *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.p.207.

hortatory exposition, spoof, explanation, discussion, review, and public speaking. To improve and develop students' writing skill, English teachers should provide recommended materials which are appropriate with the curriculum.

According to school-based curriculum there are five kinds of text taught in the tenth grade of senior high school that are: recount, procedure, narrative, descriptive, and news item.

Procedure text is a text that designed to describe how something is achieved through a sequence of action or steps. In our daily live sometimes we do procedure text. We did not write it, but we practice it. Because the procedure text is important in our activity, the students have to have ability at writing procedure text. There are many factors that influence a good recount text, such as grammar, punctuation, vocabulary, sentence pattern, media, method and learning strategy, etc.

Learning strategy is the way that teacher used to explain the material. It is a planned of activities that includes the methods and various in a study. Learning strategy is arranged to reach the goal of study. There are many kinds of learning strategy that can be used in the teaching – learning process. They are Number Head Together, The Power of Two, Think Pair Share, Jigsaw Learning, Everyone is a Teacher Here, True and False Strategy, Picture and Picture, Mind Mapping, Active Knowledge Sharing, Football Verbal etc.

Ideally if the students were taught by appropriate strategy, the students' ability at writing procedure text will be better. But based on my first observation. I found that most of students of class X at SMA Swasta Meranti still have difficulties to write a procedure text. It can be seen by mistakes that they made.

The students did not write each sentence correctly based on the grammatical of procedure text. They did not use time sequencer in writing procedure text. Their generic structure is not order and they did not write based on the language features of procedure text. The students have idea but cannot express it because of having lack vocabulary. Besides that the teacher did not used appropriate strategy, so the students cannot express their idea confidently.

That is why the researcher wants to conduct a research on the title "The Effect of Football Verbal Strategy on the Students' Ability at Writing Procedure Text at SMA Swasta Meranti in 2016/2017 Academic Year"

## **1.2 Identification of Problem**

Based on the background of research, the identifications of research are:

1. The students have been taught grammar but some of the students do not write each sentence correctly based on the grammatical of procedure text.
2. The students have been taught time sequencer in writing procedure text but they do not use time sequencer in writing procedure text.
3. The students have been taught the generic structure of procedure text, but they do not write in order.
4. The Students have some ideas to write, but they do not express it because they have lack vocabulary.
5. The teacher has used strategy, but the teacher does not use appropriate strategies, so the students cannot organize their ideas and information about the topic confidently, especially in writing procedure text.



### **1.3 Limitation of Problem**

Based on the identification above, the researcher limited the research on two factors; they were teacher's strategy (Football Verbal) and the students' ability at writing (Procedure text).

### **1.4 Formulation of Research**

The formulation in this research can be stated as follows:

1. How is the students' ability at writing procedure text that was taught by using Football Verbal strategy?
2. How is the students' ability at writing procedure text that was taught by using conventional strategy?
3. Is there any significant effect of Football Verbal strategy on the students' ability at writing procedure text?

### **1.5 Objective of Research**

The objective of this research is to answer the problems as mentioned above.

Thus, the aims of this research can be listed as follows:

1. To know the students' ability at writing procedure text that was taught by using Football Verbal strategy.
2. To know the students' ability at writing procedure text that was taught by using conventional strategy.
3. To know there is any significant effect of Football Verbal strategy on the students' ability at writing procedure text.

## **1.6 Significance of Research**

The findings of the research are expected to be useful for the teacher, students and other researcher.

1. For the students, this research is hoped to improve their ability in writing procedure text which is helped by Football Verbal as teaching strategy and hopefully they will learn English more enjoyable, especially in writing procedure text.
2. For teachers, This research is hoped to encourage teacher to increase their knowledge on how to teach English attractively and motivate students to be interested in learning English.
3. For other researcher, the result of this research can be useful as comparison in researching the same issues. It is hoped can give more information and contribution to the knowledge.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied in the research. The terms must be clarified to avoid confused, it was important to describe some terms to prevent misunderstanding between the writer and the reader. Thus, the following explanation is aimed toward the clear explanation.

##### 2.1.1 Students' Ability

Ability is skill or power.<sup>2</sup> Ability is the quality or state of being able competence in doing (skill) or natural attitude proficiency.<sup>3</sup> Ability is person's potential in doing something. Every person has ability to be developed, but they have different ability in doing something. Students' ability is focused on how the students' doing something in a particular course or program.

Student' will have good ability if they are able to produce writing by using their own words and ideas, they also can write grammatically, based on general structure and also can write appropriate with punctuation and spelling. It can be said that the writing ability is someone's capacity of power to use or to apply those for general components of writing skills. So, the conclusion is that ability is a thing done successfully in reaching particular goal, statues, or standard,

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<sup>2</sup>Oxford University Press. 2008. *Oxford Learner Pocket Dictionary*. New York :Oxford University Press.p.1.

<sup>3</sup>Merriam Dictionary. *Ability*. <http://www.merriam-webster.com/dictionary/ability>, Accessed on January 12<sup>th</sup> 2016.

especially by effort, skill, courage, etc. In this case, the students' ability can be seen from the test that was given.

Hasan said that there are three factors that can make the students' ability increasing more<sup>4</sup>, they are:

- a. The original ability: The original ability is a set of basic ability and it called fitrah ability (basic ability that can be developing automatically). Some factors that can improve original ability are talent, instinct, hereditary, intuition and human character.
- b. Thinking ability: in the structure of human body there is what called brain extension, which is used to think of something.<sup>5</sup> Thinking as a soul that can make correlation between incidents that has done.
- c. Ability derived from willingness: willingness as a sign of soul, describes one active or feeling as an effort of individual soul. Willingness is an effort of someone to raise something.

If the teacher wants her students have good ability, she must know these factors, so the teacher can help the students to increase their ability. One of the way that teacher can do is making the strategy in teaching learning process that can develop the original ability, thinking ability of the students and can derived the ability from willingness.

## **2.1.2 Writing**

### **2.1.2.1 Definition of Writing**

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<sup>4</sup>Chalifah Hasan. 1995. *Dimensi-Dimensi Psikologi Pendidikan*, Surabaya: Al-Ikhlash, p.64.

<sup>5</sup>Ibid. p. 65.

Writing is the expression of language in the form of letters, symbols, or words.<sup>6</sup> Writing is an action process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.<sup>7</sup> Writing is not same with speaking, because when we speak our communication will be expressed naturally and directly. We say our words directly to the target, but when we use writing as communication, we can see our language in letters form and check it.

Writing and speaking have their own sign, symbols, and divides to make communication more effective.<sup>8</sup> Two different approaches for assessing writing ability can be adopted. Firstly writing can be divided into discrete levels, e.g. grammar, vocabulary, spelling, and punctuation and these elements can be tested separately by the use of objective test. Secondly, more direct extended writing task of various types could be constructed.

Writing is more than public communication; it is a way of thinking.<sup>9</sup> When people will write something, they must have already been thinking about what they are going to say and they are going to write it. After they have finished writing, they read over what they have written and make correction of their writing.

Hammond said that in writing we arrange clauses into a sentence: the main idea becomes the main clause; subsidiary ideas become subordinate clauses and so on.<sup>10</sup> We must use one topic sentence in each paragraph as our central idea that will be expressed and add subordinated sentence as the explanation of our main idea.

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<sup>6</sup>Utami Dewi. 2013. *How to Write*. Medan: La-Tansa Press. p.2

<sup>7</sup>Alan Meyers. 2005. *Gate away to Academic Writing: Effective Sentences, Paragraph and Essays*. New York: Longman.p.1.

<sup>8</sup>Jeremy Harmer.2004. *How to Teach Writing*. England: Pearson.p. 10.

<sup>9</sup>Fred D White. 1986. *The Writer's Art*. California: Wads Worth Publishing Company Belmont. p. 7

<sup>10</sup>Peter Knapp and Megan Watkins. 2005. *Genre Text Grammar: Technologies for Teaching and Assessing Writing*. Australia: UNSW Press Book. p. 15.

Zamel said that writing is a process through which meaning is created. These suggest composition instruction that recognizes the importance of generating, formulating, and defining one idea.<sup>11</sup> To deliver the message of our writing the writer must has the recognize composition, so the meaning of writing can be understood by the reader clearly. Every sentence has to has correlation with other sentence and every paragraph has to has correlation between other paragraph. A lot of writing follows a defined discourse organization, typical English paragraph construction, for example, has atopic sentence followed by exemplification, then perhaps exception or further exemplification, and then resolution or conclusion.

Writing is a process of producing thought to be available which needs complex combination of skills, writers, especially L2 writers, has to concern with both high level skills and low level skills. High level skills including planning and organizing, whereas low level skills including spelling, punctuation and word choice.<sup>12</sup>

We must also consider what is genre in accordance with our writing goals. Harmer stated that writing is a process that what we write is often heavily influenced by constraints of genres than these elements has to be presented in learning activities.<sup>13</sup>

Based on explanation above, the writer concludes that writing is a process of delivering the ideas, expressing them into written form, and organizing them into meaningful statements or paragraphs. The communications in writing is used to convey

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<sup>11</sup>Vivian Zamel. June 1982. *Writing : The Process of Discovering Meaning*. TESOL Quarterly: Val. 16 No. 2 (Online). p .195. ([http://www.jstor.org/stable/3586792?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/3586792?seq=1#page_scan_tab_contents), accessed on January, 4<sup>th</sup>2016 ).

<sup>12</sup>Jack C. Richards and Willy A. 2002.Renandya, *Methodology in Language Teaching*. New York: Cambridge University. p.303.

<sup>13</sup>Jeremy Harmer. 2004. *How to Teach Writing*. England: Longman. p.86.

ideas to the readers. To make the reader easy to understand the idea that conveyed in writing the writer must write in coherent and correctly.

### 2.1.2.2 The Purpose of Writing

Writing has the purpose to the writer and the reader. The main purpose is to communicate in written form. The purpose of writing is to express the ideas, feelings and expressions or information through organizing our thought into good arrangement of written text. According to Halliday suggests that written language is used for the following purposes:

(1) For action (for example, public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual); (2) For information (for example, newspapers, current affairs magazines, advertisements, political pamphlets); (3) For entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles).<sup>14</sup>

Besides that there are three levels of purpose of writing:

#### a. General Purpose

We can identify the following general purposes for most of the writing that we do<sup>15</sup>:

- 1) To inform : To provide information about a specific issue or topic. For example, a visitor center at a state park might offer a brochure informing hikers about the causes and prevention of forest fires.

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<sup>14</sup>David Nunan. 1999. *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers. p. 275.

<sup>15</sup>Chris Juzwiak. 2009. *Stepping Stones A Guided Approach To Writing Sentences And Paragraphs*. New York: Bedford/St.Martin's. p.18

- 2) To educate : To broaden someone's knowledge or expertise, textbook for a human development course might offer an in-depth discussion of the stages of emotional development in children.
- 3) To entertain : To provide fun o amusement. For instance, a celebrity Magazine might share gossip about a star's wedding.
- 4) To inspire : To positively influence or motivate others. For example, an essay about the challenges and rewards of running a marathon might inspire others to admire the effort, if not to run a marathon themselves.
- 5) To persuade : To argue that a certain action should be taken. For instance, well written letter might persuade city officials that a parking fine that you received was excessive and should be lowered. Knowing the general purpose of your writing project will help you make effective choices about the information to include and how to present this information. If you are trying to include and how to present them clearly and directly.

### **b. Specific Purpose**

Once you have identified the general purpose for your writing project, you will need to select the specific information or ideas you want to communicate to your audience.<sup>16</sup> There is a lot of information that you could provide about your, so you will have to narrow your options and select one specific purpose.

### **c. Personal Purpose**

As a student or an employee, much of the writing you do will be required writing. This is writing that you must complete in order to pass a class or keep your job.

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<sup>16</sup> Ibid. p. 19



Sometimes, it is difficult to feel motivated to do required writing because you may have little personal interest in the topic. To stay motivated when doing required writing, it is a good idea to identify a personal purpose that may or may not be related to the topic you are writing about.

