



**THE INFLUENCE OF USING STRIP STORY TECHNIQUE TOWARDS  
STUDENTS' NEWS ITEM TEXT WRITING ABILITY AT  
MADRASAH ALIYAH TAHFIZHIL-QUR'AN MEDAN**

**SKRIPSI**

**Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU  
Medan as Partial Fulfillment of the Requirements for S-1 Program**

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Assalamu'alaikum Wr.Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudara

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WRITING ABILITY AT MADRASAH ALIYAH  
TAHFIZHIL-QUR'AN MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh institusi batal saya terima.

Medan, 30 Mei 2018

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The skripsi: **“The Influence of Using Strip Story Technique towards Students'News Item Text Writing Ability at Madrasah Aliyah Tahfizhil-Qur’an Medan”** is a simple and small creation was created by the researcher to fulfill the assignment and to complete the requirement for S-1 Program (S.Pd) at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2018.

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Medan, May 2018

The researcher

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## **ABSTRACT**

### **THE INFLUENCE OF USING STRIP STORY TECHNIQUE TOWARDS STUDENTS' NEWS ITEM TEXT WRITING ABILITY AT MADRASAH ALIYAH TAHFIZHIL-QUR'AN MEDAN IN 2017/2018 ACADEMIC YEAR**

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*Key Word: Strip Story Technique, Students' Writing Ability, News Item Text*

This research aimed to find out whether there is significant influence towards students' news item text writing ability at Madrasah Aliyah Tahfizhil-Qur'an Medan in 2017/2018 academic year. The population of the research was the second grade student that amount 62 students consist of two classes. The research methodology was an experimental research, which conducted the experimental class (XI-Science) and control class (XI-Social) as sample. The data collection methods of this research is test. The formula that was used to analyze the data was t-test. After the data had been collected, it was found that the pre-test mean score of the experimental class was 56,44 and control class 50,53. It was found that t-test was (0,38), whereas the t-table was (2,00) for  $\alpha = 0,05$ . The t-test score was lower than the t-table ( $0,38 < 2,00$ ). It was mean that  $H_0$  was accepted while  $H_a$  was rejected. It could be concluded that both of  $X_1$  and  $X_2$  had non differences achievement early. While, the post-test mean score of the experimental class was 63,39 and control class was 58,26. Based on the computation, it can be seen the coefficient of t count = 6,25, with the level  $\alpha = 0,05$ ,  $dk = n_1 + n_2 - 2$ . So,  $dk = 36 + 26 - 2 = 60$ , which the real level of t table = 2,00. It was found that the value of t count (6,25) is higher than the value of t table (2,00). It can be seen as follows:  $6,25 > 2,00$ . This result showed that null hypothesis was rejected, the hypothesis formulated as "there is significant influence towards students' news item text writing ability".



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Study**

In learning English, students use writing in order to communicate with others. Writing is one of those skills which are very important in daily life. Nowadays, a lot of information is delivered in written forms, for example, instructions, magazines, advertisements, newspaper, and so on. Thus, the ability in writing is needed in order to give the correct information. However, writing is not simply transferring thought to a written form. It needs appropriate vocabularies, grammars, coherence, and etc. The writing skill is more complicated than of other language skills. This process is so complicated for students and it is normal if many students get difficulties in writing.

Students are expected to be able to writing English well, technique is one of the important things to study writing English. Technique becomes a more and more important one to students' writing skill. However, technique can make students' confused to write a text, because if students wrong to choose a technique they will have trouble to making their writing in English. Students should choose a good technique for them. Actually, the fact that many techniques used in writing skill to help students' writing ability.

To achieve the objective, the teacher has done some efforts are: To ask the students remind vocabulary every day, to make students interesting to writing their English every day, to make them confidence to write their opinion in public, to remind them about the important to writing English, and to make them know about English well.

However in reality, the students still find difficulties to determine the good technique to writing English because they don't know and get confused for writing the story with technique. This can be proven by the fact that the students can't adjust to writing English without technique, because without technique the students will confuse to making a text in writing. For example, students will difficult to determine how to write the text and they feel bored because they didn't know about the technique. But if the students' have the good technique they are will interesting to making a text with their own word.

In Indonesia, writing English subject has some competencies that should be achieved by the students, such as writing simple functional text in descriptive text, recount paragraph, narrative paragraph, procedure paragraph, and news item text. News item text is a text which informs readers about events of the day. The events are considered newsworthy or important. For writing this text the students need more practicing to making the good news. Nevertheless, practicing students' writing ability by teaching news item text is not a simple thing to do. The fact, most of students are difficult to compose the story into some paragraphs. They always get confused and stuck for the next story idea after writing the first

paragraph as the opening of story. To solve the students' writing problem and make them become good writers, the teacher should have varying ideas about the role of writing and how to develop news item text writing becomes an interesting activity in the classroom.

News item text writing can be fun, if the teacher can make it turn into a creative writing assignment for the students by using appropriate media. Regarding to this, the media that can be used is a strip story. Most students like strip story, because it consists of interesting pictures and stories. They can easy to understand it. Pictures in the strips can help the students to visualize and construct story ideas to be written, so news item text writing activity will be easy. Furthermore, it can be combined to this news item text writing activity.

Strip story is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The story is usually original in this form. Words may be introduced within or near each image, or they may be dispensed with altogether. If words functionally dominate the image, it then becomes merely illustration to a text. The strip story is essentially a mass medium, printed in a magazine, a newspaper, or a book. Strips story can be very motivating for learners as the story-line is reinforced by the visual element, which can make them easier to understand. The students could express their ideas, combined with the text or visual information. Picture strip story could create students' confidence to communicate with others,

because students' memory were stronger than before directly it caused by the picture or images in the news item text.

This technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text. The teacher can ask the students to read it only in a few minutes and rewrite the story. By using this media, students can also find new vocabularies from the texts of conversations that are conveyed by the characters in the comic strips. They can use the new vocabularies to develop into some sentences to arrange a story based on their comprehension and ideas, so they may convey or express their thoughts with full potential.

Madrasah Aliyah Tahfizhil Qur'an Medan is one of Madrasah basis of Tahfizhil Qur'an in Medan which located at Jl. Williem Iskandar Pasar Siderejo, Medan Tembung, North Sumatera. In this school, English just to be a subject in the school and there is one English laboratory to help students study English subject. In addition, English has been taught from the first until third level. But writing a news item text is taught at the second level in this school. The problems were found by the researcher in this school after observation and giving testing the students' ability in writing a news item text. In writing a news item text, the students' frequently were being confused to write and how to start.

Based on the background above, this study will focus on **The Influence of Using Strip Story Technique towards Students' News Item Text Writing Ability at Madrasah Aliyah Tahfizhil Qur'an**



**Medan** and the researcher wants to making students' news item text writing ability more easier with strip story technique and hopefully it can to stimulate the students and can help teacher in teaching and learning process. In fact students will difficult to determine how to write the text and they feel bored because they didn't know about the technique but if the students' have the good technique they are will interesting to making a text with their own word. The used of technique can easier the teacher to make students' writing skill be better because the students will find the interesting thing in strip story technique and they can using their own word to making a text. It aims to achieve the competency standards set by the education government.

## **B. Statement of the Problem**

Based on the background of the study, there are many problems that can be identified as follows:

1. The students are difficult in writing news item text
2. The students have low knowledge about writing news item text
3. The students difficult to determine the interesting technique to making their text creative with their own word
4. The students have not motivation and interesting in studying English

## **C. Research Question**

Based on the background of the study above, the problems that will be discussed in this study is:

1. Does using strip story technique influence towards students' news item text writing ability?
2. How is the process of the development students' news item text writing skill using strip story?

#### **D. Purposes of the Study**

Based on the problem of study, the Objective of study are :

1. To know the influence of using strip story technique towards students' news item text writing ability
2. To know process of the development students' news item text writing skill

#### **E. Significances of the Research**

The significance of this study can be viewed from the theoretical and practical aspects, as describe below, the result of this study will be expected to give benefit for students, teacher, and another research herself, as follows :

1. For the writer, this study will increase the writer's insight to make the best method to teaching the students' writing skill
2. For students, this study is useful to make students can improve their writing skill and make the best news item text.
3. For teacher, this study expected to give information to lecturer, to teach students to writing strip story with their own words and to know about new technique in learning English.

4. For another researcher, this study can be used as a reference in conducting the some study for obtaining better result.

#### **F. Limitation of the Study**

The problem of this research is limited on the influence of using English strip story on students' news item text writing ability.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical of Framework

To conduct a research, there are some theories needed to explain the concept or term applied in the research. In this chapter the writer gives some theories related to the purpose of the research in order to give clear explanation about the terms in this research and also in order to avoid misunderstanding between the writer and the readers.

##### 1. Ability

Ability is skill or power. This theory means the power to learn, it can see from the result of learning itself, some students know it better.

Ability is to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.



The Meaning : “And Allah has extracted you from the wombs of your mothers not knowing a thing, and he made for you hearing and vision and intellect that perhaps you would be grateful” (QS. An-nahl: 78)

The verse also emphasis what has been elaborated above that actually ability in the integrated capacity not only in physical but also mental that is showed in the verse, “hearing, vision, and also intelligence.” That Allah has blessed to be owned by every human.

According Benyamin S. Bloom and his friends is the first human that discover educational objectives classification. According to him, ability divided into three categories, are: Cognitive, Affective, and Psicomotoric<sup>1</sup>.

According William Stern said in Mardianto’s book, ability is someone able to adapt himself to new necessity that use tools of think appropriate to rich goal. Ability relate to human level intelligence, whether it is the ability physically or non physically.<sup>2</sup>

From definition above we can concluded that Ability is someone able to adapt himself to new thing and they have cognitive, affective and ability physically.

## **2. Writing**

### **a. Definition of Writing**

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively.

When talking about writing, in Holy Qur’an also explain about it. Allah said in the Holy Qur’an verse 1:

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<sup>1</sup>Mardianto. 2012.*Psikologi Pendidikan*. Medan: Perdana Publishing, P. 93

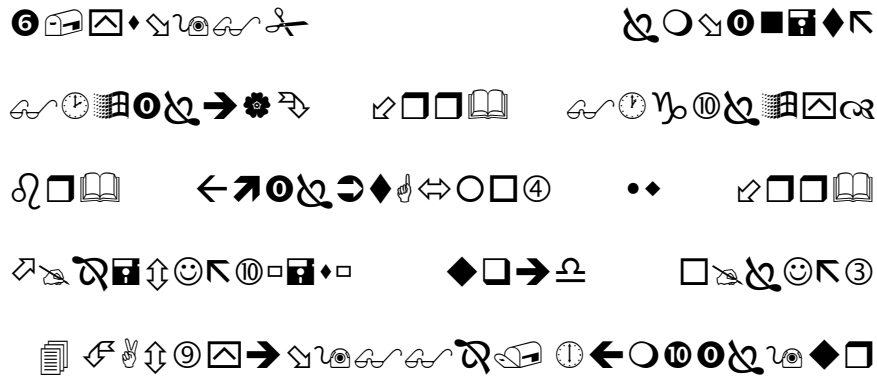
<sup>2</sup>*Ibid*, P.98

Meaning : 1. Nun, By the Pen and the (record) which (men) write. (QS.Al-Qalam:1)

Based on this verse, Allah SWT ask human to write. Writing is one of important skill for human. Writing is one of ability of human to communicate each other.

As Allah saying in Holy Qur'an (Al-Baqarah: 282)





The Meaning : “ O who believe! When you deal with each other in transactions involving future obligations in a fixed period of time, reduce them to writing let a scribe write down faithfully as between the parties: let not the scribe refuse to write: as Allah has taught him, so let him write. Let him who incurs the liability dictate.....”  
(Q.S Al-Baqarah:282)

Based on the verse above, Allah asked people to write something correctly and honestly in every transaction or activity so that can help us to remember of something. For instance, the students write the material of study correctly so that can help them to read or remember it again when needed. However, many experts have different perspectives about the definition of writing itself.