A personal purpose answers this question: Why is this writing project important for me, the writer? How can I benefit from doing this assignment? If the topic is of personal interest to you, you may be motivated to learn more about the topic. If the topic is not of personal interest to you, you may have to find a personal purpose that is not related to the topic.

Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed.

In hadits also there is explanation about the purpose of writing. Our prophet muhammad (peace be upon him)

عن زيد بن ثابت ان النبي صلعم امره ان يتعلم كتاب اليهود حت كتابة لناسى

صلعم كتبه واقرأته كتبهم اذا كتبها اليه

*“From Zaid bin Tsabit. a that the prophet (peace be upon him) asks him to learn the Jewish writing, so as I wrote to the prophet (peace be upon him) his letters (to the Jewish) and read the Jewish’s letters, if they sent the letter to him”.*

Based on the hadits above, the researcher concludes that writing has important role in human life. Our prophet Muhammad SAW even told us to learn foreign writing, so

we can exchange our thought with foreign people through written text. Writing can express our thought and feeling. We not only study writing in our language, but also in other language.

### **2.1.2.3 The Process of Writing**

In producing a writing matter, there is a process involved and the process can be affected by the content (subject matter of the writing, the type of writing, and the medium it is written in. There are four elements of the writing process.<sup>17</sup>

#### **a. Planning**

Experienced writers plan what they are going to write. Before starting or type, writer tries and decides what it is they are going to say. Choosing your topic, narrowing your topic, considering your purpose, and organize detail before you write.

#### **b. Drafting**

Shaping your writing and providing elaboration.

#### **c. Editing**

Reflecting and revising are often helped by other readers who comment and make suggestions. Evaluating the overall structure of your work, revising any errors for content, then look the paragraphs, sentences and words.

#### **d. Final Version**

Once writer have edited their draft, make the changes they consider to be necessary they produce the final version. Share your writing.<sup>18</sup>

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<sup>17</sup>Jeremi Harmer, 2004. *How to teach Writing*. England : Longman. p.4.

The process of writing is an approach to write that focused on the steps involved a piece of work. In actually the writing process is not highly organized linear process, but rather a continual movement between the different steps of the writing model.

Brown clarifies that process writing approaches tend to be framed in three stages of writing process, pre-writing, drafting and revising.<sup>19</sup> Don Snow also said that the writing process is often described as having three parts: planning, writing, and revising.<sup>20</sup> They are as follows:

1. Prewriting and Planning:

The planning of a composition can be broken down into three parts; generating ideas, organizing them down for later reference.

- a. Generating Ideas: means finding something to say. Many students' natural tendency is not to think about what they will at all until they actually sit down to start writing, so talking with students about where and how they do their best thinking will help underscore the importance of thinking as a part of composition process.
- b. Selecting and Organizing Ideas: Making an initial effort to select and organize material will give students a good to start. Having decided what to focus on, students need to look at their material and decide what ideas and details suit the focus.
- c. Noting Ideas Down

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<sup>18</sup>Jeremy Harmer. op.cit. p. 4-6.

<sup>19</sup>Ibid. p. 348.

<sup>20</sup>Don Snow. 2007. *From Language Learner to Language Teacher: An Introduction to Teaching English as a Foreign Language*. South Washington Street: TESOL. p. 159.

Before starting to write, students should at the very least list the main points of their paper. More advanced-level students can often benefit from learning how to write formal outlines because they require students to decide what points they will make in what order and to consider how points relate to each other (e.g., which are main points and which are supporting points).

## 2. Editing and Revising

Editing can be divided into two processes: revising to improve its content and proofreading to catch and correct errors.

### a. Revising

One problem is that students may see little reason to invest further time polishing a presentation of ideas they never had any real interest in. A second problem is that, even when students do try to revise, they often do so the same night as they write, when they simply have neither the energy nor the freshness of perspective to see flaws of organization and logic.

### b. Proofreading

Sometimes both teachers and students assume that proofreading is a process of mechanically applying grammar rules to every sentence in a composition in order to find the bits that are wrong. However it is more realistic and helpful to view proofreading as a process of looking through a text to find things that students are not sure about, which they can then check in a reference book if they have time and inclination. In short,

students are not looking for mistakes; they are looking for places where they are not sure.<sup>21</sup>

Based on the process of writing process above, the researcher concludes that, generally the writing process includes prewriting, composing, revising, editing, and publishing.

#### 2.1.2.4 Text

Text is the expression of language that contains content, syntax, pragmatics that is a unity. A text is a set of language which is together cohesively through meaning. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

A text is meaningful linguistic unit in a context.<sup>22</sup> Language as a system of communication is organized as cohesive units we call texts. Text is a context in using language, that can be using language in spoken text and written text.<sup>23</sup> A written text refers to any meaningful short or long spoken or written text.<sup>24</sup> A text of language is unique. Some languages may have some similarities in a text.<sup>25</sup> Different types of texts have distinctive characteristics, depending on what they are made to do.<sup>26</sup> So text is the expression of something that has meaning.

Pardiyono stated there are some types of writing, they are:

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<sup>21</sup>Ibid. p. 159-162.

<sup>22</sup>Sanggam Siahaan and Kisno Shinoda. 2008. *Generic Text Structure*. Yogyakarta: Graha I lmu. p.1.

<sup>23</sup>Pardiyono. 2007. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: CV. Andi Offset. p.1.

<sup>24</sup>Siahaan dan Shinoda. op.cit.p.1

<sup>25</sup>Ibid. p.1.

<sup>26</sup>Peter Knapp and Megan Watkins. op.cit.p.29

1. Narration/narrative: tells world events, which can be informative or entertaining, and can be past world events or present happening.
2. Recount (spoof): contains of the chronology of activities done in past time.
3. Description/descriptive: a description of an object, both living things and dead things, including human and animals.
4. Information report: contains of present information presentation about a thing or a fact supported by data presentation, characteristic description, and classification or tabulating.
5. Discussion: present information and opinions about a present hot issue, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue.
6. Explanation: to explain of a thing or object according to the character, the procedure, etc.
7. Exposition: contains of an argument, point of views, a matter, a certain thing.
8. Procedure: contains instruction about a sequence of action, or a procedure to do a thing.
9. Anecdote: certain a meaning or shares about ridiculous, shameful, funny, very special, or extra ordinary event.
10. Advertisement-persuasive exposition: tries to seduce, attract, and catch the reader eye.<sup>27</sup>

At senior high school, the writer found several kinds of the texts, for example: narrative, descriptive, report, procedure, and recount, news item, analytical exposition,

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<sup>27</sup>Pardiyono. op.cit, p. 2-3.

hortatory exposition, spoof, anecdote, etc. All of them must be comprehend by the students in writing activity.

### **2.1.2.5 Procedure Text**

Procedure text is a text in which there are instructions to the action sequences a case containing one thing, it contains a sequence of treatment procedures to something. Writing focus lies in obedience to the ordinance or the sequence of how a job completed.<sup>28</sup> Siahaan and shinoda said that procedure text same likes a process. Process in any written English text in which the writer describes how something is accomplished through a sequence of action or step.<sup>29</sup> So, procedure text is the text that contains steps of how to do something by using process.

We can find procedure text in two forms, oral form and written form. We can find oral form in video or tutorial of doing something. In this case the researcher focused on written form.

In the context of communication, often someone should explain about how the work should be completed in sequence step. Instruction on step that must be done so that a job can be done well and packaged in a text called procedure. Key word for this type of text is “what need to be does?” Or “what should I do?”<sup>30</sup> Procedure text is aimed to describe how something is achieved through a sequence of actions or steps.

## **1. Text Function of Procedure Text**

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<sup>28</sup>Pardiyono. 2006. *12 Writing clauses For Better Writing Competence*. Yogyakarta: Andi. p. 172.

<sup>29</sup>Siahaan dan Shinoda.op.cit. p.81.

<sup>30</sup>Ibid. p. 125.

The function of procedure text is to explain how to do or to make something based on the given instruction or to describe how something is achieved through a sequence of actions or steps.

## **2. Generic Structure of Procedure Text**

There are 4 generic structures in writing procedure text namely: goal, material, method and re-orientation.<sup>31</sup> Pardiyo also said that 3 generic structures in writing procedure text: they are goal, materials and step.<sup>32</sup>

- a) Goal or purpose is to describe how something is accomplished. For example if the goal is making on avocado juice, the title is commonly written as: how to make a glass of avocado juice.
- b) Material is deals with the thing needed in the case bring discussed. For example, how to make an omelet, the materials that you must prepare are egg, union, garlic, etc.
- c) Steps are sequence steps in doing or making something (firstly, you out it ... secondly, then, etc). Another text feature of procedure text is covering. For example cut the cake by using knife, open kit carefully, etc. Moreover, there is also comment about significance, danger, and efficacy in doing the steps. The text features are then used to be the significance assessment for examining students writing procedure text.

## **3. Grammatical Features of Procedure Text**

Grammatical features of procedure text follow:

- a) The Address (subject) may be referred to either directly or indirectly.

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<sup>31</sup>Siahaan dan Shinoda. op.cit. p. 81.

<sup>32</sup>Pardiyo. op.cit. p. 172-173.



- b) Action verbs are used in instruction to represent the process involved in completing a task.
- c) Verbs are the simple present tense to create a sense of timelessness. They are also stated as imperative.
- d) Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed.
- e) Temporal connectives are used in procedural instruction to ensure processes are placed in the correct order of time.
- f) Conditional connectives sometime used to provide a premise upon which a command or statement is based.
- g) Modality is used in instruction to lessen or heighten the degree of obligation is completing a task.<sup>33</sup>

#### **4. Example of Procedure Text**

##### **How to Make a Milkshake**

###### **a. Goal**

A milkshake is a sweet, cold beverage which is usually made from milk, ice cream, or iced milk, and flavorings or sweeteners such as butterscotch, caramel sauce, chocolate sauce, or fruit syrup. If you want to make a delicious milkshake by your selves, then this is the way how to make it.

###### **b. Material**

The ingredients that you need to make a milkshake are:

- 1) 4 cups vanilla ice cream

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<sup>33</sup>Knapp p & Watkins. 2005. *Genre, Text, and Grammar*. Sydney: UNSW Press. p. 156-157.

- 2) 2 cups milk
- 3) 4 teaspoons chocolate sauce (optional)
- 4) 1 cup fresh or frozen strawberries

c. Steps

Now, follow these steps to make a milkshake.

- 1) Place milkshake glasses into the freezer. Using cold glasses will help the shake stay cool to give you time to enjoy. Leave for up to an hour if possible.
- 2) Soften ice cream. It is easier to make a shake when the ice cream is slightly soft. Take the ice cream out of the freezer a few minutes before making your shake.
- 3) Place the ingredients into a blender. Mix the ice cream, milk and added flavors into the blender. Blend on high for one minute. Don't leave in the blender for longer or the shake will melt quickly.
- 4) Pour shakes into frosty glasses. Take the glasses out of the freezer as soon as the blending is complete. Then pour the shake mixture in.
- 5) Drop a straw into the shake, then enjoy. You can sip a shake right from the glass but somehow the straw adds to the flavor and the experience.

If you do not have a blender, you may substitute with a mixer, but be careful as it could be messy. And if you do not have anything else to mix, just use a spoon, but let the ice cream thaw first to make the milkshake easier to mix. Enjoy your milkshake.

### 2.1.3 Teaching Strategy

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>34</sup> In guiding and facilitating learning to the students the teacher has to have a way, so teaching learning process can be done and the goal of learning can be reach. When delivered the material to the students the teacher should use strategy.

Strategy refers to general approach or plan: tactics refer to the methods used to carry out strategies in particular situations; techniques are the procedures used to carry out the tactics.<sup>35</sup> Teaching strategy is the way that was chosen by teacher to teach the material in giving teaching situation covering attitude sequence and contest of activities. It is the way of the teacher to make the students easy to understand the material.

In teaching learning process there are so many strategies that can be used by the teacher, especially in teaching writing. Not all of strategy can be used in teaching writing. Teacher should choose the appropriate strategy. Teacher should know what the students' need? How is the condition of the students? Can the students' do this strategy? By applying the suitable strategy the students will be easier to understand what the teacher conveys.

It suitable with Allah says in An-Nahl verse 125 in Holy Qur'an.

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْ لَهُم بِآيَاتِي هِيَ أَحْسَنُ  
 إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

<sup>34</sup>H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*. 4<sup>th</sup> Ed. San Fransisco: Longman. p.7.

<sup>35</sup>Joseph F. Callahan, Leonard H. Clark. 1977 *Teaching in the Middle and Secondary Schools*. New York: Macmillan Publishing Co., Inc. p. 5.

*“Inviting (all) to the way of the lord with wisdom and bountiful preaching and reason with them in the better way. Lo! Thy lord is best aware of him who strayed from his way, and he is the best aware of those who go a right”.*<sup>36</sup>

In verse above Allah tells His apostles that provides learning is done with good teaching, which received gently by the human heart but memorable in their hearts. Learning is boredom when the students always cause anxiety and fear in the human soul, as a teacher we must make the student not anxiety and fear in learning, we must make the students enjoy in studying. Because of that one of those strategies that can be used in teaching writing is Football Verbal strategy.

#### **2.1.3.1 Football Verbal Strategy**

Football Verbal strategy is a strategy that uses physical skills to be replaced by a mental skill in two seasons game full of action and high tempo.<sup>37</sup> This strategy is one of the strategies that can make students be happy and can add variation of activities in teaching learning process. Students who had not complete a task that provided teachers for understanding low concept become motivated.

In Football Verbal strategy each student in the group are required to be able to answer questions quickly, accurately and answer questions posed by the teacher in turn, thereby encouraging students to be active, cooperation in teams or groups, study hard, improve thinking skills, collect the score or the most goals, and understand the teaching materials presented by the teacher. This strategy can apply in any subject. It can be applied in Science, Mathematics, Language, etc.

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<sup>36</sup> Yusuf Ali. 1968. *The Holy Qur'an Text, Translation and commentary*. Jeddah: Dar Al-Arabia. p. 689.

<sup>37</sup> Paul Ginnis. 2007. *Teachers' Toolkit: Raise classroom Achievement with Strategies for Every Learner*. California: Corwin Press. p.186.

By using this strategy is expected that students can more easily understand the lesson, because this strategy is a fun strategy. It is believed that using Football Verbal strategy will give the students enjoyment or challenge in learning process and encourage them to look carefully at work in class, each students has responsible in class, and the students can share their and knowledge each other.

The advantages of Football Verbal strategy:

1. Make students interdependence each other.
2. Improve emotional intelligence.
3. Demanding independence.<sup>38</sup>
4. This strategy can make students be happy and add variation of activities in teaching learning process. Students almost do not know that they are tested.
5. Time of training can make the students to look for their work detail. It proves that memory has to be studied again. The activity shows the important of review.<sup>39</sup>
6. Make students more active.
7. Students become responsible.
8. Encourages teamwork.
9. Can be played competitively or cooperatively.

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<sup>38</sup>Ibid. p. 186.

<sup>39</sup>Ibid. p. 187.

### 2.1.3.2 Teaching Procedure Text by Using Football Verbal Strategy

The steps of teaching procedure text by using Football Verbal Strategy:

1. The teacher asks the students into two groups or teams with different academic abilities. Then the teacher asks the students to sit down with members of his group. Each group chose a captain group
2. The team was formed with the goal to be scored as much, and each team member is responsible for answering questions from the teacher. While the captain serves to set a team member who presented the answer and the captain also noted the number of goals that earned the team
3. The teacher explains the material to be studied.
4. The teacher gives the time to each group to do training. When the training has done, all of books have to save.
5. The teacher prepare some questions:
  - a. What is procedure text?
  - b. What is the purpose of procedure text?
  - c. Mention the generic structure of procedure text?
  - d. Mention the grammatical features of procedure text?
  - e. Please make one example of procedure text, the steps answer orderly one by one of each members.
6. Captain called together, coins thrown to know who started (kick off) and the game begins.
7. The team that gets the first turn. Start answering questions from the teacher, their answer in writing form.
8. The students raise hand and give the answer to the teacher.

9. If you answered 30 seconds properly, then they retain the ball (question) his fellow group members. Questions were asked again by the teacher and so on. If three consecutive questions - were successfully answered (three times holding the ball). So the goal !.
10. If the answer is wrong, then possession of the ball (questions) are rolled over to the opposing group.
11. If a group of opponents who are given the opportunity to answer correctly then the opposing group holding the ball.
12. If the opponent group is given the opportunity also one or nobody answered within 5 seconds then the question null / loose ball.
13. Violations occur when students chanted answer when not turn, answered when not entitled and especially arguing with the referee! Referees are asked to use the yellow card if there are students who commit violations. If a person has received a yellow card 3 times, then the offense to four students was given a red card.
14. The team that collects the most goals is declared the winner and the teacher gave reward (award) formidable group.
15. At the end of the lesson each team captain to collect a list of names - the name of a team member who answered and a lot of goals scored.<sup>40</sup>

## **2.2 Related Study**

1. Riswanto, 2012, State Institute of Islamic Studies (IAIN) Bengkulu, has done a research “ The Use of Mind Mapping Strategy in the Teaching of Writing at SMA N 3 Bengkulu” The main objective of this study was

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<sup>40</sup> Ibid. p. 186

aimed to identify whether the use of Mind Mapping strategy was effective in improving the students' writing achievement. The population was the First year students of SMAN 3 Bengkulu Town in academic year of 2011/2012 with a total number of 234 students. Out of this population, 66 students were taken as sample. There were two groups, each of which consisted of 33 students. The data were collected by using writing test. The data obtained were analyzed by using t-test formula. From the t-test calculation of the pre test result was known that  $t$  obtained was 0.25 by using  $t$  table  $p$  level and 64 df results in a figure of 2.0, so the obtained  $< t$  table ( $0.25 < 2.0$ ). The mean score of the experimental group was 68.1212 and the control group was 62.7727. In testing the significant difference between these two group means;  $t$  obtained was 2.7 and  $t$  table value at 0.05  $p$  level and the 64 df was 2.0. So that  $t$  obtained  $> t$  table ( $2.7 > 2.0$ ). It meant that there was a significance difference on students writing achievement which was taught through Mind Mapping Strategy.

2. Siregar, Asrina Sari, 2015, English Department, Faculty of Language and Art, State University of Medan, also has done a research "The effect of Small Group Work Strategy on Student's Achievement in Writing Procedure Text". This study attempts to discover the effect of applying Small Group Work Strategy on students' achievement in writing procedure text. It was conducted by using experimental research design. The population of this research was the ninth (IX) grade student of SMP N 1 Padang Bolok Julu which consists of 3 parallel classes with the total number of students in 90. The samples of this research were taken by



random sampling through lottery technique. The result was class IX<sup>1</sup> consisted of 30 students become the experimental group and the XI<sup>3</sup> consisted of 30 students become the control group. The instrument was used to collect the data was writing procedure text. After the data were analyzed, it was found that the value of t-observed was 3,37 with the degree of freedom (df = 58) at the level significance 0.05. it means that t-observed was higher than t-table ( $3.37 > 2,00$ ). Therefore, the null hypothesis ( $H_0$ ) is reacted and the hypothesis alternative ( $H_a$ ) is accepted.

3. Ariyuni, Eka Desi, 2012, English Department Faculty of Language and Art. State University of Medan. The Effect of Using Video on the Students' Achievement in Writing Procedure Text. The objective of this study was to investigate whether video significantly affected on students' achievement in writing procedure text. This study was an experimental research design. The population of this study was grade XI students of SMA Swasta Sinar Harapan Lubuk Pakam with 70 students as samples who were divided into two groups, namely experimental and control group. The experimental group was taught by using video, while the control group was taught by without video. The instrument of collecting data was essay tests. The data were analyzed by using t-test formula. The result of the analysis showed that  $t_{value}$  is higher than  $t_{table}$  ( $4.79 > 2.00$ ) at the level of significance 0.05 with the degree of freedom (df) 68. It means that the null hypothesis ( $H_0$ ) is reacted and the hypothesis alternative ( $H_a$ ) is accepted.

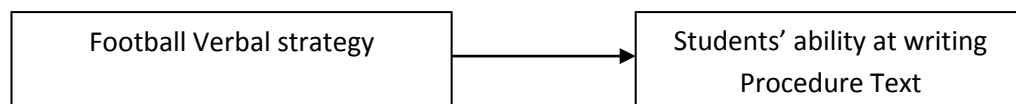
### 2.3 Conceptual Framework

Writing is other way to express our feelings, ideas and desires besides speaking. The important of writing is to convey the ideas to the readers in communication. One kind of writing is procedure text. Procedure text is the text that has function to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

As the researcher has explained on the background of research, the students still have difficulties at writing procedure text. There are some factors that influenced the students' ability at writing procedure text, such as grammar, vocabulary, punctuation, media, strategy etc.

In this case the researcher will use strategy to make the students' ability at writing procedure text be better. The strategy is Football Verbal strategy. Football Verbal strategy is an active strategy that adds variety of activity in teaching learning process. This strategy focused on group in making class is maximal and active. In using this strategy the teaching learning process like playing football, but the physic activity will be changed to mental activity. Each student in group has to answer the question that was given by the teacher to get a point so the students can study in team work, study hard, improving their thinking ability, collect score and goal, and understand the material that was given by the teacher.

Because of the advantages above, the researcher want to know whether the significant effect of Football Verbal Strategy on the students' ability at writing procedure text. It can see to the following draft:



#### **2.4.1 Hypothesis**

Based on the theoretical and conceptual framework previous, the hypothesis is formulated as follows:

- (1) ( $H_a$ ): There is significant effect of Football Verbal strategy on the students' ability at writing procedure text.
- (2) ( $H_0$ ): There is no significant effect of Football Verbal strategy on the students' ability at writing procedure text.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Location of Research

This research was conducted at SMA Swasta Meranti. The location of the school was at Jl.Perintis Kemerdekaan No. 182 Meranti. The researcher chose this location because of some reasons, they were:

- 1) The researcher has found the problem at this school
- 2) The same research never been conducted there
- 3) Suitable with the ability and the limitation of the research in time and finance

#### 3.2 Population and Sample

##### 3.2.1 Population

*Populasi adalah keseluruhan objek yang akan/ingin diteliti.*<sup>41</sup> (Population is the whole of objects that will be researched). The population of this research was the tenth grade of SMA Swasta Meranti in 2016/2017 academic year that amount 70 students. It could be seen at the following table:

**Table. 3.1**

**The Distribution of Population**

<b>Num</b>	<b>Class</b>	<b>Amount</b>
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<sup>41</sup>Syahrum, Salim. 2007. *Metodologi Penelitian Kuantitatif*. Bandung: Citapustaka Media. p.113.

1.	X <sub>1</sub>	34
2.	X <sub>2</sub>	36
Total		70

### 3.2 Sample

Sample is the smaller class or subset of the population.<sup>42</sup> *Sampel adalah bagian dari populasi yang menjadi objek penelitian.*<sup>43</sup> (Sample is part of population which can be object of the research). Based on Arikunto's theory stated that *jika jumlah populasi kurang dari seratus, maka sebaiknya seluruhnya digunakan sebagai sampel.*<sup>26</sup> (if the number population is less than 100, it is better to take all of them). Because the population of this research was 70 students, so the researcher took whole population as sample.<sup>44</sup>

There were two classes of this research. These classes was divided into two class, experiment and control class. Class X<sub>1</sub> as the experiment class was taught by using Football Verbal strategy and class X<sub>2</sub> as the control class was taught by using conventional strategy.

**Table. 3.2**

#### Distribution of Sample

Num	Class	Amount
1.	X <sub>1</sub>	34
2.	X <sub>2</sub>	36

<sup>42</sup>Louis Cohen, Laurence Manion & Keith Morison. 2007. *Research Method in Education*, London: Routledge. p.100.

<sup>43</sup>Syahrum, Salim. op.cit. p. 113

<sup>44</sup>Suharsimi Arikunto. 1993. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rieneka Cipta. p. 107

Total	70
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### 3.3 Design of Research

The researcher used experimental research method in this research. One of the things that often trying to do in experimental research was determine what was cause and what was effect. To collect the data, the sample divided into two classes. One of the classes was assigned as the experiment class and other one as the control class.