According to Mundhe states writing is one of four skills which is taught in English subject. Writing skill is included into productive because this skill is used for producing and conveying information.<sup>3</sup>

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<sup>3</sup>Mundhe, Ganesh B. 2015. *Teaching Receptive and Productive Language Skills with the Help of Techniques*. An International Journal in English, p. 1-2.



According to Horvath writing is among the most complex human activities. It involves the development of designing a idea, the capture of mental representations of knowledge, and of experience with subjects.<sup>4</sup>

According to Spratt et al. as quoted by Puspitasari, writing is an activity in which people communicate a message by making signs in a page. It means that in a writing activity, people should express their message or idea which is represented by some signs such as letters and punctuation.<sup>5</sup>

According to Hyland, as quoted by Yulia, “Writing is a way of sharing personal leanings and writing courses that emphasize the power of the individual to construct his or her own views on a topic”. Besides, Woodman and Adler assert, “Writing is a dynamic process that weaves back and forth between thought and words”. Meanwhile, Smith (in Gunn and Terasaki) defines writing as “The production of visual symbols designed to produce differential verbal responses in a reader”.<sup>6</sup>

From definition above we can concluded that writing is an activity in which people have to be taught how to write.

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<sup>4</sup>Horvath, Jozsef. 2001. *Advanced Writing in English as A Foreign Language*. Hungary : Lingua Franca Csoport, p. 5.

<sup>5</sup>Puspitasari, Erika Yulia. 2014. *The Use Of Picture Series To Improve The Writing Skillsof Tenth Grade Students Of SMA N 1 SRANDAKAN In Writing Narrative Texts In The Academic Year Of 2013/2014*,. Yogyakarta: English Education Department Faculty of Languages and Arts Yogyakarta State University. P. 26

<sup>6</sup>Ratnasari, Yulia. 2014. *The Effectiveness of Using English Comic Strips in Teaching Writing of Narrative Text. A quasi-experimental research at the eighth grade students of smpislam al- ikhlas in the academic year 2013/2014*. Jakarta: department of english education faculty of tarbiyah and teachers’ training SyarifHidayatullah state Islamic University, p. 6

## b. Types of Writing

Writing includes various kinds of text types. According to Scholes and Comley, there are six major of writing text types. They are narration, description, argumentation, analysis, and synthesis.<sup>7</sup>

### 1. Narration

A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated.

### 2. Description

In description, it takes a scene or an object and captures it in language. That is, it organizes the details of the object or scene to describe in the way that will most effectively convey the sensual image.

### 3. Classification

Classification is another form that puts a premium on organization. In classification, it organizes the material not by time or space, but by a principle of logic.

### 4. Argumentation

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<sup>7</sup>*Ibid*, p. 7-8

Argumentation differs from persuasion by being more rational. It is aimed at clarifying a topic rather than at moving a reader. Its function is to make the reader do something.

#### 5. Analysis

Analysis is both a way of observing and a way of writing about something has observed. In particular, it involves taking things apart and seeing how the parts are related, so as to understand how the object of analysis works.

#### 6. Synthesis

Synthesis is the fullest and most complete form of academic writing. In synthesis, the writer uses the structure of an argument, and the data provided by research and analysis, to develop a thesis.

### c. Writing Process

In teaching writing, it includes taking students through a process in a series of steps, such as brainstorming for ideas, organizing then sequencing them, revising, editing the draft, and so on.

When the writer begins to write, he/she will think about what and how to tell the plot of story. After finishing it, the writer read what he/she has written as a whole. Then, make changes and corrections to the error. Furthermore, the writer rewrites and revises it to get success in his/her writing work.

For more details, there are some steps in the writing process that can be seen as follows<sup>8</sup>:

1. Step 1: Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic.

2. Step 2: Organizing

The next step in the writing process is to recognize the ideas into a simple outline and told the main idea.

3. Step 3: Writing

The next step is to write a rough draft, by using the outline as a guide, to write the rough draft quickly without stopping to think about grammar, spelling, or punctuation, just getting the ideas down on paper. Probably, there are many errors in the rough draft. This is perfectly usual and acceptable — after all, this is just a rough draft. The errors can be fixed later. Notice that the writer added some ideas that were not in his/her outline. Notice also that he/she added a concluding sentence at the end.

4. Step 4: Polishing: Revising and Editing

In this step, the writer polishes what he/she has written. This step is also called revising and editing. Polishing is most successful if he/she can do it in two steps. First, he/she

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<sup>8</sup>Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing: Third Edition*, (New York: Pearson Education, Inc.), p. 15.

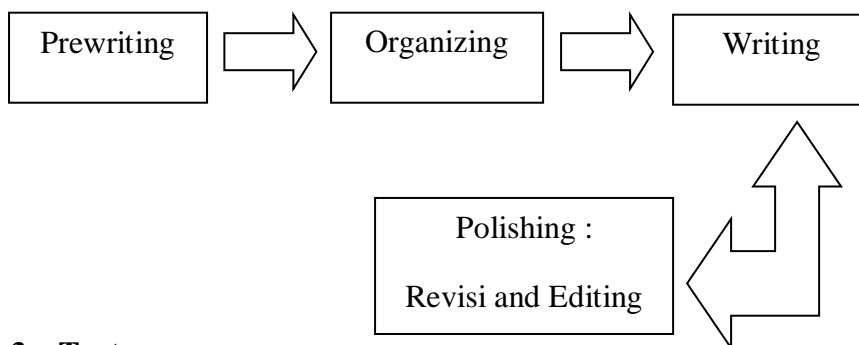
attacks the big issues of content and organization (revising).

Then he/she works on the smaller issues of grammar, punctuation, and mechanics (editing). After revising and editing the draft, the last is publishing/sharing the final copy.

The steps of writing process above are very important and must be done to make a good composition. It can also be described as follows:

Picture 2.1

#### Writing Process



### 3. Text

A text is very common in our life since we always produce it whenever we want to communicate with others. As it is used in everyday life, occurs as a text.<sup>9</sup> In addition, Macken, M. et al also state that the term “text” is a way of talking about any meaningful piece of language, which is made coherent by the social context in which it is produced.<sup>10</sup>

There are two types of text; oral and written text. Oral text is a text used in face to face situations, where the speakers jointly construct the

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<sup>9</sup>Bilqis. 2011. *THE QUALITY OF NEWS ITEM TEXTS (in Developing English Competencies Textbook for the Tenth Grade of Senior High School Published.* by PusatPerbukuanDepartemenPendidikanNasional). P. 16

<sup>10</sup>*Ibid*, p.17

meanings. Because they are in a shared context, there is often no need to conclude specific information in the conversation. On the other hand, written text is a text used in the written communication such as a letter or document. In the written text, all the information has to be in the text itself because the readers are usually distant in time and space and cannot ask for clarification or extra details from the writer.

#### Kinds of Text Types

There are some types of genre: Descriptive, Narrative, Recount, Report, Procedure, Anecdote, Analytical Exposition, Hortatory Exposition, Explanation, Discussion, Reviews and News Item. Distinctive generic structure and major grammatical patterns through which the social function of the genre is realized characterize each type.

Based on the School Based Curriculum, there are five kinds of text types they are Recount, Narrative, Procedure, Description, and News Item. However, in this final project, I will just analyze one kind of texts which are found in the textbook that is News Item text.

#### **4. News Item**

##### a. Definition of News Item

News item is a text that has the following elements: social function, generic structure, and language features<sup>11</sup>.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News

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<sup>11</sup>Muryati, Sri. Vol. 6, No. 1, June 2013. *Developing Written News Item Text Materials for the Tenth Graders of Senior High School. SMAN 7 Semarang.*

item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.<sup>12</sup>

b. The purpose of News Item

The social function/communicative purpose of a News items is to inform the readers, listeners or viewers about an event of the day, which is considered newsworthy or important.

c. Generic Structure of News Item,

The Generic structure of news item, are:

- 1) Comprises newsworthy events: recounts the event in summary form,
- 2) Background event : elaborate what happened, to whom, in what circumstances,
- 3) Source: comments by participants in, witnesses to and authority expert on the event.

d. Example of News Item

**UINSU Held Tasyakur Dies Natalis 44<sup>th</sup>**

MedanBisnis-Medan. State Islamic University of North Sumatra (UIN-SU) held the 44th anniversary of Tasyakur Dies Natalis (Milad) at Ulul Albab Mosque Campus 1 UIN-SU, Jalan IAIN Medan,

Newsworthy  
Event

Amad. 2016. *Sumber Belajar Penunjang Plpg 2016 Bahasa Inggris*  
 Chapter 1: News Item. Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru  
 Dan Tenaga Kependidikan 2016

Thursday (21/12) afternoon. In addition to commemorating the 44th UIN-SU Milad, also held the event of Prophet Muhammad SAW 1439 H, Salawat, Qunut Nazilah, prayers and fundraising for Palestine. The event took place simply. Previously, the event started with Ashar prayers in congregation. The event was attended by academics from UIN-SU environment, North Sumatra Police, North Sumatra Provincial Government and so on.

#### Background Event

UINSU Rector Prof. Dr. Saidurrahman MAg said, with the motto UIN-SU, the Champion (Advanced and Prosperous), it appreciates the assistance and personal support from the board of trustees H Anif, amounting to Rp7 billion. In 2018, re-support for at least Rp 1 billion, for classroom development. In addition, he continued, Gubsu H T Erry Nuradi also has contributed Rp10 billion for the construction of sharia homes. Then, get assistance Rp45 billion for the construction of helicopter parking lot. "As a trustee, criticism and input will be appreciated for future improvement, so that UIN-SU will be at the forefront of North Sumatra, National and expected in Southeast Asia, even Asia," Saidurrahman said in the event. He is determined, with all this support, UIN-SU can increase his accreditation to



'A'.He added that the milad event was deliberately combined with the mawlid of the Prophet Muhammad, in the hope of increasingly strong follow the sunnah, in order to succeed in the world and in the hereafter.Then, said Saidurrahman, to continue the tradition of the predecessors at UIN-SU, in the hope of continuing their struggle.

Source

Meanwhile, Gubsu H T Erry Nuradi who is represented by Expert Staff of Education, Health, Infrastructure and Community Empowerment of North Sumatera Provincial Government, Amran Utteh, hopes that UINSU will be more advanced and can increase its accreditation to 'A'.He recounted that when he was a student at IAIN, the lecturers, deans and lecturers were still S1. However, produce to the characters doctorate. Meanwhile, now they have a doctorate, until the professor. The amount is also not small, which can be called ber ranges 85%. (goddess syahrani lubis)

## 5. Technique

According to Merriem- Webster, technique is the manner in which technical details are treated (as by a writer) or basic

physical movements are used (as by a dancer); *also* : ability to treat such details or use such movements.<sup>13</sup>

According to Ellul in his book on Technological Society, describes technique as a group of movements and actions that are for the most part manual, organized, and traditional, all of which unite to reach a known end (i.e., an end reached through a technique associated with a physical, chemical or organic process).<sup>14</sup>

The teaching technique is one of important factors which influence the students' writing ability.<sup>15</sup> In general then, we can think of technique as a method or style of implementing systematic technological knowledge. This general definition of technique includes cultural behaviors as well as human interactions with tools and products associated with human arts, crafts, and skills.

## 6. Strip story

### a. Definition of Strip Story

Strip story technique was introduced by Prof. Robert E. Gibson in "Strip Story: A Catalyst for Communication" which was then further developed by Mary Ann and John Boyd in TOSEL Newsletter and described with field experience by Carol Lamelin in the same magazine. While it was initially created to help foreign

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<sup>13</sup><https://www.merriam-webster.com/dictionary/technique>. Retrieved on 08 Februari 2018

<sup>14</sup>Prof. Dr. Aytekin İŞMAN. 2012. *Technology And Technique: An Educational Perspective*. TOJET: The Turkish Online Journal of Educational Technology – April 2012, volume 11 Issue 2. Sakarya University – Turkey

<sup>15</sup>Ramadani, Saptania Ayu. 2013. *Improving Students' Writing Ability In Writing Descriptive Texts Through Field Trip At Sma N 1 Godean*. P. 6.

student deal with the problems of oral communication in real situations. Technique through this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language.<sup>16</sup>

According to Oxford Pocket Dictionary, “Strip” is part. So, strip story is part of the story. The part or strip of story is written in the pieces of paper to be spread to all of students in the class.

Gibson stated that: “The strip story is an adaptation of the scramble sentence type of exercise in which each student memorize one sentence of a story for which the proper sequence is not known. With each student being the sole source of one piece of information, his sentence, the story is put back together strictly through verbal interaction of the class. Many otherwise difficult – to – teach grammatical items are learned and pronunciation problem overcome surprisingly easily and quickly, without the direct aid of a teacher. The reasons for the success of this technique are discussed along with some of the ways the procedures can be extended to include related skills areas of ESL.”<sup>17</sup>

According to Lavery (2011), picture strip story can be used from beginners level to advanced level for a variety of language and discussion activities. The students could express their ideas,

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<sup>16</sup>Prawerti, Ringgi Candraning. Vol. 9 No. 2 Juli 2015. *The Effectiveness Of Using Strip Stories Technique In Teaching Speaking Toward Students' Speaking Achievement*. P. 257

<sup>17</sup>*Ibid*

combined with the text or visual information. Picture strip story could create students' confidence to communicate with others, because students' memory were stronger than before directly it caused by the picture or images in the news item text. This technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text.<sup>18</sup>

From the theories above, it can take the conclusion that strip story is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The story is usually original in this form. Words may be introduced within or near each image, or they may be dispensed with altogether. If words functionally dominate the image, it then becomes merely illustration to a text. The comic strip is essentially a mass medium, printed in a magazine, a newspaper, or a book.

#### b. Advantages of Strip Story

There are some advantages use in picture strip as media in teaching learning English<sup>19</sup>, that are:

- Can stimulate and motivate students to become more observant and express themselves.

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<sup>18</sup>Lavery, C. 2011. *Using Cartoons & Comic Strips*. London : British Council. <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/usingcartoons-comic-strips>. Retrieved on 08 February 2018.

<sup>19</sup>Prawerti, Ringgi Candraning. Vol. 9 No. 2 Juli 2015. *The Effectiveness Of Using Strip Stories Technique In Teaching Speaking Toward Students' Speaking Achievement*. P. 257-258

- Is inexpensive, many even be free, and fairly easy to locate.
- Can be used by individual or in groups.
- Can be displayed for as long as necessary so pupils can work at their own rate
- Is up-to-date and can bring reality into the classroom
- Can be used to introduce, supplement, or summarize, at unit
- Enriches reading and can help clarify misunderstanding.

c. The disadvantages of using picture

There are some disadvantages use in picture strip as media in teaching learning English<sup>20</sup>, that are

- Cannot depict motion as film does
- If not unique, can seem uninteresting to pupils
- Depicting as specific purpose might be difficult to locate.

d. Procedure teaching writing by using Picture Strip Story

According to Klasek in a thesis by SeptiEkaDamayanti, Procedure of teaching writing by using picture strip story consist two activities<sup>21</sup>, there are:

1) Teacher activities:

- Teacher divides the students into some groups.

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<sup>20</sup>*Ibid.*

<sup>21</sup>Damayanti, Septi Eka Damayanti. 2017. *The Use Of Picture Strip Story To Improve Students' Speaking Skill at Eighth Grade Of SmpMuhammadiyahTempuran*. Surakarta: English Education Department Islamic Education And Teacher Training Faculty The State Islamic Institute Of Surakarta.

- Teacher shows the picture and cut up into separate pictures.
- Teacher gives a picture to each member of group to discuss and predict the sequence of the story.
- Teacher controls the students' activity.

2) Students activities:

- Students decide on the original sequence and reconstruct the story.
- Students discuss in a group the original story sequence of the pictures to solve the problems.
- Each member of a group performs in front of the class to present the result of group discussion

## B. Related Study

To support and to prove the originality of her research, the researcher uses some relevant previous studies. There are three previous studies that discuss the teaching writing of news item text by using strip story.

1. "The Use of Documentary Video to Teach Writing News Item Text" written by Hasan Haris.<sup>22</sup>In this research there were three research questions which should be taken into consideration, the application of the documentary video in teaching writing news item, the students' writing ability in news item text after being taught using the video, and

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<sup>22</sup>Haris, Hasan. *The Use of Documentary Video to Teach Writing News Item Text*. Journal.2014. p.1-9

the response of the students toward the documentary video. Based on the first research question, the teacher did three meetings, but the teacher applied the documentary video in the second and third meetings, because in the first meeting the time was limited. After greeting and checking the attendance list, the teacher explained the news item text, the function, the generic structure, and the language feature. Then, she played the video for three times and the students had to pay attention to the video while taking a note. The documentary video in the second meeting was not accompanied with subtitle, but in the third meeting was accompanied with subtitle. After watching the video, the students were asked to write the composition using their information that they got in their own word. Based on the data for answering second research question, the result of students' writing ability was satisfactory. From five elements, only in terms of content that none of the students got very good criterion, but for other elements, there were some students who got very good criterion. Only one student who stayed in poor criteria from first task until second task in all elements. From the questionnaire, the answer of the third research question, most of the students gave positive response toward the documentary video in language learning. They also said that documentary video could help them to reduce the boredom and as a variety in language learning. It also made the language learning process become fun and interesting. They also added that video could be used to other skills, too.

2. “Using Derby Composition Technique in Improving Students’ News Item Writing Ability” written by Florianus Odillo, Albert Rufinus, Dewi Novita.<sup>23</sup>The result of the study showed the positive effect of the usage of derby composition technique in students’ news item writing ability. Mainly, the analysis indicated that majority of the students has improvement on their test result. Their 11 assessment result shows some improvements in their ability in writing news item text. This study also identified a strong effect on the effect size based on the mean score between both groups. Bigger positive improvement based on the test score gained by the experimental group rather than control group. Hence, it could be recommended that in order to improve the students’ writing ability in news item test, the technique could be applied to help the students gain more freedom in writing. In addition, the students should have more drill and deals with variety of appropriate technique to improve their ability in writing.
3. “The Implementation of Project-Based Learning Approach in Teaching Writing News Item Text” written by Septina Ardianti.<sup>24</sup>There are three conclusions that the researcher can get related with the result of the study that the researcher conduct in SMA 1 Karangan. The result of the observation checklist and field notes showed that the implementation of Project-Based Learning (PBL) was successfully applied by the teacher in teaching writing news item text. All the steps and

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<sup>23</sup> Florianus Odillo, Albert Rufinus, Dewi Novita. *Using Derby Composition Technique In Improving Students’ News Item Writing Ability*. P. 1-11

<sup>24</sup>Septina Ardianti.*The Implementation Of Project-Based Learning Approach in Teaching Writing News Item Text To The Tenth Graders Of Sma I Karangan Trenggalek. E-Journal Unesa*. Volume 01 Nomor \_ Tahun 2013, p. 2 – 12.



characteristic of PBL were done by teacher and the students in the class. It showed that PBL can be applied in teaching writing news item text in English class. From the result of questionnaire that showed students about their responses toward PBL, it can be concluded that the students were interested in PBL approach. Even though the result also found that the approach are a little bit difficult for the students. The result of the students' writing task answered students ability in writing news item text in PBL. It concluded that the use of Project-Based Learning approach can help tenth graders students of SMA 1 Karangan to have better understanding in writing news item text.

These previous studies can be used by the researcher as a reference in composing and conducting her research. She also can compare the methodology of research and the result between her research and those previous studies.

### **C. Conceptual Framework**

Writing is the mental work of inferring ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing.<sup>25</sup> Writing can be defined as a process of expressing and organizing the ideas and feeling and find the right words to make them on a piece of paper.

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<sup>25</sup>D. Nunan (2003), *Second Language Teaching & Learning*, Boston: Heinle & Heinle Publisher, Page: 88.

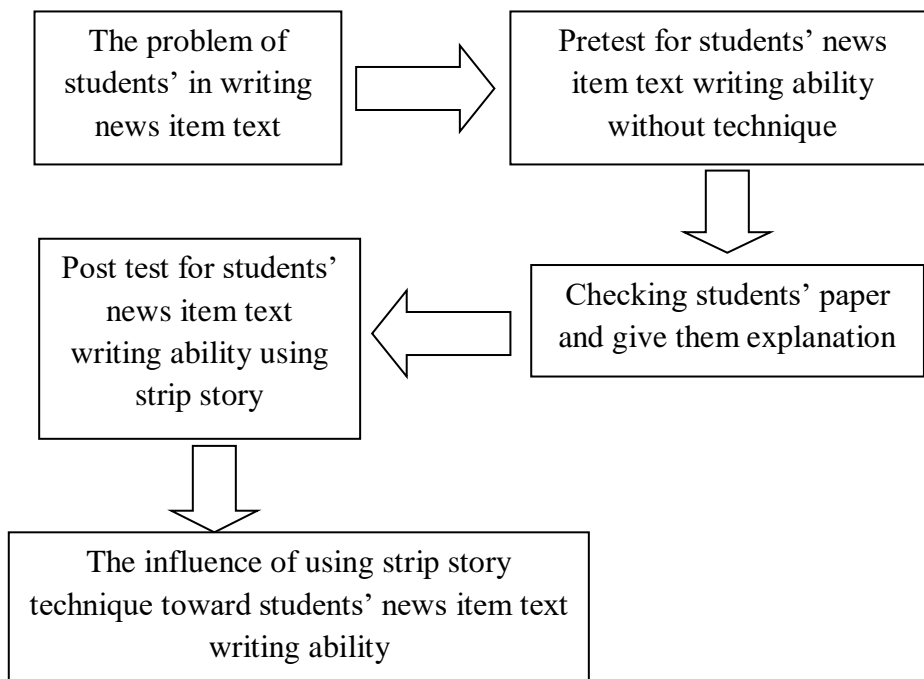
The purpose of writing is to communicate the ideas or opinion from your mind to another mind in the written text. When students write automatically they are express their feeling or ideas in their writing, what they want to write from word by word be a sentence and then paragraph.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

Strip story is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence. The story is usually original in this form. Words may be introduced within or near each image, or they may be dispensed with altogether. If words functionally dominate the image, it then becomes merely illustration to a text. The comic strip is essentially a mass medium, printed in a magazine, a newspaper, or a book.

The researcher conducted to find out whether teaching using strips story can be an effective way to increase and influence students' motivation in writing news item text or not. She uses strips story as medium in teaching because they are interesting for children. It consists of unique pictures with fascinating story arranged in a series. The problems that students often face in writing are the factor of laziness, having lack in mastering grammar, vocabulary, diction, and difficult to develop and perform their ideas into written form. Therefore, the researcher assumes

that the use of strip story can stimulus their interest and motivation in writing, especially in news item text. It can help them to build up ideas in writing the story by creating a topic and then developing into some paragraphs. They will also learn how to write grammatically to make a good composition.

**Picture 2.2 The Conceptual Framework****D. Hypothesis of The Study**

To know the effectiveness of teaching writing news item text by using English strips story, the researcher formulates two hypotheses that will be tested by using t-test. They are:

1. Null Hypothesis (Ho) There is no significant difference between the students' score in learning new items writing by using English strip story and the students' score in learning news item writing without using English strips story.
2. Alternative Hypothesis (Ha) There is significant difference between the students' score in learning news item writing by using English strips story and the students' score in learning news item writing without using English strips story.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Location and Time of Research

This research will be carried out on April 18<sup>th</sup> – April 28<sup>th</sup> 2018. In four meetings, consisting of giving pretest, presenting materials, and giving post- test in the last meeting. The research will be conducted at Madrasah Aliyah Tahfizhil-Qur'an Medan which locating at Jl. Williem Iskandar Pasar Sideorejo, Medan Tembung, North Sumatera.