Experiment class was the class that received treatment by Football Verbal strategy, while the control class was the class that did not receive treatment. The control class just used conventional strategy.

There were some steps of procedure in the research, firstly the researcher taught the students about procedure text in experiment class (used treatment) and control class (without treatment). Then, the researcher gave the students post test in experiment and control class to know the ability of the students at writing procedure text after the researcher taught the procedure text. The experiment design in this research can be seen at the following table:

**Table. 3.3**

#### **Design of Research**

Class	Step 1
Experiment	Treatment by using Football Verbal strategy
Control	Treatment by using conventional strategy

### 3.4 Operational Definition

In this research, there were two variables, independent and dependent variable. Using Football Verbal strategy was the independent variable, while students' ability at writing procedure text was the dependent variable.

Football Verbal strategy was a helping way in teaching learning process that make the students' more active and easy to understand the material in a group. So, the students' ability at learning procedure text will be increased.

Writing is a group of letters or symbols written which marked on a surface as a means of communicating ideas by marking each symbol that stands for an ideas, concept, or thing. One kind of writing is procedure text. Procedure text is the text that contains activity directed toward making or doing something.

The students' writing ability at procedure text was affected by Football Player strategy. It was hoped that the students can express their idea in writing procedure text and they can write it text based on the correct punctuation, grammar, spelling, and the choice of words that they used.

### 3.5 Instrument for Collecting Data

The instrument for collecting data of this research is test. Arikunto Said *“tes merupakan alat atau pengukur yang digunakan untuk mengetahui atau mengukur sesuatu dalam suasana, dengan cara dan aturan-aturan yang sudah ditentukan”*.<sup>45</sup> The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion, because everyone has different ability, personality, interest and behavior.

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<sup>45</sup>Suharsimi Arikunto. op.cit,p.266.

In this research, the researcher used composition test of writing. In this test, the students were asked to compose a short text of procedure text based on. The test was used to collect the students' writing that must be analyzed to identify students' ability at writing procedure text. The researcher gave written test in essay form for the students to measure their ability. To measure the students' ability the researcher used Brown's scoring.

Brown stated that the maintains for categories scoring the test in writing, namely organization, logical development of ideas, grammar, punctuation /spelling/mechanics, and style and qualities of expression) was listed may bias the evaluator toward the greater importance of organization and logical development as opposed to punctuation and style. But the mathematical assignment of the 100 point scale gives equal weight (a maximum of 20 points) to each of the five major categories (see appendix).<sup>46</sup>

### **3.6 Technique for Data Collection**

The test was given to the experiment class and control class. Post test was given after the researcher gave treatment to experiment class by using Football Verbal strategy and control class by using conventional strategy.

The test consisted of 1 question in essay form. The students got possible score 0-100, where 0 was the minimum score and 100 were the maximum score.

The steps to do the test were followed:

- 1) The researcher distributed the answer sheet to the students
- 2) The students wrote their name
- 3) The researcher gave instruction that the test is writing procedure text
- 4) The researcher wrote the specific time for students to do the test

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<sup>46</sup> H. Douglas Brown, 2004. *Language Assessment Principle and Classroom Practice*. New York: Person Education Limited, p. 243.



- 5) The researcher collected the answer sheet from the students when the time is up.
- 6) The researcher scored the students' test.

### 3.7 Technique for Data Analysis

In this research, the data was obtained from the experiment and control class. To significantly whether there was effect Football Verbal strategy on the students' ability at writing procedure text, the researcher should do requirement test at the first by using normality and homogeneity test after that the researcher will use t-test formula.

#### 1. Normality Test

To test the normality of data, the researcher used Liliefors test with the following steps:

- 1) Calculating mean and deviation standard by the formula:

$$\bar{X} = \frac{\sum X}{n}$$

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

- 2) Perception  $x_1, x_2, \dots, x_n$  made permanent number  $z_i, z_1, z_2, \dots, z_n$  by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

- 3) To find out  $S(Z_i)$  we use the formula :  $S(Z_i) = \frac{Fcum}{n}$

- 4) Here, after calculating a proportion  $Z_1, Z_2, \dots, Z_n$ , the smaller equals to  $Z_i$ .
- 5) Counting the difference  $F(Z_i) - S(Z_i)$ , and then determine its absolute price.
- 6) Taking the biggest price among absolute price of the difference and mentioning the price by  $L_0$ .
- 7) If  $L_0 < L$  obtained from the critical coefficient test, the Liliefors with the real level  $\alpha = 0,05$ , hence the distribution is normal. (Translated from Sudjana).<sup>47</sup>

## 2. Homogeneity Test

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

$$F = \frac{\text{The biggest variants}}{\text{The smallest variants}}$$

Here, its criterion is  $F_{\text{observation}} < F_t$ , then both samples was homogenous. (translated from Sudjana).<sup>48</sup>

## 3. Hypothesis Test

The data was analyzed by using t-test formula. The formula was:

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

Explanation:

$\bar{X}_1$  = The group mean value sample that has highest score

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<sup>47</sup>Sudjana. 2005. *Metoda Statiska*. Bandung: Tarsito. p. 466.

<sup>48</sup>Ibid. p.250.

$\bar{X}_2$  = The group mean value sample that has lowest score

s = Standard deviation merger (Translated from Sudjana).<sup>49</sup>

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<sup>49</sup>Ibid. p.239.

## CHAPTER IV

### DATA ANALYSIS AND RESEARCH FINDING

#### 4.1. Data Analysis

Data analysis was intended to find out whether the application of Football Verbal strategy significantly affects the students' ability at writing procedure text. The analysis was calculated by applying the t test formula to discover the hypothesis of this research was accepted or rejected, before it the researcher should do requirement test at the first by using normality and homogeneity test.

##### 4.1.1 The Description of Data

The data on this research were quantitative data, they were taken from experiment research design, and there were seventy students who were taken as sample of this research. They were divided into two classes, namely experiment and control class. The students in experiment class were taught by using Football Verbal strategy and the students in control class were taught by using conventional strategy. The population of this research was the students of the tenth grade at SMA Swasta Meranti in 2016/2017 Academic Year. The experiment class was  $X_1$  and the control class was  $X_2$ .

The research was conducted in two weeks, within two treatments which included four meetings altogether. Both of experiment and control class were given essays writing test form on the post-test.

Table 4.1

**The Score of the Students' Ability at Writing Procedure Text that Were Taught by  
Using Football Verbal Strategy**

<b>No.</b>	<b>Students' Initial Name</b>	<b>Score</b>
1	AAS	<b>57</b>
2	APW	81
3	AR	85
4	AD	76
5	AW	86
6	AAI	75
7	AAA	78
8	AN	89
9	AG	71
10	DA	87
11	DK	89
12	DRN	77
13	FA	79
14	FHP	86
15	FEB	86
16	FA	81
17	HS	<b>97</b>
18	IAS	88
19	JRP	80
20	JAP	69
21	MI	79
22	MWS	77
23	MNY	87
24	MAR	88
25	NS	<b>97</b>

26	NP	68
27	NS	95
28	RW	76
29	SC	78
30	SF	70
31	TR	92
32	WA	95
33	WH	79
34	WS	59

Based on the table above, the researcher found that the minimum score of the students that were taught by using Football Verbal strategy was 57 and the maximum score was 97.

To know the mean, variant and deviation standard of the variable data of the students' ability at writing procedure text that were taught by using Football Verbal strategy, it can be seen on the following worktable:

**Table 4.2**

**Worktable to Find Mean, Variant, Deviation Standard of the Data of The Students' Ability at Writing Procedure Text that were Taught by Using Football Verbal Strategy**

No.	Students' Initial Name	Experiment Class	
		Score (Xi)	$Xi^2$
1	AAS	57	3249
2	APW	81	6561
3	AR	85	7225
4	AD	76	5776
5	AW	86	7396
6	AAI	75	5625
7	AAA	78	6084
8	AN	89	7921

9	AG	71	5041
10	DA	87	7569
11	DK	89	7921
12	DRN	77	5929
13	FA	79	6241
14	FHP	86	7396
15	FEB	86	7396
16	FA	81	6561
17	HS	97	9409
18	IAS	88	7744
19	JRP	80	6400
20	JAP	69	4761
21	MI	79	6241
22	MWS	77	5929
23	MNY	87	7569
24	MAR	88	7744
25	NS	97	9409
26	NP	68	4624
27	NS	95	9025
28	RW	76	5776
29	SC	78	6084
30	SF	70	4900
31	TR	92	8464
32	WA	95	9025
33	WH	79	6241
34	WS	59	3481
Total		2757	226717
Mean		81,09	

### 1. Calculation of Experiment Class

Tabulation of the values obtained:

$$\sum X_i = 2757 \qquad \sum X_i^2 = 226717 \quad n = 34$$

So the Mean rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2757}{34} = 81.09$$

And the deviation standard:

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{34(226717) - (2757)^2}{34(34-1)}} \\
 &= \sqrt{\frac{7708378 - 7601049}{34(33)}} \\
 &= \sqrt{\frac{107329}{1122}} \\
 &= 9.78
 \end{aligned}$$

$$S^2 = 95.64$$

Based on the calculation, the researcher found that the mean score of the students that were taught by using Football Verbal strategy was 81.09, with deviation standard was 9.78 and the variant score was 95.64.

**Table 4.3**

**The Score of the Students' Ability at Writing Procedure Text that Were Taught by Using Conventional Strategy**

No	Students' Initial Name	Score
1	AK	63
2	AS	71
3	AA	<b>50</b>
4	BP	60
5	DKM	62
6	DA	59
7	DS	77
8	DPA	72
9	DP	78
10	DM	65
11	EF	73
12	EL	70
13	EP	66
14	FA	68
15	FR	75
16	FS	68
17	HM	65



18	HS	60
19	IH	71
20	JO	65
21	JU	63
22	MS	59
23	MR	70
24	MA	56
25	MLT	65
26	NY	65
27	NU	70
28	RA	77
29	RP	71
30	RO	58
31	RA	59
32	SW	60
33	SP	63
34	SU	80
35	VR	<b>90</b>
36	ZR	84

Based on the table, the researcher found that the minimum score of the students that were taught by using conventional strategy was 50 and the maximum score was 90.

To know the mean, variant and deviation standard of the variable data of the students' ability at procedure text that were taught by using conventional strategy it can be seen on the following worktable:

Table 4.4

**Worktable to Find Mean, Variant, Deviation Standard of the Data of The Students' Ability at Writing Procedure Text that were Taught by Using Conventional Strategy**

No	Students' Initial Name	Control Class	
		Score (Xi)	$X_i^2$
1	AK	63	3969
2	AS	71	5041
3	AA	50	2500
4	BP	60	3600
5	DKM	62	3844
6	DA	59	3481
7	DS	77	5929
8	DPA	72	5184
9	DP	78	6084
10	DM	65	4225
11	EF	73	5329
12	EL	70	4900
13	EP	66	4356
14	FA	68	4624
15	FR	75	5625
16	FS	68	4624
17	HM	65	4225
18	HS	60	3600
19	IH	71	5041
20	JO	65	4225
21	JU	63	3969
22	MS	59	3481
23	MR	70	4900
24	MA	56	3136

25	MLT	65	4225
26	NY	65	4225
27	NU	70	4900
28	RA	77	5929
29	RP	71	5041
30	RO	58	3364
31	RA	59	3481
32	SW	60	3600
33	SP	63	3969
34	SU	80	6400
35	VR	90	8100
36	ZR	84	7056
Total		2428	166182
Mean		67,44	

## 2. Calculation of Control Class

Tabulation of the values obtained:

$$\sum X_i = 2428 \quad \sum X_i^2 = 166182 \quad n = 36$$

So the Mean rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2428}{36} = 67,44$$

And the deviation standard:

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{36(166182) - (2428)^2}{36(36-1)}} \\
 &= \sqrt{\frac{5982552 - 5895184}{36(35)}} \\
 &= \sqrt{\frac{87368}{1260}} \\
 &= 8,33
 \end{aligned}$$

$$S^2 = 69.38$$

Based on the calculation, the researcher found that the mean score of the students that were taught by using conventional strategy was 67.44, with deviation standard was 8.33 and the variant score was 69.38.