The researcher choose Madrasah Aliyah Tahfizhil-Qur'an Medan because :

- a. There was no same research done in this school before
- b. The researcher found the problem of the researcher there
- c. There is interesting field practice experience.

#### B. Research Design

##### 1. Research Design

The type of research will be used quasi experiment research using nonequivalent control group design. According to Sugiyono quantitative research of nonequivalent control group design is a study that compares the pretest and posttest values between the experimental and control classes.<sup>26</sup>Pretest to determine the beginning ability of the students in understanding a news item text, then given treatment, and

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<sup>26</sup>Sugiyono. 2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. P.116

the last given post test to determine the understanding of the students related news item text after given treatment. After that the result of pre test and post test will be analyze by researcher.

Below is the general overview of quasi-experimental design.<sup>27</sup>

**Table 3.1 Quasi-Experimental Design**

Pre- and Posttest Design		Time	
Select Control Group	Pretest	No Treatment	Post Test
Select Experimental Group	Pretest	Experimental Treatment	Post Test

In this research, the students in the experimental class will be teach by using English strips story and the students in the control class will be teach without using English strip story. The research will carry out for four meetings, including giving the pretest, treatment, and posttest.

## **2. Variable of the Research**

Research is a scientific activity that is systematic, directed and has a purpose because the position of the variable is very important, where the variable research contains various aspects to be studied. In this study there are two kinds of variables:

- a. Independent variable (Independent) is a variable that affects or that causes change or the emergence of dependent variables (dependent). The independent variable in this research is strip story technique.

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<sup>27</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Educational, Inc., 2008), p. 314.

- b. Dependent variable (dependent) is variable that influenced or become result because of independent variable (independent).  
The dependent variable in this research is students' news item text writing ability

### **3. Operational Definition**

In order to avoid misunderstanding and directing this research to achieve the goal, the researcher needs to formulate operational definition of variable in this research.

The operational definition of each variables can be described as follows:

- a. Strip story technique is visual media that requires students' vision to capture every lesson, message visualization, information or concept that will be presented to students can be developed in various forms such as photo, drawing / illustration, sketch / line drawing, graph, chart, two or more forms.
- b. Writing Ability is is equal parts natural ability and practice. Just like with everything else, some people were born with a knack for it, and others weren't. Some people are naturally athletic, while others have the metabolism of a brick wall.

## C. Population and Sample

### 1. Population

According Endang Mulyatiningsih, Population is a collection of people, animals, plants or objects that have certain characteristics to be studied.<sup>28</sup>

The population is the totality of the value might be good results counting or the qualitative and quantitative of certain characteristics about a bunch of objects is complete and clear.<sup>29</sup>

Population is the total of research subject. The populations of the research are the eleventh grade students of Madrasah AliyahTahfizhil-Qur'an Medan which consists of four classes, namely XI Sciences, XI Social, XI Religion-1, and XI Religion-2. The total number of population was 137 students.

**Table 3.2 Population of the Research**

<b>Clases</b>	<b>Total of students</b>
XI Science	36
XI Social	26
XI Religion-1	38
XI Religion- 2	37
<b>Total</b>	<b>137Students</b>

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<sup>28</sup>Mulyatiningsih, Endang. 2014. *Metopel Terapan Bidang Pendidikan*. Bandung: Alfabeta. P. 9

<sup>29</sup> Sudjana, Nana. 2010. *Penilaian Hasil Proses Belajar Mengajar*. (Cet. XV). Bandung: PT. Ramaja Rosdakarya.



## 2. Sample

According to Endang Mulyatiningsih, "Sample is a Snippet or part of the population."<sup>30</sup>

According to Arikunto, "If the subject is less than 100 people, the sample is taken all. Furthermore if the subject is more than 100, then the sample can be taken from between 10-15% or 20-25% or more."<sup>31</sup>

According to Sugiyono, "Sample is part of the number and characteristics owned by the population".<sup>32</sup>

Sample is part of population which will be researched. In selecting sample, the research used "Simple Random Sampling" by taking two classes they are XI Science and XI Social. Simple random sampling is taking samples from the members of the population was conducted by random sampling, without regard to a level that exist in the population.<sup>33</sup>

On that basis, there are two classes taken as the sample, namely class XI Science as the experimental class and class XI Social as the control class. She took XI Science and XI Social as the sample, because the students of each class almost had same ability in English proficiency.

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<sup>30</sup>Mulyatiningsih, Endang. 2014. *Metapel Terapan Bidang Pendidikan*. Bandung: Alfabeta. P. 10

<sup>31</sup>Arikunto, S. 2010. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara. P.24

<sup>32</sup> Sugiyono. 2016. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. P. 81

<sup>33</sup>*Ibid*, P.116

**Tabel 3.3**  
**Sampel of the Research**

<b>Classes</b>	<b>Total of Students</b>
XI Science	36
XI Social	26
Total	62

#### **D. Data Collection**

##### **1. Research Instrument**

The instrument will be used in this research is written test, by using pretest and posttest in the experimental class and control class. The topic of pretest and posttest is about UINSU. The students in the experimental and control class will teaching by using different method. The students in the experimental class learned news item writing by using English strip story meanwhile the students in the control class learn news item writing without using English strips story its name conventional class.

##### **a. Validity**

Validity is the extent to which it measures what it is supposed to measure. For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (*Standar Kompetensi dan Kompetensi Dasar*).

### b. Reliability

Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first be reliable as a measuring test.<sup>34</sup> Then, to make the test reliable, an analytical scale is used as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanics.

## 2. Technique of Data Collecting

Data collection techniques to determine the magnitude of influence of using strip story technique towards students' news item text writing ability at Madrasah Aliyah Tahfizhil-Qur'an Medan is using test techniques and instruments in the form of an essay.

## E. Technique of Data Analysis

Data analysis technique used in this research is descriptive statistical analysis technique. According Sugiyono "Descriptive statistics are statistics used to analyze data by way of describing or describing the data that has been collected as is without intending to make conclusions that apply to the public or generalization".<sup>35</sup>

There are several steps to prove the hypothesis, as the following formula:

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<sup>34</sup>J.B. Heaton, 1995. *Writing English Language Test*, London: Longman. P. 159.

<sup>35</sup>Sugiyono. 2017. *Metode Penelitian Pendidikan*. Bandung: Alfabeta

## 1. Normality Test

According to Sudjana, a normality test was conducted to find out the population and the samples in study was normally distributed or not. This test is used by using the Liliefors test. The steps are as follows:

Observations  $X_1, X_2, X_3, \dots, X_n$  are presented raw numbers  $Z_1, Z_2, Z_3, \dots, Z_n$  by using the formula:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

with  $\bar{X}$  = Average

$S$  = Standard sample deviation

For each of these raw numbers using the normal distribution is calculated the probability  $F(Z_i) = P(Z \leq Z_i)$

Next is calculated the proportion of smaller or equal to  $Z_i$ . If that proportion states with  $S(Z_i)$ , then:

$$S(Z_i) = \frac{Z_1, Z_2, Z_3, \dots, Z_n \leq Z_i}{n}$$

Calculating  $F(Z_i) - S(Z_i)$  then determined the absolute price.

Takes the absolute greatest price ( $L_0$ ) to accept or reject the hypothesis, then compare  $L_0$  with the critical value taken from the list, for the real level  $\alpha = 0.05$ .

By criterion:

if  $L_0 < L_{table}$ , then the sample is normally distributed

if  $L_0 > L_{table}$ , then the sample is not normally distributed

## 2. Homogeneity Test

Arikunto, said that homogeneity test is done to test the similarity of variance. The homogeneity test used is the largest variance way compared to the smallest variance, with the following steps<sup>36</sup>:

Write  $H_a$  and  $H_0$  in sentence form.

Write  $H_a$  and  $H_0$  in statistical form.

Find  $F_{count}$  by the formula:

$$F_{count} = \frac{\text{greatest variance}}{\text{the smallest variance}}$$

Set  $\alpha$  to 0.05.

Calculate  $F_{table} = F(n \text{ variance large} - 1, n \text{ the smallest variance} - 1)$

Compare  $F_{count}$  with  $F_{table}$

Define the test criteria if  $F_{count} < F_{table}$  So  $H_a$  be accepted (homogen)

Making conclusion.

## 3. t Test

To test the hypothesis whether the truth is acceptable or not, used in this study with a real level of  $\alpha$  is 0,05. The t test formula is as follows:

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<sup>36</sup>Arikunto, S. 2010. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara. P. 32

### Alternative selection of t test

If the data comes from a homogeneous population ( $\sigma_1 = \sigma_2$  and  $\sigma$  is unknown), then the t test formula is used:

$$t = \frac{\bar{X}^1 - \bar{X}^2}{S \sqrt{\frac{1}{n^1} + \frac{1}{n^2}}}$$

with

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

If the data comes from a non-homogeneous population ( $\sigma_1 \neq \sigma_2$  and  $\sigma$  unknown), then the t test formula is used:

$$t = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{S_1^2}{n^1} + \frac{S_2^2}{n^2}}}$$

Information:

t = wide area achieved

$n_1$  = Many students in the experimental group sample

$n_2$  = Many students in the control group sample

$S_1$  = Standard deviation experimental group

$S_2$  = Standard deviation of the control group

$S^2$  = Combined variance of  $S_1$  and  $S_2$

$\bar{X}_1$  = Average student scores of the experimental group

$\bar{X}_2$  = Average score of control group students

Testing criteria are: accept  $H_0$  so  $t_{\text{count}} < t_{\text{table}}$  with  $dk = (n_1 + n_2 - 2)$  with opportunities  $(1 - \alpha)$  and the real level  $\alpha = 0,05$ . For other t prices  $H_0$  rejected or received  $H_a$ .

$H_0$  accepted if price  $t_{\text{count}} < t_{\text{table}}$  and  $H_a$  rejected.

$H_a$  accepted if price  $t_{\text{count}} > t_{\text{table}}$  and  $H_0$  rejected.

## **F. Research Procedure**

### **1. Research Procedure**

#### **a. Pretest**

The pretest will carried out before the learning process to measure students' understanding in learning news item writing at first, so it will held in the first meeting. Students in experimental class will asked to write a news item text by using English strips story. Meanwhile, students in control class will asked to write a news item text without using English strip story but just with title of the text.

#### **b. Treatment**

In the treatment, the teacher conduct teaching-learning activity with the students in both of experimental and control class in second meetings. In the first meeting of treatment, she explains about news item text and how to write it. Then, in the next two meetings, she ask the students to practice to write news item text by using different news

item stories, and also different strips story for students in experimental class specially.

c. Posttest

The last is posttest. The posttest will be carried to know the progression between the experimental and control class, after the teacher give treatments to the students. In this last meeting, she give the test to the students in experimental and control class. The way she ask the test was similar with the pretest. In analyzing and assessing the students' writing ability, the analytic scale is used as described in table 3.4.<sup>37</sup>

**Table 3.4 Scale for Assessing the Students' Writing Ability**

SCORE	LEVEL	CRITERIA
CONTENT		Excellent to very good: knowledgeable a substantive •thorough development of thesis •relevant to assigned topic
	30-27	GOOD TO AVERAGE: some knowledge of subject •adequate range
	26-22	•limited development of thesis •mostly relevant to topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive •not pertinent •or not enough to evaluate
ORGANIZATION	20-18 17-14	Excellent to very good: fluent expression •ideas clearly

<sup>37</sup>Arthur Huges, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 104



	13-10 9-7	<p>stated/supported •succinct •well organized •logical sequencing •cohesive</p> <p>Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicative •no organization •or not enough to evaluate</p>
VOCABULARY	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>Good to average: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p> <p>Fair to poor: limited range • frequently errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</p>
LANGUAGE USE	25-22 21-18 31 17-11 10-5	<p>Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured</p>

		<p>Fair to poor: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions • meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate</p>
MECHANICS	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured</p> <p>Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate</p>
TOTAL SCORE :		

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

##### **1. The Data**

In this section, the researcher presents the students' writing ability before and after taught by using strip story technique in teaching writing. The subjects of the researcher are 62 students of the second grade of Madrasah Aliyah Tahfizhil Qur'an. The purpose of the researcher is to know The Influence of Using Strip Story Technique towards Students' News Item Text Writing Ability at Madrasah Aliyah Tahfizhil Qur'an Medan.

There were two groups in this research, namely experimental and control group. The students in experimental group were taught by strip story technique. The researcher was conducted during two weeks. The researcher was given by asking the students to write a news item about UINSU.

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

**Table 4.1****The Result Score of Experimental Class**

No.	Name	Pre-Test	Post test
1	AAS	68	72
2	AAM	57	65
3	AA	78	85
4	BAH	72	78
5	DAA	76	79
6	DF	76	80
7	EA	37	58
8	ES	54	59
9	F	72	77
10	FAZ	73	75
11	IM	36	45
12	I	41	55
13	JFP	44	49
14	KR	45	48
15	MR	42	55
16	MF	50	60
17	MS	66	72
18	NHS	49	54
19	NML	49	56
20	NUP	72	78
21	NA	54	60

22	NFIM	54	61
23	PHS	37	45
24	PHH	46	50
25	PLH	45	50
26	RSL	76	80
27	RSH	54	58
28	RLR	72	79
29	SQ	73	79
30	SCS	44	50
31	SRS	37	44
32	SR	66	70
33	SS	49	54
34	TI	45	60
35	WRAS	66	75
36	ZS	57	67
Total		2030	2282
Mean		56.44	63.39

From the table above, the students' news item text writing ability were taught by strip story technique showed the minimum score of pre-test was 36, the maximum score of pre-test was 78 and the mean of pre-test was 56.44. On the other hand the minimum score of post-test was 44, the maximum score of post-test was 85, and the mean of pre-test was 63.39.

**Table 4.2****The Result Score of Control Class**

No.	Name	Pre-Test	Post-Test
1	ARFR	59	65
2	ADS	46	50
3	AU	72	79
4	AN	64	79
5	ANL	61	67
6	AYPM	68	75
7	DP	34	45
8	DI	37	51
9	HWF	54	60
10	H	73	78
11	MHA	36	47
12	MAF	31	43
13	MRN	42	53
14	MRS	46	54
15	MRB	37	43

16	NZ	47	50
17	NAN	61	65
18	NM	45	48
19	NA	34	42
20	NZB	69	72
21	NA	52	60
22	RK	52	63
23	RKY	35	47
24	SWD	42	48
25	SI	43	52
26	SKM	74	79
Total		1314	1515
Mean		50.53	58.26

The table above explains that students' news item text writing ability were taught without any technique showed the minimum score of pre-test was 31, the maximal score of pre-test was 74 and the mean of pre-test was 50.53. On the other hand the minimum score of post-test was 42, the maximal score of post-test was 79, and the mean of pre-test was 58.26.

## 2. The Calculation of Normality Test

### a. Normality test of Pre-test (Experiment Class)

Find Z score by using by using the formula:

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

$$1. \quad Z_i = \frac{36 - 54,9}{14,462} = -1,318$$

$$2. \quad Z_i = \frac{37 - 54,9}{14,462} = -1,248$$

$$3. \quad Z_i = \frac{41 - 54,9}{14,462} = -0,969$$

$$4. \quad Z_i = \frac{42 - 54,9}{14,462} = -0,899$$

$$5. \quad Z_i = \frac{44 - 54,9}{14,462} = -0,760$$

Find out S(Zi) we use the formula :  $S(Z_i) = \frac{Fcum}{n}$

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

$$2. \quad S(Z_i) = \frac{4}{36} = 0,111$$

$$3. \quad S(Z_i) = \frac{5}{36} = 0,139$$

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

$$5. \quad S(Z_i) = \frac{8}{36} = 0,222$$



**TABLE 4.3**  
**Normality Test of Pre-test at Experiment Class**

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	36	1	1	-1.318	0.094	0.028	0.066
2	37	3	4	-1.248	0.106	0.111	-0.005
3	41	1	5	-0.969	0.166	0.139	0.027
4	42	1	6	-0.899	0.184	0.167	0.018
5	44	2	8	-0.760	0.224	0.222	0.001
6	45	3	11	-0.690	0.245	0.306	-0.061
7	46	1	12	-0.621	0.267	0.333	-0.066
8	49	3	15	-0.411	0.340	0.417	-0.076
9	50	1	16	-0.342	0.366	0.444	-0.078
10	54	4	20	-0.063	0.475	0.556	-0.081
11	57	2	22	0.146	0.558	0.611	-0.053
12	66	3	25	0.774	0.781	0.694	0.086
13	68	1	26	0.913	0.819	0.722	<b>0.097</b>
14	72	4	30	1.192	0.883	0.833	0.050
15	73	2	32	1.262	0.897	0.889	0.008
16	76	3	35	1.471	0.929	0.972	-0.043
17	78	1	36	1.611	0.946	1.000	-0.054

From the table above, it can be seen that the Liliefors Observation or  $L_0 = 0,097$  with  $n = 36$  and at real level  $\alpha = 0, 05$  from the list critical value of Liliefors table,  $L_t = 0,148$ . It can be concluded that the data distribution was normal, because  $L_0(0,097) < L_t(0,148)$ .

**b. Normality test of Post-test (Experiment Class)**

Find Z score by using by using the formula:

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

$$1. Z_i = \frac{44 - 63}{12,473} = -1,523$$

$$2. Z_i = \frac{43 - 63}{12,473} = -1,443$$

$$3. Z_i = \frac{48 - 63}{12,473} = -1,203$$

$$4. Z_i = \frac{49 - 63}{12,473} = -1,122$$

$$5. Z_i = \frac{50 - 63}{12,473} = -1,042$$

Find out S(Zi) we use the formula :  $S(Z_i) = \frac{F_{cum}}{n}$

$$1. S(Z_i) = \frac{1}{26} = 0,028$$

$$2. S(Z_i) = \frac{2}{26} = 0,083$$

$$3. S(Z_i) = \frac{1}{26} = 0,111$$

$$4. S(Z_i) = \frac{1}{26} = 0,139$$

$$5. S(Z_i) = \frac{3}{26} = 0,222$$

**TABLE 4.4**

**Normality Test of Post- test at Experiment Class**

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	44	1	1	-1.523	0.064	0.028	0.036
2	45	2	3	-1.443	0.074	0.083	-0.009
3	48	1	4	-1.203	0.115	0.111	0.003
4	49	1	5	-1.122	0.131	0.139	-0.008
5	50	3	8	-1.042	0.149	0.222	-0.074
6	54	2	10	-0.722	0.235	0.278	-0.042

7	55	2	12	-0.641	0.261	0.333	-0.073
8	56	1	13	-0.561	0.287	0.361	-0.074
9	58	2	15	-0.401	0.344	0.417	-0.072
10	59	1	16	-0.321	0.374	0.444	-0.070
11	60	3	19	-0.241	0.405	0.528	-0.123
12	61	1	20	-0.160	0.436	0.556	-0.119
13	65	1	21	0.160	0.564	0.583	-0.020
14	67	1	22	0.321	0.626	0.611	0.015
15	70	1	23	0.561	0.713	0.639	0.074
16	72	2	25	0.722	0.765	0.694	0.070
17	75	2	27	0.962	0.832	0.750	0.082
18	77	1	28	1.122	0.869	0.778	<b>0.091</b>
19	78	2	30	1.203	0.885	0.833	0.052
20	79	3	32	1.283	0.900	0.889	0.011
21	80	2	34	1.363	0.914	0.944	-0.031
22	85	1	35	1.764	0.961	0.972	-0.011

From the table above, it can be seen that the Liliefors Observation or  $L_0$  = 0,091 with  $n = 26$  and at real level  $\alpha = 0, 05$  from the list critical value of Liliefors table,  $L_t = 0,148$ . It can be concluded that the data distribution was normal, because  $L_0(0,091) < L_t(0,148)$ .

### c. Normality test of Pre-Test (Control Class)

Find Z score by using by using the formula:

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

$$1. \quad Z_i = \frac{31 - 52,10}{14,462} = -1,459$$

$$2. \quad Z_i = \frac{34 - 52,10}{14,462} = -1,252$$

$$3. \quad Z_i = \frac{35 - 52,10}{14,462} = -1,182$$

$$4. \quad Z_i = \frac{36 - 52,10}{14,462} = -1,113$$

$$5. \quad Z_i = \frac{37 - 52,10}{14,462} = -1,044$$

Find out  $S(Z_i)$  we use the formula :  $S(Z_i) = \frac{F_{cum}}{n}$

$$1. \quad S(Z_i) = \frac{1}{26} = 0,038$$

$$2. \quad S(Z_i) = \frac{3}{26} = 0,115$$

$$3. \quad S(Z_i) = \frac{4}{26} = 0,154$$

$$4. \quad S(Z_i) = \frac{5}{26} = 0,192$$

$$5. \quad S(Z_i) = \frac{7}{26} = 0,269$$

**TABLE 4.5**

**Normality Test of Pre-test at Control Class**

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	31	1	1	-1.459	0.072	0.038	<b>0.034</b>
2	34	2	3	-1.252	0.105	0.115	-0.010
3	35	1	4	-1.182	0.119	0.154	-0.035
4	36	1	5	-1.113	0.133	0.192	-0.060
5	37	2	7	-1.044	0.148	0.269	-0.121
6	42	2	9	-0.698	0.242	0.346	-0.104
7	43	1	10	-0.629	0.265	0.385	-0.120
8	45	1	11	-0.491	0.312	0.423	-0.111
9	46	2	13	-0.422	0.337	0.500	-0.163
10	47	1	14	-0.353	0.362	0.538	-0.176
11	52	2	16	-0.007	0.497	0.615	-0.118
12	54	1	17	0.131	0.552	0.654	-0.102
13	59	1	18	0.477	0.683	0.692	-0.009
14	61	2	20	0.615	0.731	0.769	-0.038
15	64	1	21	0.823	0.795	0.808	-0.013
16	68	1	22	1.099	0.864	0.846	0.018
17	69	1	23	1.169	0.879	0.885	-0.006
18	72	1	24	1.376	0.916	0.923	-0.007
19	73	1	25	1.445	0.926	0.962	-0.036
20	74	1	26	1.514	0.935	1.000	-0.065

From the table above, it can be seen that the Liliefors Observation or  $L_0 =$

0,034 with  $n = 32$  and at real level  $\alpha = 0, 05$  from the list critical value of Liliefors

table,  $L_t = 0,174$ . It can be concluded that the data distribution was normal, because  $L_0(0,034) < L_t(0,174)$ .

#### **d. Normality Test of Post-test (Control Class)**

Find Z score by using by using the formula:

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

$$1. \quad Z_i = \frac{42 - 58}{12,238} = -2,044$$

$$2. \quad Z_i = \frac{43 - 58}{12,238} = -1,307$$

$$3. \quad Z_i = \frac{45 - 58}{12,238} = -1,062$$

$$4. \quad Z_i = \frac{47 - 58}{12,238} = -0,899$$

$$5. \quad Z_i = \frac{48 - 58}{12,238} = -0,817$$

Find out  $S(Z_i)$  we use the formula :  $S(Z_i) = \frac{F_{cum}}{n}$

$$1. \quad S(Z_i) = \frac{1}{26} = 0,038$$

$$2. \quad S(Z_i) = \frac{3}{26} = 0,115$$

$$3. \quad S(Z_i) = \frac{4}{26} = 0,154$$

$$4. \quad S(Z_i) = \frac{6}{26} = 0,231$$

$$5. \quad S(Z_i) = \frac{8}{26} = 0,308$$

**TABLE 4.6**  
**Normality Test of Post-test at Control Class**

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	42	1	1	-1.307	0.096	0.038	0.057
2	43	2	3	-1.226	0.110	0.115	-0.005
3	45	1	4	-1.062	0.144	0.154	-0.010
4	47	2	6	-0.899	0.184	0.231	-0.046
5	48	2	8	-0.817	0.207	0.308	-0.101
6	50	2	10	-0.654	0.257	0.385	-0.128
7	51	1	11	-0.572	0.284	0.423	-0.139
8	52	1	12	-0.490	0.312	0.462	-0.150
9	53	1	13	-0.409	0.341	0.500	-0.159
10	54	1	14	-0.327	0.372	0.538	-0.167
11	60	2	16	0.163	0.565	0.615	-0.050
12	63	1	17	0.409	0.659	0.654	0.005
13	65	2	19	0.572	0.716	0.731	-0.014
14	67	1	20	0.735	0.769	0.769	0.000
15	72	1	21	1.144	0.874	0.808	0.066
16	75	1	22	1.389	0.918	0.846	<b>0.071</b>
17	78	1	23	1.634	0.949	0.885	0.064
18	79	3	26	1.716	0.957	1.000	-0.043

From the table above, it can be seen that the Liliefors Observation or  $L_0$  = 0,071 with  $n = 26$  and at real level  $\alpha = 0, 05$  from the list critical value of Liliefors table,  $L_t = 0,174$ . It can be concluded that the data distribution was normal, because  $L_0 (0,071) < L_t (0,174)$ .