#### 4.1.2 Analysis Requirement Test

Before the researcher used t-test to analyze the data, the researcher should do requirement testing at the first by using normality and homogeneity test.

##### 4.1.2.1 Normality Testing

Table 4.5

Normality Test in Experiment Class

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	57	1	1	-2,463	0,007	0,029	-0,023
2	59	1	2	-2,259	0,012	0,059	-0,047
3	68	1	3	-1,338	0,090	0,088	0,002
4	69	1	4	-1,236	0,108	0,118	-0,009
5	70	1	5	-1,134	0,128	0,147	-0,019
6	71	1	6	-1,032	0,151	0,176	-0,025
7	75	1	7	-0,623	0,267	0,206	0,061
8	76	2	9	-0,520	0,301	0,265	0,037
9	77	2	11	-0,418	0,338	0,324	0,014
10	78	2	13	-0,316	0,376	0,382	-0,006
11	79	3	16	-0,214	0,415	0,471	-0,055
12	80	1	17	-0,111	0,456	0,500	-0,044
13	81	2	19	-0,009	0,496	0,559	-0,062
14	85	1	20	0,400	0,655	0,588	<b>0,067</b>
15	86	3	23	0,502	0,692	0,676	0,016
16	87	2	25	0,604	0,727	0,735	-0,008
17	88	2	27	0,707	0,760	0,794	-0,034

18	89	2	29	0,809	0,791	0,853	-0,062
19	92	1	30	1,116	0,868	0,882	-0,015
20	95	2	32	1,422	0,923	0,941	-0,019
21	97	2	34	1,627	0,948	1,000	-0,052

To find Z score by using by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{57 - 81.09}{9.78} = -2.463$$

$$2. Z_i = \frac{59 - 81.09}{9.78} = -2.259$$

$$3. Z_i = \frac{68 - 81.09}{9.78} = -1.338$$

$$4. Z_i = \frac{69 - 81.09}{9.78} = -1.236$$

$$5. Z_i = \frac{70 - 81.09}{9.78} = -1.134$$

To find out S(Z<sub>i</sub>) we use the formula :  $S(Z_i) = \frac{Fcum}{n}$

$$1. S(Z_i) = \frac{1}{34} = 0,029$$

$$2. S(Z_i) = \frac{2}{34} = 0,059$$

$$3. S(Z_i) = \frac{3}{34} = 0,088$$

$$4. S(Z_i) = \frac{4}{34} = 0,118$$

$$5. S(Z_i) = \frac{5}{34} = 0,147$$

From the table above, it was found that the observation Liliefors or  $L_0=0.067$  with  $N=34$  and real  $\alpha=0.05$  from the critics list of Liliefors table was found that  $L_t=0.152$ . So, it can be known that the coefficient of  $L_0(0.067) < L_t = (0.152)$ , it can be concluded the students' ability at procedure text that were taught by using Football Verbal strategy was **normal**.

**Table 4.6**

**Normality Test inControl Class**

No	Score	F	Fcum	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	50	1	1	-2,094	0,018	0,028	-0,010
2	56	1	2	-1,373	0,085	0,056	<b>0,029</b>
3	58	1	3	-1,133	0,129	0,083	0,045
4	59	3	6	-1,013	0,155	0,167	-0,011
5	60	3	9	-0,893	0,186	0,250	-0,064
6	62	1	10	-0,653	0,257	0,278	-0,021
7	63	3	13	-0,533	0,297	0,361	-0,064
8	65	5	18	-0,293	0,385	0,500	-0,115
9	66	1	19	-0,173	0,431	0,528	-0,096
10	68	2	21	0,067	0,527	0,583	-0,057
11	70	3	24	0,307	0,621	0,667	-0,046
12	71	3	27	0,427	0,665	0,750	-0,085
13	72	1	28	0,547	0,708	0,778	-0,070
14	73	1	29	0,667	0,748	0,806	-0,058
15	75	1	30	0,908	0,818	0,833	-0,015

16	77	2	32	1,148	0,874	0,889	-0,014
17	78	1	33	1,268	0,898	0,917	-0,019
18	80	1	34	1,508	0,934	0,944	-0,010
19	84	1	35	1,988	0,977	0,972	0,004
20	90	1	36	2,708	0,997	1,000	-0,003

To find Z score by using by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{S}$$

$$1. Z_i = \frac{50 - 67.44}{8.33} = -2.094$$

$$2. Z_i = \frac{56 - 67.44}{8.33} = -1.373$$

$$3. Z_i = \frac{58 - 67.44}{8.33} = -1.133$$

$$4. Z_i = \frac{59 - 67.44}{8.33} = -1.013$$

$$5. Z_i = \frac{60 - 67.44}{8.33} = -0.893$$

To find out S(Z<sub>i</sub>) we use the formula :  $S(Z_i) = \frac{Fcum}{n}$

$$1. S(Z_i) = \frac{1}{36} = 0,028$$

$$2. S(Z_i) = \frac{2}{36} = 0,056$$

$$3. S(Z_i) = \frac{3}{36} = 0,083$$

$$4. S(Z_i) = \frac{6}{36} = 0,167$$

$$5. S(Z_i) = \frac{9}{36} = 0,250$$

From the table above, it was found that the observation Liliefors or  $L_0=0.029$  with  $N=36$  and real  $\alpha=0.05$  from the critics list of Liliefors table was found that  $L_t=0.148$ . So, it can be known that the coefficient of  $L_0 (0.029) < L_t = (0.148)$ , it can be concluded the students' ability at writing procedure text that were taught by using conventional strategy was **normal**.

#### 4.1.2.2 Homogeneity Testing

Homogeneity test used F-test to know what the sample comes from the population that homogenous or not.

$$F_{\text{observation}} = \frac{S_1^2}{S_2^2}$$

Where :  $S_1^2 =$  the biggest variant

$S_2^2 =$  the smallest variant

Based on the variants of both samples of pre-test found that:

$$S_{ex}^2 = 95.64 \quad N = 34$$

$$S_{cont}^2 = 69.38 \quad N = 36$$

So:



$$F_{\text{observation}} = \frac{S_{\text{keks}}^2}{S_{\text{kcont}}^2}$$

$$F_{\text{observation}} = \frac{95.64}{69.38} = 1.38$$

The coefficient of  $F_{\text{observation}} = 1.38$  was compared with  $F_{\text{table}}$ , where  $F_{\text{table}}$  was determined at real level  $\alpha=0.05$  and the same numerator  $dk= n-1$  ( $34-1 = 33$ ) that was exist between  $dk$  numerator 30 and 40, the denominator  $dk= n-1$  ( $36-1 = 35$ ). Then  $F_{\text{table}}$  can be calculated by linear interpolation.

$$- F_{0.05(30;33)} = 1.82$$

$$- F_{0.05(40;33)} = 1.76$$

So:

$$\begin{aligned} F_{\text{table}} &= F_{0.05(30;33)} + \frac{30-33}{40-33} ( F_{0.05 (40;33)} - F_{0.05 (30;33)} ) \\ &= 1.82 + (-3/7) (1.76 - 1.82) \\ &= 1.82 + (-0.4) (- 0.06) \\ &= 1.82 + 0.02 \\ &= 1.84 \end{aligned}$$

Because of  $F_{\text{observation}} < F_{\text{table}}$  atau ( $1.38 < 1.84$ ) so it can be concluded that the variant was **homogenous**.

#### 4.1.3 Hypothesis Testing

Hypothesis testing was meand to answer the hypothesis that was proposed earlier and to decide wheter the hypothesis was accepted or rejected. Based on the two classes of the data, the students' score have fullfild the condition of statistic hypothesis test of "t",

normality test and homogeneity test have been completed. So, to make the hypothesis test in this research used the equality test two means by using t-test, as follow:

$$t_{\text{observation}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

t = t-test

$\bar{X}_1$  = the mean of experiment class

$\bar{X}_2$  = the mean of control class

$n_1$  = sample of experiment class

$n_2$  = sample of control class

S = deviation standard

From the computation it can be found that:

1. The mean score of students' ability at writing procedure text that were taught by using Football Verbal strategy was 81.09.
2. The mean score of students' ability at writing procedure text that were taught by using conventional method was 67.44
3. Deviation standard was counted as follows:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(34 - 1)95.64 + (36 - 1)69.38}{34 + 36 - 2}$$

$$S^2 = \frac{(33)95.64 + (35)69.38}{72}$$

$$S^2 = \frac{3156.12 + 2428.3}{72}$$

$$S^2 = \frac{5584.42}{72}$$

$$S^2 = 77.56$$

$$S = \sqrt{77.56}$$

$$S = 8.80$$

Then to test the hypothesis of this research was used equality of two means by using t-test as follows:

$$t_{\text{observation}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{\text{observation}} = \frac{81.09 - 67.44}{8.80 \sqrt{\frac{1}{34} + \frac{1}{36}}}$$

$$t_{\text{observation}} = \frac{13.65}{1.93}$$

$$t_{\text{observation}} = 7.07$$

From the computation above, it can be seen the coefficient of  $t_{\text{observation}}=7.07$  with the level  $\alpha=0.05$ ,  $dk= n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0.975}$  and  $dk=34+36-2=68$ , is between  $dk=60$  dan  $dk=120$  or  $t_{(0.975)(68)}$ . Because  $t_{(0.975)(68)}$  there is not in t distribution, so the researcher used interpolation.

- $t_{(0.975)(60)} = 2.00$

- $t_{(0,975)(120)} = 1.98$

So :

$$t_{(0,975)(68)} = 2.00 + \frac{68 - 60}{120 - 60} (1.98 - 2.00)$$

$$t_{(0,975)(68)} = 2.00 + \frac{8}{60} (-0,02)$$

$$t_{(0,975)(68)} = 2.00 + 0.13 (-0,02)$$

$$t_{(0,975)(68)} = 2.00 - 0.002$$

$$t_{(0,975)(68)} = 1.998$$

Based on the computation above, it can be seen the coefficient of  $t_{\text{count}} = 7.07$  with the level  $\alpha=0.05$ ,  $dk= n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0,975}$  and  $dk=34+26-2=68$ , which the real level of  $t_{\text{table}} = 1.998$ . It was found that the coefficient of  $t_{\text{observation}}(7.07)$  was higher than the coefficient of  $t_{\text{table}} (1.998)$ .

This result showed that null hypothesis was rejected, the hypothesis formulated as “there was significant effect of using Football Verbal strategy on the students’ ability at writing procedure text”. It means that Football Verbal strategy significantly affected students’ ability at writing procedure text.

## 4.2 Research Finding

1. Based on the result of the calculation above, it was found that the students' ability at writing procedure text when the researcher taught by using Football Verbal strategy got mean 81.09 with the maximum score 97 and the minimum score was 57 and deviation standard was 95.64 .
2. The students' ability at writing procedure text when the researcher taught by using conventional strategy got mean 67.44 with the maximum score 90 and the minimum score was 50 and deviation standard was 69.38.
3. The result of t-test =  $t_{\text{observation}}$  (7.07) was higher than the coefficient of  $t_{\text{table}}$  (1.998) with the the level  $\alpha=0.05$ ,  $dk= n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0.975}$  and  $dk=34+35-2=68$ . The  $H_a$  hypothesis was accepted and  $H_0$  was rejected. It means that there was significant effect of using Football Verbal strategy on the students' ability at writing procedure text at SMA Swasta Meranti in 2016/2017 Academic Year Academic Year.

### 4.2.1 Discussion

There was significant effect on students' ability at writing procedure text by using Football Verbal strategy. The students that were taught by using Football Verbal strategy have higher score than were taught by conventional strategy.

Based on the result of the calculation above, it was found that the mean of students' ability score at writing procedure text that were taught by using Football Verbal strategy was 81.09, while the mean of students' ability score at writing procedure text that were taught by using conventional strategy was 67.44. The result of t-test =  $t_{\text{observation}}$  (7.07) was higher than the coefficient of  $t_{\text{table}}$  (1.998) with the the level  $\alpha=0.05$ ,  $dk= n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)}=t_{0.975}$  and  $dk=24+36-2=68$ . The  $H_a$  hypothesis was

accepted and  $H_0$  was rejected. It means that there was significant effect of using Football Verbal strategy on the students' ability at writing procedure text at SMA Swasta Meranti in 2016/2017 Academic Year Academic Year.