### 3. The Calculation of Homogeneity Test

#### a. Homogeneity Test of Pre-test

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

**Table 4.7****Homogeneity Test of Pre-test**

No.	Data	Variants	F <sub>count</sub>	F <sub>table</sub>	Conclusion
1.	Pre-test of experiment class	187,97	1,003	1,892	Homogenous
2.	Pre-test of control class	187,38			

$$F_h = \frac{S_1^2}{S_2^2}$$

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:

$$S_{ex}^2 = 187,97 \quad N = 36$$

$$S_{cont}^2 = 187,38 \quad N = 26$$

So:

$$F_{count} = \frac{S_{eks}^2}{S_{kont}^2}$$

$$F_{count} = \frac{187,97}{187,38} = 1,003$$

$F_{\text{table}}$  for dk numerator (V1) =  $n-1 = 36-1=35$  and dk denominator (V2) =  $n-1 = 26-1=25$  at significant level  $\alpha = 0.05$  is not contained in the table. Therefore we use the formula = FINV (probability; deg\_freedom1; deg\_freedom2) in Microsoft Excel, so that the  $F_{\text{table}}$  is 1.892. If the  $F_{\text{table}}$  price is compared with  $F_{\text{count}}$ ,  $F_{\text{count}} < F_{\text{table}}$  or  $1,003 < 1.892$ . Then it can be said that the data for both classes is homogeneous.

#### b. Homogeneity of Post-test

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

**Table 4.8**

#### Homogeneity Test of Post-test

No.	Data	Variants	$F_{\text{count}}$	$F_{\text{table}}$	Conclusion
1.	Post-test of experiment class	153,21	0,96	1,892	Homogenous
2.	Post-test of control class	159,56			

$$F_h = \frac{S_1^2}{S_2^2}$$

Where :  $S_1^2$  = the biggest variant

$S_2^2$  = the smallest variant

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



$$S_{eks}^2 = 153,21 \quad N = 36$$

$$S_{kont}^2 = 159,56 \quad N = 26$$

So:

$$F_{count} = \frac{S_{eks}^2}{S_{kont}^2}$$

$$F_{count} = \frac{153,21}{159,56} = 0,96$$

$F_{table}$  for dk numerator (V1) =  $n-1 = 36-1=35$  and dk denominator (V2) =  $n-1 = 26-1=25$  at significant level  $\alpha = 0.05$  is not contained in the table. Therefore we use the formula = FINV (probability; deg\_freedom1; deg\_freedom2) in Microsoft Excel, so that the  $F_{table}$  is 1.892. If the  $F_{table}$  price is compared with  $F_{count}$ ,  $F_{count} < F_{table}$  or  $0,96 < 1.892$ . Then it can be said that the data for both classes is homogeneous.

#### 4. The Calculation of Mean, Variant and Deviation Standard

##### a. Mean, Variant and Deviation Standard of Experiment Class

To know the average, variant and deviation standard of the students' achievement in writing news item text before and after the teacher taught by using Strip Story technique of experiment class can be seen of the following worktable:

**Table 4.9**

**Worktable to Find Mean, Variant and Deviation Standard of  
Experiment Class**

No.	Name	Pretest (X1)		Post-test (X2)	
		X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>
1	AAS	68	4624	72	5184
2	AAM	57	3249	65	4225
3	AA	78	6084	85	7225
4	BAH	72	5184	78	6084
5	DAA	76	5776	79	6241
6	DF	76	5776	80	6400
7	EA	37	1369	58	3364
8	ES	54	2916	59	3481
9	F	72	5184	77	5929
10	FAZ	73	5329	75	5625
11	IM	36	1296	45	2025
12	I	41	1681	55	3025
13	JFP	44	1936	49	2401
14	KR	45	2025	48	2304
15	MR	42	1764	55	3025
16	MF	50	2500	60	3600
17	MS	66	4356	72	5184
18	NHS	49	2401	54	2916
19	NML	49	2401	56	3136
20	NUP	72	5184	78	6084
21	NA	54	2916	60	3600
22	NFIM	54	2916	61	3721
23	PHS	37	1369	45	2025
24	PHH	46	2116	50	2500
25	PLH	45	2025	50	2500
26	RSL	76	5776	80	6400
27	RSH	54	2916	58	3364
28	RLR	72	5184	79	6241
29	SQ	73	5329	79	6241
30	SCS	44	1936	50	2500
31	SRS	37	1369	44	1936
32	SR	66	4356	70	4900
33	SS	49	2401	54	2916

34	TI	45	2025	60	3600
35	WRAS	66	4356	75	5625
36	ZS	57	3249	67	4489
MEAN		56.44444	3368.722	63.38889	4167.111
TOTAL		2032	121274	2282	154183.1

### 1. Calculation of Pre-test Data Experiment Class

From tabulating the values obtained:

$$\sum X = 2032 \quad \sum X_i^2 = 121274 \quad n = 36$$

So the Mean is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2032}{36} = 56,44$$

And the standard deviation is:

$$\begin{aligned}
 S &= \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{36(121274) - (2032)^2}{36(36-1)}} \\
 &= \sqrt{\frac{4365864 - 4129024}{36(35)}} \\
 &= \sqrt{\frac{236840}{1260}} \\
 &= 433,55
 \end{aligned}$$

$$S^2 = 187965,60$$

### 2. Post – Test Experiment Class

From tabulating the values obtained:

$$\sum X = 2282 \quad \sum X_i^2 = 154183.1 \quad n = 36$$

So the Mean is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2282}{36} = 63,39$$

And the standard deviation is:

$$\begin{aligned} S &= \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{36(154183.1) - (2282)^2}{36(36-1)}} \\ &= \sqrt{\frac{5550591,6 - 5207524}{36(35)}} \\ &= \sqrt{\frac{343067,6}{1260}} \\ &= 16,5 \end{aligned}$$

$$S^2 = 272,25$$

#### b. Mean, Variant and Deviation Standard of Control Class

To know the average, variant and deviation standard of the students' achievement in writing news item before and after the teacher taught by using lecturing method in control class can be seen of the following worktable:

**Table 4.10**

**Worktable to Find Mean, Variant and Deviation Standard of Control Class**

No	Name	Pretest (X1)		Post-test (X2)	
		X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>	X <sub>1</sub>	X <sub>1</sub> <sup>2</sup>
1	ARFR	59	3481	65	4225
2	ADS	46	2116	50	2500
3	AU	72	5184	79	6241
4	AN	64	4096	79	6241
5	ANL	61	3721	67	4489

6	AYPM	68	4624	75	5625
7	DP	34	1156	45	2025
8	DI	37	1369	51	2601
9	HWF	54	2916	60	3600
10	H	73	5329	78	6084
11	MHA	36	1296	47	2209
12	MAF	31	961	43	1849
13	MRN	42	1764	53	2809
14	MRS	46	2116	54	2916
15	MRB	37	1369	43	1849
16	NZ	47	2209	50	2500
17	NAN	61	3721	65	4225
18	NM	45	2025	48	2304
19	NA	34	1156	42	1764
20	NZB	69	4761	72	5184
21	NA	52	2704	60	3600
22	RK	52	2704	63	3969
23	RKY	35	1225	47	2209
24	SWD	42	1764	48	2304
25	SI	43	1849	52	2704
26	SKM	74	5476	79	6241
MEAN		50.53846	2734.308	58.26923	3548.731
TOTAL		1314	71092	1515	92267

### 1. Calculation of Pre-test Data Control Class

From tabulating the values obtained:

$$\sum X = 1314 \quad \sum X_i^2 = 71092 \quad n = 26$$

So the Mean is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1314}{26} = 50,53$$

And the standard deviation is:

$$S = \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{26(71092) - (1314)^2}{26(26-1)}}$$

$$\begin{aligned}
&= \sqrt{\frac{1848392 - 1726596}{26(25)}} \\
&= \sqrt{\frac{121796}{650}} \\
&= 13,68
\end{aligned}$$

$$S^2 = 187,14$$

## 2. Calculation of Post-test Data Control Class

From tabulating the values obtained:

$$\sum X = 1515 \quad \sum X_i^2 = 92267 \quad n = 26$$

So the Mean is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1515}{26} = 58,26$$

And the standard deviation is:

$$\begin{aligned}
S &= \sqrt{\frac{n \sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{26(92267) - (1515)^2}{26(26-1)}} \\
&= \sqrt{\frac{2398942 - 2295225}{26(25)}} \\
&= \sqrt{\frac{103717}{650}} \\
&= 12,63
\end{aligned}$$

$$S^2 = 159,51$$

## 5. Data Analysis

Data analysis was intended to find out whether the application of outlining technique significantly effects the students' achievement at writing descriptive paragraph. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

$$t = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

with

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

Information:

t = wide area achieved

$n_1$  = Many students in the experimental group sample

$n_2$  = Many students in the control group sample

$S_1$  = Standard deviation experimental group

$S_2$  = Standard deviation of the control group

$S^2$  = Combined variance of  $S_1$  and  $S_2$

$\bar{X}_1$  = Average student scores of the experimental group

$\bar{X}_2$  = Average score of control group students

From processing of data is known:

$$\bar{X}_1 = 63,39$$

$$\bar{X}_2 = 58,26$$

$$S_1^2 = 153,21$$

$$S_2^2 = 159,56$$

$$n_1 = 36$$

$$n_2 = 26$$

Combined variance ( $S^2$ ):

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

$$S^2 = \frac{(36-1)153,21 + (26-1)159,56}{36+26-2}$$

$$S^2 = \frac{5362,35 + 3989}{60}$$

$$S^2 = \frac{9351,35}{60}$$

$$S = \sqrt{155,85}$$

$$S = 12,48$$

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

$$t_{\text{count}} = \frac{63,39 - 58,26}{12,48 \sqrt{\frac{1}{36} + \frac{1}{26}}}$$

$$t_{\text{count}} = \frac{5,13}{(12,48)(0,066)}$$

$$t_{\text{count}} = \frac{5,13}{0,82}$$

$$t_{\text{count}} = 6,25$$



In order to find out the significant differences between two groups that using strip story and lecturing method, the researcher analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the value of the observed was 6,25.

## 6. Testing Hypothesis

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the using strip story significantly affects the students' ability at writing news item text, so the hypothesis are:

$$H_0 = \mu x \leq \mu y$$

$$H_a = \mu x > \mu y$$

From the criteria of the hypothesis,  $H_a$  is accepted if  $t_{\text{count}} > t_{\text{table}}$ .

Based on the computation, it can be seen the coefficient of  $t_{\text{count}} = 6,25$ , with the level  $\alpha=0,05$ ,  $dk = n_1 + n_2 - 2$ . So,  $dk = 36 + 26 - 2 = 60$ , which the real level of  $t_{\text{table}} = 2,00$ . It was found that the value of  $t_{\text{count}}(6,25)$  is higher than the value of  $t_{\text{table}}(2,00)$ . It can be seen as follows:

$$6,25 > 2,00$$

This result showed that null hypothesis was rejected, the hypothesis formulated as "there is significant influence of using strip story technique towards students' news item text writing ability."