It had been explained that Football Verbal strategy would be an effective way to improve the students' ability at writing procedure text. Students were helped by their teacher to be able to write procedure text. It proved (in experiment class was taught by using this strategy) that the strategy would help the students become more active and responsible.

Using Football Verbal strategy also proved (in experiment class was taught by using this strategy) that the strategy was helpful especially for the students who had no courage or comfortless to learn and ask individually. Students had opportunity to work cooperatively with their friends in the class helped by the teacher to improve their students' abilities.

Based on the explanation above, the researcher concluded that the implementation of Football Verbal strategy has significant effect to the students' ability at writing procedure text.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

The researcher concluded that:

1. Based on the result of the calculation above, it was found that the students' ability at writing procedure text when the researcher taught by using Football Verbal strategy got mean 81.09 with the maximum score 97 and the minimum score was 57 and deviation standard was 95.64.
2. The students' ability at writing procedure text when the researcher taught by using conventional strategy got mean 67.44 with the maximum score 90 and the minimum score was 50 and deviation standard was 69.38.
3. The result of t-test =  $t_{\text{observation}}$  (7.07) was higher than the coefficient of  $t_{\text{table}}$  (1.998) with the the level  $\alpha = 0.05$ ,  $dk = n_1+n_2-2$  and chance  $(1-1/2\alpha)$ . So,  $t_{(1-1/2\alpha)} = t_{0.975}$  and  $dk = 34+35-2 = 68$ . The  $H_a$  hypothesis was accepted and  $H_0$  was rejected. It means that there was significant effect of using Football Verbal strategy on the students' ability at writing procedure text at SMA Swasta Meranti in 2016/2017 Academic Year Academic Year.

#### 5.2 Suggestions

Based on the conclusion, the researcher gives some suggestions:

1. For the students should learn more to increase their ability at writing procedure text and should keep responsibility in their studying.

2. For the teacher who wants to teach writing procedure text effectively, can use this strategy because this strategy helps the students increase their ability at writing procedure text.
3. For other researchers who are interested in conducting same research have to explore knowledge in order to give more benefit on the research result.



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**APPENDIX I****LESSON PLAN FOR EXPERIMENT CLASS**

School	: SMA SwastaMeranti
Subject	: English
Class/Semester	: X / 1
Skill	: Writing
Material	: Procedure text
Time	: 2 x 45 minutes

**A. Standard Competence**

2. Understanding the meaning of short functional text and simple monologue text form of a recount, narrative and procedure in the context of daily life.

**B. Basic Competence**

2.2 Responding to the meaning in the text a simple monologue is using a variety of oral language accurately, fluently and thank the various contexts of everyday life in the text: recount, narrative, and procedure

**C. Indicators**

- a. Explain procedure text.
- b. Analyze the generic structure of procedure text.
- c. Analyze the social function and grammatical feature of procedure text.
- d. Write procedure text with their own words.

#### **D. Learning Outcome**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text and write procedure text with their own words.

#### **E. Material**

##### **a. Definition**

Procedure text is a text in which there are instructions to the action sequences a case containing one thing, it contains a sequence of treatment procedures to something.

##### **b. Purpose**

The function of procedure text is to explain how to do or to make something based on the given instruction or to describe how something is achieved through a sequence of actions or steps.

##### **c. Generic Structure of Procedure Text**

- d) Goal or purpose is to describe how something is accomplished. For example if the goal is making on avocado juice, the title is commonly written as: how to make a glass of avocado juice.
- e) Material is deals with the thing needed in the case bring discussed. For example, how to make an omelet, the materials that you must prepare are egg, onion, garlic, etc.
- f) Steps are sequence steps in doing or making something (firstly, you out it ... secondly, then, etc). Another text feature of procedure text is covering. For example cut the cake by using knife, open kit carefully, etc. Moreover, there is also comment about significance, danger, and efficacy in doing the

steps. The text features are then used to be the significance assessment for examining students writing procedure text.

#### **d. Grammatical Features of Procedure Text**

Grammatical features of procedure text follow:

- h) The Address (subject) may be referred to either directly or indirectly.
- i) Action verbs are used in instruction to represent the process involved in completing a task.
- j) Verbs are the simple present tense to create a sense of timelessness. They are also stated as imperative.
- k) Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed.
- l) Temporal connectives are used in procedural instruction to ensure processes are placed in the correct order of time.
- m) Conditional connectives sometime used to provide a premise upon which a command or statement is based.
- n) Modality is used in instruction to lessen or heighten the degree of obligation is completing a task.

#### **e. Example of Procedure Text**

##### **HOW TO MAKE PANCAKE**



**INGREDIENTS:**

1. – 4 spoonful of flour
2. 2 eggs
3. 1 ½ (250 ml) of milk
4. 1 stick of butter

**MATERIALS :**

1. 1 mixing bowl
2. 2 table spoons
3. 2 cups
4. 1 small pan

**PROCEDURE:**

1. Put the flour in the bowl.
2. Put milk in a cup.
3. Make sure it's 250 ml of milk.
4. Put the milk in the bowl.
5. Break the 2 eggs into the bowl.
6. Mix it with a spoon.
7. Heat up the pan and put the butter
8. Put the mix in the pan.
9. Let the pancake mix cook about 5 minutes
10. Flip pancake over when the top is brown.

Your pancake its ready to be serve

**F. Strategy Of Learning**

Football Verbal strategy

**G. Source**

Th.M.Sudarwatidkk, *Look Ahead an English Courses for SMA Grade X2*  
Jakarta, Erlangga , 2007.

## **H. Media**

- a. Board marker
- b. White Board

## **I. Learning Activities**

### **1. Pre Activities**

- a. Greeting
- b. Ask the students to pray
- c. Check the students' attendance
- d. Apperception

### **2. Main Activity**

16. The teacher asks the students into two groups or teams with different academic abilities. Then the teacher asks the students to sit down with members of his group. Each group chose a captain group
17. The team was formed with the goal to be scored as much, and each team member is responsible for answering questions from the teacher. While the captain serves to set a team member who presented the answer and the captain also noted the number of goals that earned the team
18. The teacher explains the material to be studied.
19. The teacher gives the time to each group to do training. When the training has done, all of books have to save.
20. The teacher prepare some questions:
  - f. What is procedure text?
  - g. What is the purpose of procedure text?
  - h. Mention the generic structure of procedure text?



- i. Mention the grammatical features of procedure text?
  - j. Please make one example of procedure text, the steps answer orderly one by one of each members.
21. Captain called together, coins thrown to know who started (kick off) and the game begins.
  22. The team that gets the first turn. Start answering questions from the teacher, their answer in writing form.
  23. The students raise hand and give the answer to the teacher.
  24. If you answered 30 seconds properly, then they retain the ball (question) his fellow group members. Questions were asked again by the teacher and so on. If three consecutive questions - were successfully answered (three times holding the ball). So the goal !.
  25. If the answer is wrong, then possession of the ball (questions) are rolled over to the opposing group.
  26. If a group of opponents who are given the opportunity to answer correctly then the opposing group holding the ball
  27. If the opponent group is given the opportunity also one or nobody answered within 5 seconds then the question null / loose ball.
  28. Violations occur when students chanted answer when not turn, answered when not entitled and especially arguing with the referee! Referees are asked to use the yellow card if there are students who commit violations. If a person has received a yellow card 3 times, then the offense to four students was given a red card.
  29. The team that collects the most goals is declared the winner and the teacher gave reward (award) formidable group

- o. At the end of the lesson each team captain to collect a list of names - the name of a team member who answered and a lot of goals scored.

### 3. Post Activities

- a. Teacher reviews the material.
- b. Asks one of the students to give the conclusion of the topic
- c. Teacher gives suggestion to students to study hard and also memorize new material
- d. Teacher closes the class

### J. Evaluation

1. Technique : Students are assigned to answer the question and write a procedure text.
2. Form : Writing
3. Aspect to be assessed:
  - a. organization : 1-20
  - b. Logical development of idea : 1-20
  - c. Grammar : 1-20
  - d. Punctuation, spelling and mechanics : 1-20
  - e. Style and quality of expression : 1-20

Approved by



Headmaster

Syahrial Panjaitan, S.Pd, MM

Medan, October 2016

Teacher

Rade Nova Sembiring Maha, S.Pd

Researcher

Nuraisyah Damanik

NIM. 34123091

**APPENDIX II****LESSON PLAN FOR CONTROL CLASS**

School	: SMA SwastaMeranti
Subject	: English
Class/Semester	: X / 1
Skill	: Writing
Material	: Procedure text
Time	: 2 x 45 minutes

**J. Standard Competence**

2. Understanding the meaning of short functional text and simple monologue text form of a recount, narrative and procedure in the context of daily life.

**K. Basic Competence**

2.3 Responding to the meaning in the text a simple monologue is using a variety of oral language accurately, fluently and thank the various contexts of everyday life in the text: recount, narrative, and procedure

**L. Indicators**

- a. Explain procedure text.
- b. Analyze the generic structure of procedure text.
- c. Analyze the social function and grammatical feature of procedure text.
- d. Write procedure text with their own words.

## **M. Learning Outcome**

By the end of the learning, the students will have been able to analyze generic structure and grammatical feature of procedure text and write procedure text with their own words.

## **N. Material**

### **f. Definition**

Procedure text is a text in which there are instructions to the action sequences a case containing one thing, it contains a sequence of treatment procedures to something.

### **g. Purpose**

The function of procedure text is to explain how to do or to make something based on the given instruction or to describe how something is achieved through a sequence of actions or steps.

### **h. Generic Structure of Procedure Text**

- g) Goal or purpose is to describe how something is accomplished. For example if the goal is making on avocado juice, the title is commonly written as: how to make a glass of avocado juice.
- h) Material is deals with the thing needed in the case bring discussed. For example, how to make an omelet, the materials that you must prepare are egg, union, garlic, etc.
- i) Steps are sequence steps in doing or making something (firstly, you out it ... secondly, then, etc). Another text feature of procedure text is covering. For example cut the cake by using knife, open kit carefully, etc. Moreover, there is also comment about significance, danger, and efficacy in doing the

steps. The text features are then used to be the significance assessment for examining students writing procedure text.

### **i. Grammatical Features of Procedure Text**

Grammatical features of procedure text follow:

- o) The Address (subject) may be referred to either directly or indirectly.
- p) Action verbs are used in instruction to represent the process involved in completing a task.
- q) Verbs are the simple present tense to create a sense of timelessness. They are also stated as imperative.
- r) Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed.
- s) Temporal connectives are used in procedural instruction to ensure processes are placed in the correct order of time.
- t) Conditional connectives sometime used to provide a premise upon which a command or statement is based.
- u) Modality is used in instruction to lessen or heighten the degree of obligation is completing a task.

### **j. Example of Procedure Text**

#### **HOW TO MAKE PANCAKE**



**INGREDIENTS:**

5. – 4 spoonful of flour
6. 2 eggs
7. 1 ½ (250 ml) of milk
8. 1 stick of butter

**MATERIALS :**

5. 1 mixing bowl
6. 2 table spoons
7. 2 cups
8. 1 small pan

**PROCEDURE:**

11. Put the flour in the bowl.
12. Put milk in a cup.
13. Make sure it's 250 ml of milk.
14. Put the milk in the bowl.
15. Break the 2 eggs into the bowl.
16. Mix it with a spoon.
17. Heat up the pan and put the butter
18. Put the mix in the pan.
19. Let the pancake mix cook about 5 minutes
20. Flip pancake over when the top is brown.

Your pancake its ready to be serve

**O. Strategy Of Learning**

Conventional strategy

**P. Source**

Th.M.Sudarwatidkk, *Look Ahead an English Courses for SMA Grade X2*  
Jakarta, Erlangga , 2007.

**Q. Media**

- c. Board marker
- d. White Board

**R. Learning Activities****3. Pre Activities**

- e. Greeting
- f. Ask the students to pray
- g. Check the students' attendance
- h. Apperception

**4. Main Activity**

- a. Teacher gives introduction about materials by asking some questions.
  - “Do you know procedure text ?”
  - “What do you think about procedure text”?
- b. Students answer the questions orally.
- c. Teacher explains students about procedure text (about the social Function, Generic structure, Lexicon grammatical features)
- d. Teacher gives an example of procedure text
- e. Teacher asks students to read and identify procedure text.
- f. Teacher asks students to write a procedure text based on their own language

**5. Post Activities**

- a. Teacher reviews the material.
- b. Asks one of the students to give the conclusion of the topic

- c. Teacher gives suggestion to students to study hard and also memorize new material
- d. Teacher closes the class

**J. Evaluation**

- 1. Technique : Students are assigned to answer the question and write a procedure text.
- 2. Form : Writing
- 3. Aspect to be assessed:
  - a. organization : 1-20
  - b. Logical development of idea : 1-20
  - c. Grammar : 1-20
  - d. Punctuation, spelling and mechanics : 1-20
  - e. Style and quality of expression : 1-20

Approved by

Headmaster



Syahrial Panjaitan, S.Pd, MM

Medan, October 2016

Teacher

Rade Nova Sembiring Maha, S.Pd

Researcher

Nuraisyah Damanik

NIM. 34123091



**TEST****FOR BOTH EXPERIMENT AND CONTROL CLASS**

Name :

Class :

*Write a procedure text about "how to make fried rice"!*

**KEY ANSWER****How To Make Fried Rice****Material:**

- a. Two plates of rice
- b. One clove of garlic and onion
- c. One egg, beaten
- d. Thousand gram of chicken meat
- e. One tablespoon cooking oil
- f. Salt

**Steps:**

1. First Heat oil and saute garlic until the garlic smell out, and also saute onion.
2. After that Add chicken, stir briefly until slightly cooked.
3. Next Add the eggs, stirring until eggs are cooked cracked.
4. And Then Insert white rice, tomato sauce, and salt, mix well with the spices.
5. After the, the present suit your taste,you can add fried shrimp, or even crackers.



## APPENDIX V

## THE STUDENTS' INITIAL AND REAL NAME

OF EXPERIMENT CLASS (X<sub>1</sub>)

No	Initial Name	Real Name
1.	AAS	Adek Anggi Surya Nirwana Sari
2.	APW	Aji Putra Wansyah
3.	AR	Alfian Ramadhan
4.	AD	Anang Dede Ilham Suhendi
5.	AW	Andri Widari
6.	AAI	Anggi Andini
7.	AAA	Anggita Angelia
8.	AN	Anisa
9.	AG	Armansyah Gunawan
10.	DA	Deny Alfareza
11.	DK	Deri Kardo
12.	DRN	Doli Ridho Nasution
13.	FA	Faizu
14.	FHP	Febri Handayani Panjaitan
15.	FEB	Febrianto
16.	FA	Fitri Angriani
17.	HS	Hilda Sibuea
18.	IAS	Irfan Alexander Sitorus
19.	JRP	Jansen Rizky Pratama
20.	JAP	Joi Anggiat Parbinoto Manurung
21.	MI	M. Irwansya
22.	MWS	M. Wahyu Syahputra
23.	MNY	Meilia Nur Yanti
24.	MAR	Mhd. Abdi Rahmanda
25.	NS	Nanda Syahputra
26.	NP	Nepi Panjaitan
27.	NS	Nopida Sitorus
28.	RW	Rapika Wulan
29.	SC	Salsabillah Cantika
30.	SF	Sari Fernando
31.	TR	Tiara Ramadhani Sipayung
32.	WA	Wahyu Andika

33.	WH	Wahyu Hidayat
34.	WS	Winda Sibuea

## APPENDIX VI

## THE STUDENTS' INITIAL AND REAL NAME

OF CONTROL CLASS (X<sub>2</sub>)

No	Initial Name	Real Name
1.	AK	Ade Kurniawan
2.	AS	Andi Syahputra
3.	AA	Andrian Arliando
4.	BP	Bagus Prasetyo
5.	DKM	Delvina Kristiana Manurung
6.	DA	Deva Ardiansyah
7.	DS	Dewi Simangunsong
8.	DPA	Diajeng Putri Ayu
9.	DP	Diki Pasindra
10.	DM	Dimas
11.	EF	Eka Fransiska
12.	EL	Ellisabeth
13.	EP	Erik Prayogi
14.	FA	Fauzi
15.	FR	Fran Riski
16.	FS	Frengki Sirait
17.	HM	Helmianti Butar-butur
18.	HS	Hemalia Sartika br Hutahayan
19.	IH	Ilham Habib
20.	JO	Johan
21.	JU	Juniardi
22.	MS	M. Safi'i
23.	MR	M. Raju
24.	MA	Mario
25.	MLT	Murni Linda Tasya br Manalu
26.	NY	Nindy Yundari
27.	NU	Nuriani
28.	RA	Reza Ananda Utama
29.	RP	Riswan Pardede
30.	RO	Roman
31.	RA	Roni Alfian Panjaitan

32.	SW	Sri Wulan Dari
33.	SP	Surya Pradana
34.	SU	Suwarno
35.	VR	Vika Ria
36.	ZR	Zepania Rencana

## APPENDIX VII

## THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p.467





APPENDIX IX

TABLE OF F DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakan:

Fp : Baris Atas untuk p = 0,05 dan Baris Bawah untuk p = 0,01)

v <sub>2</sub> = dk penyebut	v <sub>1</sub> = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
10	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21

26	4.22	3.37	2.89	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.10	2.05	1.99	1.95	1.90	1.85	1.82	1.78	1.76	1.72	1.70	1.69
	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.17	3.09	3.02	2.96	2.86	2.77	2.66	2.58	2.50	2.41	2.36	2.28	2.25	2.19	2.15	2.13
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.30	2.25	2.20	2.16	2.13	2.08	2.03	1.97	1.93	1.88	1.84	1.80	1.76	1.74	1.71	1.68	1.67
	7.68	5.49	4.60	4.11	3.79	3.56	3.39	3.26	3.14	3.06	2.98	2.93	2.83	2.74	2.63	2.55	2.47	2.38	2.33	2.25	2.21	2.16	2.12	2.10
28	4.20	3.34	2.95	2.71	2.56	2.44	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	1.65
	7.64	5.45	4.57	4.07	3.76	3.53	3.36	3.23	3.11	3.03	2.95	2.90	2.80	2.71	2.60	2.52	2.44	2.35	2.30	2.22	2.18	2.13	2.09	2.06
29	4.18	3.33	2.93	2.70	2.54	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.00	1.94	1.90	1.85	1.80	1.77	1.73	1.71	1.68	1.65	1.64
	7.60	5.52	4.54	4.04	3.73	3.50	3.33	3.20	3.08	3.00	2.92	2.87	2.77	2.68	2.57	2.49	2.41	2.32	2.27	2.19	2.15	2.10	2.06	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.34	2.27	2.21	2.16	2.12	2.09	2.04	1.99	1.93	1.89	1.84	1.79	1.76	1.72	1.69	1.66	1.64	1.62
	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.06	2.98	2.90	2.84	2.74	2.66	2.55	2.47	2.38	2.29	2.24	2.16	2.12	2.07	2.03	2.01
32	4.15	3.30	29.00	2.67	2.51	2.40	2.32	2.25	2.19	2.14	2.10	2.07	2.02	1.97	1.91	1.86	1.82	1.76	1.74	1.69	1.67	1.64	1.61	1.59
	7.50	5.34	4.46	3.97	3.66	3.42	3.25	3.12	3.01	2.94	2.86	2.80	2.70	2.62	2.51	2.42	2.34	2.25	2.20	2.12	2.08	2.02	1.98	1.96
34	4.13	3.28	2.88	2.65	2.49	2.38	2.30	2.23	2.17	2.12	2.08	2.05	2.00	1.95	1.89	1.84	1.80	1.74	1.71	1.67	1.64	1.61	1.59	1.57
	7.44	5.29	4.42	3.93	3.61	3.38	3.21	3.08	2.97	2.89	2.82	2.76	2.66	2.58	2.47	2.38	2.30	2.21	2.15	2.08	2.04	1.98	1.94	1.91
36	4.11	3.26	2.86	2.63	2.48	2.36	2.28	2.21	2.15	2.10	2.06	2.03	1.89	1.93	1.87	1.82	1.78	1.72	1.69	1.65	1.62	1.59	1.56	1.55
	7.39	5.25	4.38	3.89	3.58	3.35	3.18	3.04	2.94	2.86	2.78	2.72	2.62	2.54	2.43	2.35	2.26	2.17	2.12	2.04	2.00	1.94	1.90	1.87
38	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.96	1.92	1.85	1.80	1.76	1.71	1.67	1.63	1.60	1.57	1.54	1.53
	7.35	5.21	4.34	3.86	3.64	3.42	3.15	3.02	2.91	2.82	2.75	2.69	2.59	2.51	2.40	2.32	2.22	2.14	2.08	2.00	1.97	1.90	1.86	1.84
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.07	2.04	2.00	1.95	1.90	1.84	1.79	1.74	1.69	1.66	1.61	1.59	1.55	1.53	1.51
	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.88	2.80	2.73	2.66	2.56	2.49	2.37	2.29	2.20	2.11	2.05	1.97	1.94	1.88	1.84	1.81
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.02	1.99	1.94	1.89	1.82	1.78	1.73	1.68	1.64	1.60	1.57	1.54	1.51	1.49
	7.27	5.15	4.29	3.80	3.49	3.26	3.10	2.96	2.86	2.77	2.70	2.64	2.54	2.46	2.35	2.26	2.17	2.08	2.02	1.94	1.91	1.85	1.80	1.78
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.92	1.88	1.81	1.76	1.72	1.66	1.63	1.58	1.56	1.52	1.50	1.48
	7.24	5.12	4.26	3.78	3.46	3.24	3.07	2.94	2.84	2.75	2.68	2.62	2.52	2.44	2.32	2.24	2.17	2.06	2.00	1.92	1.88	1.82	1.78	1.75
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.14	2.09	2.04	2.00	1.97	1.91	1.87	1.80	1.75	1.71	1.65	1.62	1.57	1.54	1.51	1.48	1.46
	7.21	5.10	4.24	3.76	3.44	3.22	3.05	2.92	2.82	2.73	2.66	2.60	2.50	2.42	2.32	2.22	2.17	2.04	1.98	1.90	1.86	1.80	1.76	1.72
48	4.04	3.19	2.80	2.56	2.41	2.30	2.21	2.14	2.08	2.03	1.99	1.96	1.90	1.86	1.79	1.74	1.71	1.64	1.61	1.56	1.53	1.50	1.47	1.45
	7.19	5.08	4.22	3.74	3.42	3.20	3.04	2.90	2.80	2.71	2.64	2.58	2.48	2.40	2.28	2.20	1.70	2.02	1.96	1.88	1.84	1.78	1.73	1.70
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.02	1.98	1.95	1.90	1.85	1.78	1.74	1.69	1.63	1.60	1.55	1.52	1.48	1.46	1.44
	7.17	5.06	4.20	3.72	3.44	3.18	3.02	2.88	2.78	2.70	2.62	2.56	2.46	2.39	2.26	2.18	2.10	2.00	1.94	1.86	1.82	1.76	1.71	1.68
55	4.02	3.17	2.78	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.97	1.93	1.88	1.83	1.76	1.72	1.67	1.61	1.58	1.52	1.50	1.46	1.43	1.41
	7.12	5.01	4.16	3.65	3.37	3.15	2.98	2.85	2.75	2.66	2.59	2.53	2.43	2.35	2.23	2.15	2.00	1.96	1.90	1.82	1.78	1.71	1.66	1.64
60	4.00	3.15	2.76	2.52	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.81	1.75	1.70	1.65	1.59	1.56	1.50	1.48	1.44	1.41	1.39
	7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.40	2.32	2.20	2.12	2.03	1.93	1.87	1.79	1.74	1.68	1.63	1.60
65	3.99	3.14	2.75	2.51	2.36	2.21	2.15	2.08	2.02	1.98	1.94	1.90	1.85	1.80	1.73	1.68	1.63	1.57	1.54	1.49	1.46	1.42	1.39	1.37
	7.01	4.95	4.10	3.62	3.31	3.09	2.93	2.79	2.70	2.61	2.54	2.47	2.37	2.30	2.18	2.09	2.00	1.90	1.84	1.76	1.71	1.64	1.60	1.56
70	3.98	3.13	2.74	2.50	2.35	2.22	2.14	2.07	2.01	1.97	1.93	1.89	1.84	1.79	1.72	1.67	1.62	1.56	1.53	1.47	1.45	1.40	1.37	1.35
	7.01	4.92	4.08	3.60	3.29	3.07	2.91	2.77	2.67	2.59	2.51	2.45	2.35	2.28	2.15	2.07	1.98	1.88	1.82	1.74	1.69	1.63	1.56	1.53
80	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	1.99	1.95	1.91	1.88	1.82	1.77	1.70	1.65	1.60	1.54	1.51	1.45	1.42	1.38	1.35	1.32
	6.96	4.88	4.01	3.58	3.25	3.04	2.87	2.74	2.64	2.55	2.48	2.44	2.32	2.24	2.11	2.03	1.94	1.84	1.78	1.70	1.65	1.57	1.52	1.49
100	3.94	3.09	2.70	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.79	1.75	1.68	1.63	1.57	1.51	1.48	1.42	1.39	1.34	1.30	1.28
	6.90	4.82	3.98	3.51	3.20	2.99	2.82	2.69	2.59	2.51	2.43	2.36	2.26	2.19	2.06	1.98	1.89	1.79	1.73	1.64	1.59	1.51	1.46	1.43
125	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.77	1.72	1.65	1.60	1.55	1.49	1.45	1.39	1.36	1.31	1.27	1.25
	6.84	4.78	3.94	3.47	3.17	2.95	2.79	2.65	2.56	2.47	2.40	2.33	2.23	2.15	2.03	1.94	1.85	1.75	1.68	1.59	1.54	1.46	1.40	1.37
150	3.91	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.76	1.71	1.64	1.59	1.54	1.47	1.44	1.37	1.34	1.29	1.25	1.22
	6.81	4.75	3.91	3.44	3.13	2.92	2.76	2.62	2.53	2.44	2.37	2.30	2.20	2.12	2.00	1.91	1.82	1.72	1.66	1.56	1.51	1.43	1.37	1.33
200	3.89	3.01	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.74	1.69	1.62	1.57	1.52	1.45	1.42	1.35	1.32	1.26	1.22	1.19
	6.76	4.71	3.88	3.41	3.11	2.90	2.73	2.60	2.50	2.41	2.34	2.28	2.17	2.09	1.97	1.88	1.79	1.69	1.62	1.53	1.48	1.39	1.33	1.28
400	3.86	3.02	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.78	1.72	1.67	1.60	1.54	1.49	1.42	1.38	1.32	1.28	1.22	1.16	1.13
	6.70	4.66	3.83	3.36	3.06	2.85	2.69	2.55	2.46	2.37	2.29	2.23	2.12	2.04	1.92	1.84	1.74	1.64	1.57	1.47	1.42	1.32	1.24	1.19
1000	3.85	3.00	2.61	2.38	2.22	2.10	2.02	1.95	1.89	1.81	1.80	1.76	1.70	1.65	1.58	1.53	1.47	1.41	1.36	1.30	1.26	1.19	1.13	1.08
	6.68	4.62	3.80	3.34	3.04	2.82	2.66	2.53	2.43	2.34	2.26	2.20	2.09	2.01	1.89	1.81	1.71	1.61	1.54	1.44	1.38	1.28	1.19	1.11
∞	3.84	2.99	2.60	2.37	2.21	2.09	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57	1.52	1.46	1.40	1.35	1.28	1.24	1.17	1.11	1.00
	6.64	4.60	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.24	2.18	2.07	1.99	1.87	1.79	1.69	1.59	1.52	1.41	1.36	1.25	1.12	1.00