It means that strip story technique significantly influence students' news item text writing ability. It was shown by the data that shows from post-test in experiment class (63,39) is higher than post-test in control class (58,26).

## 7. Research Finding

There are some findings from the data analysis in this research, they are:

- Based on the result of the calculation above, it is found that the students' news item text writing ability who were taught by using strip story technique got the mean score 56,44 in pre-test with the maximal score 78 and the minimum score was 36. While in post-test the students got the mean score 63,39 with the maximal score 85 and the minimal score 44.
- Based on the result of the calculation above, it is found that the students' achievement at writing news item text who were taught by using lecturing strategy got the mean score 50,53 in pre-test with the maximal score 74 and the minimum score was 31. While in post-test the students got the mean score 58,26 with the maximal score 79 and the minimum score was 42.
- Based on the computation, it can be seen the coefficient of  $t_{\text{count}} = 6,25$ , with the level  $\alpha=0,05$ ,  $dk= n_1+n_2-2$ . So,  $dk=36+26-2=60$ , which the real level of  $t_{\text{table}} = 2,00$ . It was found that the value of  $t_{\text{count}}(6,25)$  is higher than the value of  $t_{\text{table}}(2,00)$ . It can be seen as follows:

$$6,17 > 2,00$$

This result showed that null hypothesis was rejected, the hypothesis formulated as “there is significant influence of using strip story technique towards students’ news item text writing ability.” It means that strip story technique significantly influence students’ news item text writing ability.

## **B. Discussion**

There was significant difference on students’ achievement at news item text writing ability by using strip story technique. The students that were taught by strip story technique have higher score than were taught by lecturing strategy.

It was explained in chapter 2 that strip story technique would be an influence way to improve students’ writing ability. Strip story technique helps the students to develop their ideas in writing news item text. In writing news item text, it is commonly found that this technique is helpful for students in making a connection to the topic given so that the students can think more creative. News item text gives us the information about the news text.

It was prove (in experiment class was taught by using this technique) that the technique was helpful especially for the students who had no courage or comfortless to learn and ask individually.

Based on the explanation above, the researcher concluded that the implementation of strip story technique has significant influence towards students’ news item text writing ability.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

The researcher concluded that:

1. The analysis of data, it can get the conclusion that using strip story technique significantly influence towards students' news item text writing ability. Because it was found that the value, it can be seen the coefficient of  $t_{\text{count}} = 6,25$  with the level  $\alpha=0,05$ ,  $dk= n_1+n_2-2$ . So,  $dk=36+26-2=60$ , which the real level of  $t_{\text{table}} = 2,00$ . It was found that the value of  $t_{\text{count}}(6,17)$  is higher than the value of  $t_{\text{table}} (2,00)$ . It can be seen as follows:  $6,25 > 2,00$  This result showed that null hypothesis was rejected, the hypothesis formulated as "there is significant influence of using strip story technique towards students' news item text writing ability."
2. The influence of using strip story technique towards the students' news item text writing ability at second grade Madrasah Aliyah Tahfizhil-Qur'an Medan is the increasing score from the students in experimental class. It means that strip story technique significantly influence towards students' news item text writing ability. It was shown by the data that shows from post-test in experiment class (63,38) is higher that post-test in control class (58,26).

3. Strip story technique helps the students to develop their ideas in writing news item text. In writing news item text, it is commonly found that this technique is helpful for students in making a connection to the topic given so that the students can think more creative. News item text gives us the information about the news text. It was prove (in experiment class was taught by using this method) that the method was helpful especially for the students who had no courage or comfortless to learn and ask individually. The experimental class got higher score in post-test by using strip story technique than the control class without any technique.

## **B. Suggestions**

Based on the conclusion, the researcher gives some suggestions:

1. For the students will learn more to increase their ability in writing news item text and should keep responsibility in their studying.
2. For the teacher who wants to teach writing news item text effectively, can use this strategy because this strategy helps the students increase their ability in news item 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**

(First Meeting – Experiment Class)

Name of School : Madrasah Aliyah Tahfizhil-Qur'an Medan

Subject /Class : English/ Second Class (XI Science)

Type of Text : News Item

Theme : Past Event

Aspect /Skill : Writing

Time : 2 x 40 minutes

#### **A. Standard Competence**

Expressing the meaning of written text especially simple essay in form of news item text to interact with around environment.

#### **B. Basic Competence**

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

#### **C. Indicators**

1. Identifying the social function, generic structure and language features of news item text.
2. Writing the topic, supporting or concluding sentences
3. Writing the news item text.



**D. Objectives**

1. Students are able to identify the social function, generic structure and language features of news item text.
2. Students are able to write the topic, supporting or concluding sentences.
3. Students are able to write the news item.

**E. Learning Materials** : News Item text

**F. Learning Methods** : Lecture, question and answer

**G. Teachings Materials** :

- a. Whiteboard and boardmarker
- b. Strip story about
- c. Sheet paper

**H. The teachings goals** :

- a. Student can understand about news item text
- b. Student can understand the way to use strip story technique
- c. Student can practice to write news item text

**I. Teaching and Learning process** :

- a. Opening
  - Greetings (communicative).
  - Teacher ask themselves
  - Before receiving the materials, the teacher asks the students to pray (religious).

b. The Activities

- Teacher explains the meaning and function of news item text to the student.
- Teacher asks students to open a sheet of paper that has been given to read and understand the rules and structure of writing news item text
- Teacher giving students the opportunity to think and analyze news item text.

c. Closing

- After the finish to think and analyze news item text, students can giving question about news item text,
- Teachers answer the students' question and give example about news item text
- Teacher ask students to determine about generic structure in the teacher's example
- Teachers ask students about the difficulties they find when creating news item text articles and provide solutions.
- The teacher concludes the teaching and learning activities and asks the students to jointly say *Hamdalah*.

**J. Source and Media**

a. Internet,

(<http://www.medanbisnisdaily.com/news/read/2017/12/23/331322/uins-u-gelar-tasyakur-dies-natalis-ke-44/>)

b. Strip Story

## K. Assessment

SCORE	LEVEL	CRITERIA
CONTENT	30-27 26-22 21-17 16-13	<p>Excellent to very good: knowledgeable a substantive •thorough development of thesis •relevant to assigned topic</p> <p>GOOD TO AVERAGE: some knowledge of subject • adequate range •limited development of thesis •mostly relevant to topic but lack detail</p> <p>FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</p> <p>VERY POOR: does not show knowledge of subject • non-substantive •not pertinent •or not enough to evaluate</p>
ORGANIZATION	20-18 17-14 13-10 9-7	<p>Excellent to very good: fluent expression •ideas clearly stated/supported •succinct •well organized •logical sequencing •cohesive</p> <p>Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicative •no organization •or not enough to evaluate</p>
VOCABULARY	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>Good to average: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p>

		<p>Fair to poor: limited range • frequently errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</p>
LANGUAGE USE	25-22 21-18 31 17-11 10-5	<p>Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured</p> <p>Fair to poor: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions • meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate</p>
MECHANICS	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization,</p>

		paragraphing • poor handwriting • meaning confused or obscured Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate
TOTAL SCORE :		

**Teacher of English Subject,**

**(Rahayu Nur Syahri, S.Pd)**

**Medan,**

**Students**

**(Suci Hermayani Nasution)**

**Headmaster**  
**MA Tahfizhil Qur'an Medan**

**(Charles Rangkuti, M.Pd.I)**

## LESSON PLAN

(Second Meetings – Experiment Class)

Name of School : Madrasah Aliyah Tahfizhil-Qur'an Medan

Subject /Class : English/ Second Class (XI Science)

Type of Text : News Item

Theme : Past Event

Aspect /Skill : Writing

Time : 2 x 40 minutes

### A. Standard Competence

Expressing the meaning of written text especially simple essay in form of news item text to interact with around environment.

### B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in news item text.

### C. Indicators

1. Identifying the outlining technique
2. Writing the figure of outlining technique in writing news item text
3. Writing a descriptive paragraph by using outlining technique

### D. Objectives

1. Students are able to identify the outlining technique

2. Students are able to write the figure of outlining technique in writing news item text.

3. Students are able to write the news item text by using outlining technique.

**E. Learning Materials** : News Item text

**F. Learning Methods** : Lecture, question and answer

**G. Teachings Materials** :.

a. Whiteboard and boardmarker

d. Strip story about

e. Sheet paper

**H. The teachings goals** :

a. Student can understand about news item text

b. Student can understand the way to use strip story technique

c. Student can practice to write news item text

**I. Teaching and Learning process** :

a. Opening

- Greetings (communicative).
- Teacher ask themselves
- Before receiving the materials, the teacher asks the students to pray (religious).

b. The Activities

- Teacher explain to students about some important things that must be considered in writing news item text so as not to make mistakes in making essays

- Teacher gives each student a piece of strip story.
- Teacher asks the students to read and understand the contents of the strip story
- After students finish reading and understanding it, the lecture tells the students to retell the story from the comic strip into a narrative-shaped article in a few paragraphs in their exercise book on the topic of "PBI EXPO 2017"

c. Closing

- After the students finish writing a news item, the lecture asks the students to collect their work.
- When the teacher has finished correcting their essay, the lecture re-writes the contents of one of the student's essay which has some error in writing the news item text. Then, the students are asked to analyze and mention what are the errors of writing the essay.
- Teacher asks students about the difficulties they find when creating news item text articles and provide solutions.
- Teacher concludes the teaching and learning activities and asks the students to jointly say *Hamdalah*.

**J. Source and Media**

- Internet
- Strip Story



## K. Assessment

SCORE	LEVEL	CRITERIA
CONTENT	30-27 26-22 21-17 16-13	<p>Excellent to very good: knowledgeable a substantive •thorough development of thesis •relevant to assigned topic</p> <p>GOOD TO AVERAGE: some knowledge of subject • adequate range •limited development of thesis •mostly relevant to topic but lack detail</p> <p>FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</p> <p>VERY POOR: does not show knowledge of subject • non-substantive •not pertinent •or not enough to evaluate</p>
ORGANIZATION	20-18 17-14 13-10 9-7	<p>Excellent to very good: fluent expression •ideas clearly stated/supported •succinct •well organized •logical sequencing •cohesive</p> <p>Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicative •no organization •or not enough to evaluate</p>
VOCABULARY	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>Good to average: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p>

		<p>Fair to poor: limited range • frequently errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</p>
LANGUAGE USE	25-22 21-18 31 17-11 10-5	<p>Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured</p> <p>Fair to poor: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions • meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate</p>
MECHANICS	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization,</p>

		paragraphing • poor handwriting • meaning confused or obscured Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate
TOTAL SCORE :		

**Medan,**  
**Teacher of English Subject,**

**Students**

**(Rahayu Nur Syahri, S.Pd)**

**(Suci Hermayani Nasution)**

**Headmaster**  
**MA Tahfizhil Qur'an Medan**

**(Charles Rangkuti, M.Pd.I)**

## **APPENDIX II**

### **LESSON PLAN**

(First Meeting – Control Class)

Name of School : Madrasah Aliyah Tahfizhil-Qur'an Medan

Subject /Class : English/ Second Class (XI Social)

Type of Text : News Item

Theme : Past Event

Aspect /Skill : Writing

Time : 2 x 40 minutes

#### **A. Standard Competence**

Expressing the meaning of written text especially simple essay in form of descriptive paragraph to interact with around environment.

#### **B. Basic Competence**

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in descriptive paragraph.

#### **C. Indicators**

Identifying the social function, generic structure and language features of descriptive paragraph.

1. Writing the topic, supporting or concluding sentences
2. Writing the descriptive paragraph.

#### **D. Objectives**

1. Students are able to identify the social function, generic structure and language features of descriptive paragraph
2. Students are able to write the topic , supporting or concluding sentences
3. Students are able to write the descriptive paragraph

**E. Learning Materials** : News Item text

**F. Learning Methods** : Lecture, question and answer

**G. Teachings Materials** :

- a. Whiteboard and boardmarker
- b. Sheet paper

**H. The teachings goals** :

- a. Student can understand about news item text
- b. Student can practice to write news item text

**I. Teaching and Learning process** :

- a. Opening
  - Greetings (communicative).
  - Teacher ask themselves
  - Before receiving the materials, the lecture asks the students to pray (religious).
- b. The Activities
  - Teacher explains the meaning and function of news item text to the student.

- Teacher asks students to open a sheet of paper that has been given to read and understand the rules and structure of writing news item text.
- Teacher giving students the opportunity to think and analyze news item text.

c. Closing

- After the finish to think and analyze news item text, students can giving question about news item text,
- Teachers answer the students' question and give example about news item text
- Teacher ask students to determine about generic structure in the teacher's example
- Teacher concludes the teaching and learning activities and asks the students to jointly say *Hamdalah*.

**J. Source and Media**

- Internet
- Sheet

## K. Assessment

SCORE	LEVEL	CRITERIA
CONTENT	30-27 26-22 21-17 16-13	<p>Excellent to very good: knowledgeable a substantive •thorough development of thesis •relevant to assigned topic</p> <p>GOOD TO AVERAGE: some knowledge of subject • adequate range •limited development of thesis •mostly relevant to topic but lack detail</p> <p>FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</p> <p>VERY POOR: does not show knowledge of subject • non-substantive •not pertinent •or not enough to evaluate</p>
ORGANIZATION	20-18 17-14 13-10 9-7	<p>Excellent to very good: fluent expression •ideas clearly stated/supported •succinct •well organized •logical sequencing •cohesive</p> <p>Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicative •no organization •or not enough to evaluate</p>
VOCABULARY	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>Good to average: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p>

		<p>Fair to poor: limited range • frequently errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</p>
LANGUAGE USE	25-22 21-18 31 17-11 10-5	<p>Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured</p> <p>Fair to poor: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions • meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate</p>
MECHANICS	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization,</p>



		paragraphing • poor handwriting • meaning confused or obscured Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate
TOTAL SCORE :		

**Medan,**

**Teacher of English Subject,**

**Students**

**(Rahayu Nur Syahri, S.Pd)**

**(Suci Hermayani Nasution)**

**Headmaster**

**MA Tahfizhil Qur'an Medan**

**(Charles Rangkuti, M.Pd.I)**

## LESSON PLAN

(Second Meetings – Control Class)

Name of School : Madrasah Aliyah Tahfizhil-Qur'an Medan

Subject /Class : English/ Second Class (XI Social)

Type of Text : News Item

Theme : Past Event

Aspect /Skill : Writing

Time : 2 x 40 minutes

### **A. Standard Competence**

Expressing the meaning of written text especially simple essay in form of news item text to interact with around environment.

### **B. Basic Competence**

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around environment in news item text.

### **C. Indicators**

1. Identifying kinds of news item text
2. Writing the descriptive paragraph

### **D. Objectives**

1. Students are able to identify the kinds of news item text
2. Students are able to write the news item text

**E. Learning Materials** : News Item text

**F. Learning Methods** : Lecture, question and answer

**G. Teachings Materials** :.

- a. Whiteboard and boardmarker
- b. Strip story about
- c. Sheet paper

**H. The teachings goals** :

- a. Student can understand about news item text
- b. Student can practice to write news item text

**I. Teaching and Learning process** :

- a. Opening
  - Greetings (communicative).
  - Teacher ask themselves
  - Before receiving the materials, the lecture asks the students to pray (religious).
- b. The Activities
  - Teacher explain to students about some important things that must be considered in writing news item text so as not to make mistakes in making essays
  - After students understand, the lecture gives the topic to the students and assigns them to develop the topic into a news item text essay in a few paragraphs in their sheet about “PBI EXPO 2017”

c. Closing

- After the students finish writing a news item, the teacher asks the students to collect their work.
- When the teacher has finished correcting their essay, the teacher re-writes the contents of one of the student's essay which has some error in writing the news item text. Then, the students are asked to analyze and mention what are the errors of writing the essay.
- Teachers ask students about the difficulties they find when creating news item text articles and provide solutions.
- The teacher concludes the teaching and learning activities and asks the students to jointly say *Hamdalah*.

**J. Source and Media**

- a. Internet
- b. Sheet

## K. Assessment

SCORE	LEVEL	CRITERIA
CONTENT	30-27 26-22 21-17 16-13	<p>Excellent to very good: knowledgeable a substantive •thorough development of thesis •relevant to assigned topic</p> <p>GOOD TO AVERAGE: some knowledge of subject • adequate range •limited development of thesis •mostly relevant to topic but lack detail</p> <p>FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic</p> <p>VERY POOR: does not show knowledge of subject • non-substantive •not pertinent •or not enough to evaluate</p>
ORGANIZATION	20-18 17-14 13-10 9-7	<p>Excellent to very good: fluent expression •ideas clearly stated/supported •succinct •well organized •logical sequencing •cohesive</p> <p>Good to average: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing</p> <p>Fair to poor: non-fluent • ideas confused or disconnected • lacks logical sequencing and development</p> <p>VERY POOR: does not communicative •no organization •or not enough to evaluate</p>
VOCABULARY	20-18 17-14 13-10 9-7	<p>Excellent to very good: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register</p> <p>Good to average: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured</p>

		<p>Fair to poor: limited range • frequently errors of word/idiom form, choice, usage • meaning confused or obscured</p> <p>Very poor: essentially translation • little knowledge of English vocabulary, idioms, word form • or not enough to evaluate</p>
LANGUAGE USE	25-22 21-18 31 17-11 10-5	<p>Excellent to very good: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</p> <p>Good to average: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order, function, articles, pronouns, prepositions, but meaning seldom obscured</p> <p>Fair to poor: major problems in simple /complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions • meaning confused or obscured</p> <p>Very poor: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate</p>
MECHANICS	5 4 3 2	<p>Excellent to very good: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing</p> <p>Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</p> <p>Fair to poor: frequent errors of spelling, punctuation, capitalization,</p>

		paragraphing • poor handwriting • meaning confused or obscured Very poor: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate
TOTAL SCORE :		

**Teacher of English Subject,**

**(Rahayu Nur Syahri, S.Pd)**

**Medan,**

**Students**

**(Suci Hermayani Nasution)**

**Headmaster**  
**MA Tahfizhil Qur'an Medan**

**(Charles Rangkuti, M.Pd.I)**

### APPENDIX III

#### PRETEST

Name :

Class :

Make a news item text (3 paragraphs) using the appropriate tenses!

Title : \_\_\_\_\_

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## APPENDIX IV

## POST TEST

Name :

Class :

Make a news item text (3 paragraphs) using the appropriate tenses!

Title : \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines in total. The paper has a slightly aged or off-white appearance.

# APPENDIX V

## 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	0,022	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	<u>1,031</u> $\sqrt{n}$	<u>0,886</u> $\sqrt{n}$	<u>0,805</u> $\sqrt{n}$	<u>0,768</u> $\sqrt{n}$	<u>0,736</u> $\sqrt{n}$

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

## APPENDIX VI

### TABLE OF T DISTRIBUTION

$v = dk$

(Bilangan Dalam Badan Daftar Menyatakan  $tp$ )

$v$	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
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
$\infty$	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.

## APPENDIX VII

### Instrument I UINSU



## GEDUNG BIROKRAT UIN SU



## AULA UIN SUMATERA UTARA





**PERPUSTAKAAN UIN SUMATERA UTARA**



**MUSHOLLA FITK UIN SU**





Masjid Al-Izzah UIN  
Sumatera Utara



LAPANGAN FUTSAL UINSU





## PUSAT PENGEMBANGAN BAHASA ARAB UINSU



## PUSAT ADMINISTRASI FAKULTAS ILMU TARBIYAH DAN KEGURUAN

## Appendix VIII

### Instrument II

#### News Item Text

##### A. Definition of News Item

News item is a text that has the following elements: social function, generic structure, and language features<sup>38</sup>.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. News item is a type of the text that has the main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.<sup>39</sup>

##### B. The purpose of News Item

The social function/communicative purpose of a News items is to inform the readers, listeners or viewers about an event of the day, which is considered newsworthy or important.

##### C. Generic Structure of News Item,

The Generic structure of news item, are:

- 4) Comprises newsworthy events: recounts the event in summary form,
- 5) Background event : elaborate what happened, to whom, in what circumstances,

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<sup>38</sup>Muryati, Sri. Vol. 6, No. 1, June 2013. Developing Written News Item Text Materials for the Tenth Graders of Senior High School. SMAN 7 Semarang.

<sup>39</sup>Husein, Rahmad. 2016. *Sumber Belajar Penunjang Plpg 2016 Bahasa Inggris Chapter 7: News Item*. Kementerian Pendidikan Dan Kebudayaan Direktorat Jenderal Guru Dan Tenaga Kependidikan 2016



- 6) Source: comments by participants in, witnesses to and authority expert on the event.

#### D. Example of News Item

##### **UINSU Held Tasyakur Dies Natalis 44<sup>th</sup>**

###### Newsworthy Event

State Islamic University of North Sumatra (UIN-SU) held the 44th anniversary of Tasyakur Dies Natalis (Milad) at Ulul Albab Mosque Campus 1 UIN-SU, Jalan IAIN Medan, Thursday (21/12) afternoon. In addition to commemorating the 44th UIN-SU Milad, also held the event of Prophet Muhammad SAW 1439 H, Salawat, Qunut Nazilah, prayers and fundraising for Palestine.

###### Background Event

UINSU Rector Prof. Dr. Saidurrahman MAg said, with the motto UIN-SU, the Champion (Advanced and Prosperous), it appreciates the assistance and personal support from the board of trustees H Anif, amounting to Rp7 billion. In 2018, re-support for at least Rp 1 billion, for classroom development. In addition, he continued, Gubsu H T Erry Nuradi also has contributed Rp10 billion for the construction of sharia homes. Then, get assistance Rp45 billion for the construction of helicopter parking lot. "As a trustee, criticism and input will be appreciated for future improvement, so that UIN-SU

### Background Event

will be at the forefront of North Sumatra, National and expected in Southeast Asia, even Asia," Saidurrahman said in the event. He is determined, with all this support, UIN-SU can increase his accreditation to 'A'. He added that the milad event was deliberately combined with the mawlid of the Prophet Muhammad, in the hope of increasingly strong follow the sunnah, in order to succeed in the world and in the hereafter. Then, said Saidurrahman, to continue the tradition of the predecessors at UIN-SU, in the hope of continuing their struggle.

### Source

Meanwhile, Gubsu H T Erry Nuradi who is represented by Expert Staff of Education, Health, Infrastructure and Community Empowerment of North Sumatera Provincial Government, Amran Utheh, hopes that UINSU will be more advanced and can increase its accreditation to 'A'. He recounted that when he was a student at IAIN, the lecturers, deans and lecturers were still S1. However, produce to the characters doctorate. Meanwhile, now they have a doctorate, until the professor. The amount is also not small, which can be called ber ranges 85%.  
(goddess syahrani lubis)

## APPENDIX IX

### Documentation

#### The process of teaching and learning in Experimental Class



## The process of teaching and learning in Control Class



## **BIOGRAPHY**

**Name** : Suci Hermayani Nasution

**Place/ Date of Birth** : Medan, 20 April 1996

**Address** : Jl. Let. Umar Baki IV Limau Sundai Binjai

**Faculty Department** : Department of English Education Tarbiyah Faculty and  
Teacher Training Islamic University of North Sumatera.

### **Name Parents**

A. Father : Hermansyah Nasution

B. Mother : Halimatussa'diah Lubis

### **Educational Background**

Primary School : SDN 025934

Junior High School : SMPN 5 BINJAI

Senior High School : SMAN 7 BINJAI

Collage : Department of English Education Tarbiyah Faculty and  
Teacher Training State Islamic University of North  
Sumatera.