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p. 493

APPENDIX X

TABLE OF T DISTRIBUTION

v = dk

(Bilangan Dalam Badan Daftar Menyatakan tp)

v	t <sub>0,995</sub>	t <sub>0,99</sub>	t <sub>0,975</sub>	t <sub>0,95</sub>	t <sub>0,90</sub>	t <sub>0,80</sub>	t <sub>0,75</sub>	t <sub>0,70</sub>	t <sub>0,60</sub>	t <sub>0,55</sub>
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Source: Sudjana. 2005. *Metoda Statistika*. Bandung: Tarsito. p. 491.

APPENDIX XI

Analytic Scale for Rating Composition Tasks by Brown and Bailey

	20-18 Excellent to good	17-15 Good to Adequate	14-12 Adequate to fair	11-6 Unacceptable-not	Co
	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization.	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absenc conclu organiz severe evidenc made a organiz (could reader)
of	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay i inadeq reflect no app consider careful
t	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentence.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentence.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative on communication; run-on sentences.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some clearly needed; difficult to read sentence.	Severe interfer messag unders was try unintel structu
	Correct use of English writing conventions; left and right margins, all needed capitals, paragraph intended, punctuation and spelling very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; parts of essays not legible; errors sentence punctuation and final punctuation unacceptable to educated reader.	Compl Englis conven illegibl missing severe
ality	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; lacks awareness of register; may be too wordy.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappr vocabu register variety
n					

Source: H. Douglas Brown.2004. *Language Assessment; Principles and Classroom Practices*. New York: Longman. p. 244-245.

# CURRICULUM VITAE

## PERSONAL DETAILS

Full Name : **Nuraisyah Damanik**  
Sex : Female  
Place, Date of Birth : Binjai, Mei 27, 1994  
Nationality : Indonesia  
Marital Status : Married  
Height, Weight : 161 cm, 50 kg  
Health : Perfect  
Religion : Moslem  
Address : Jl. P. Kemerdekaan No.3 Binjai, 20743  
Mobile : **0813 7533 1118**  
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## EDUCATIONAL BACKGROUND

1999 - 2005 : Aisyiyah Elementary School, Binjai  
2005 - 2008 : Junior High School 6, Binjai  
2008 - 2011 : Vocational High School 2, Binjai  
(Computer Enginnering And Netwok)  
2011 - 2013 : IT Support & Networking at Webmedia Center, Medan  
2012 - 2017 : IAIN-SU Medan (English Education)

## COURSE/TRAINING

2000 - 2004 : Madrasah Ibtidaiyah Al-Muqarabbin Binjai  
2003 - 2005 : BT/BS Bima Binjai  
2006 - 2010 : English Course at BBC English Training Center, Binjai  
2006 - 2008 : Primagama Binjai  
2009 - 2011 : Training Media Com Binjai  
2011 - 2012 : BT/BS Medica Medan

## WORK EXPERIENCE

2015 - 2017 : PT. Reska Multi Usaha  
as a Pramugari Kereta Api



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Willièm Iskandar Psr. V Telp. 6615683-6622683 Medan Estate 20731 email: [ftiainsu@gmail.com](mailto:ftiainsu@gmail.com)

Nomor : B.7040/ITK.V.1/PP.009/09/2016  
Lampiran : 1 ( Satu ) Lembar  
Hal : **Izin Riset**

Medan, 22 September 2016

Kepada Yth:  
**Kepala SMA Swasta Mearnti**  
di-  
Tempat

*Assalamu 'alaikum Wr Wb*

Dengan hormat, diberitahukan kepada Bapak/Ibu bahwa salah satu syarat bagi Mahasiswa UIN Sumatera Utara Medan, untuk mencapai gelar Sarjana Strata Satu (S1) diwajibkan menyusun Skripsi (karya ilmiah), untuk prihal dimaksud dengan ini kami tugaskan mahasiswi kami:

Nama : **Nuraisyah Damanik**  
T.Tgl Lahir : Binjai, 27 Mei 1997  
NIM : 34123091  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN-SU  
Sem. / Jurusan : IX / Pendidikan Bahasa Inggris  
Alamat : Jl. Perintis Kemerdekaan No.3 Binjai

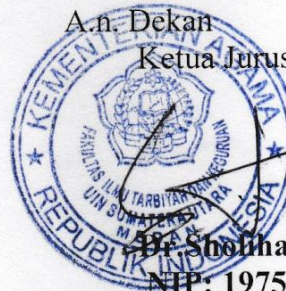
untuk itu kami mohon kepada Bapak/Ibu memberikan Izin dan bantuannya terhadap pelaksanaan Riset di **SMA Swasta Meranti** guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang bersangkutan yang berjudul :

THE EFFECT OF FOOTBALL VERBAL STRATEGY ON THE STUDENTS' ABILITY AT WRITING PROCEDURE TEXT AT SMA SWASTA MERANTI IN 2016/2017 ACADEMIC YEAR.

Demikian kami sampaikan, atas bantuan Bapak/Ibu dan kerjasamanya di ucapkan terima kasih.

*Wassalam*

A.n. Dekan  
Ketua Jurusan PBI



*[Handwritten Signature]*  
**Dr. Sholihatul Hamidah Dly, M.Hum**  
NIP: 197506222003122002

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan





**YAYASAN PENDIDIKAN MERANTI**  
**SMA SWASTA MERANTI**

**Kec. Meranti-Kab. Asahan**

*Email : smas.meranti@gmail.com*

---

*Alamat : Jalan Perintis Kemerdekaan No. 182 Meranti Kode Pos 21264*

---

Nomor : 97 /SMA/2016  
Lampiran : -  
Hal : **Persetujuan Riset**

Meranti, 04 Oktober 2016

Kepada  
Yth : Ketua Jurusan PBI  
Di -  
Tempat

Dengan hormat,

1. Sesuai dengan Surat Kementerian Agama Universitas Islam Negeri Sumatera Utara “ Fakultas Ilmu Tarbiyah Dan Keguruan ” Nomor : B.7040/ITK.V.1/PP.009/09/2016 tertanggal 22 September 2016 tentang Izin Riset.
2. Berkaitan dengan hal tersebut Kepala SMA Swasta Meranti Kecamatan Meranti memberikan Persetujuan Riset di SMA Swasta Meranti sejak tanggal 4 Oktober 2016 s/d 27 Oktober 2016 kepada :

Nama : **Nuraisyah Damanik**  
NIM : 34123091  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN-SU  
Jenjang Studi : S-1

Adapun judul skripsinya adalah :

***“The Effect Of Football Verbal Strategy on the students’ Ability At Writing Procedure Text At SMA Swasta Meranti In 2016/2017 Academic Year”.***

Demikian surat ini diberikan untuk dapat digunakan semestinya.



Kepala Sekolah

**PANJAITAN, S.Pd, MM**



**YAYASAN PENDIDIKAN MERANTI**  
**SMA SWASTA MERANTI**

**Kec. Meranti-Kab. Asahan**

*Email : smas.meranti@gmail.com*

*Alamat : Jalan Perintis Kemerdekaan No. 182 Meranti Kode Pos 21264*

Nomor : 106 /SMA-M/2016  
Lampiran : -  
Hal : **Telah Melakukan Riset**

Meranti, 28 Oktober 2016

Kepada  
Yth : Ketua Jurusan PBI  
Di  
Tempat

Dengan hormat, menindaklanjuti Surat Bapak Nomor B.7040/ITK.V.1/PP.009/09/2016 tentang Izin Riset dan Pengambilan data dalam rangka memenuhi Penyusunan Skripsi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU, maka dengan ini Kepala SMA Swasta Meranti menerangkan :

Nama : **Nuraisyah Damanik**  
NIM : 34123091  
Fakultas : Ilmu Tarbiyah dan Keguruan UIN-SU  
Jenjang Studi : S-1

Telah selesai melaksanakan Riset dan Pengambilan data di SMA Swasta Meranti dari tanggal 4 Oktober 2016 s/d 27 Oktober 2016.

Adapun judul skripsinya adalah :

***"The Effect Of Football Verbal Strategy on the students' Ability At Writing Procedure Text At SMA Swasta Meranti In 2016/2017 Academic Year"***

Demikian kami sampaikan dan terima kasih.



Kepala Sekolah

**SYAHRIAL PANJAITAN, S.Pd, MM**