THE EFFECT OF USING SWELL (SOCIAL INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) METHOD ON STUDENTS ACHIEVEMENT IN WRITING PROCEDURE TEXT

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training UIN SU Medan as a partial Fulfillment of the requirement for the (Degree of Sarjana Pendidikan) S-1 Program

Written By :

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NIM: 34.14.3.104

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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MEDAN

2018

Medan, Juli 2018

Nomor	: Istimewa	KepadaYth:
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	a.n. **Safitri Adriani Nst**	di-
		Tempat

AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Safitri Adriani Nst** yang berjudul:

"THE EFFECT OF USING SWELL (SOCIAL INTERACTIVE WRITING FOR ENGLISH LANGUAGE LEARNERS) METHOD ON STUDENTS ACHIEVEMENT IN WRITING PROCEDURE TEXT", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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

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ABSTRACT

Safitri Adriani Nasution, NIM 34143104. The effect of Using SWELL (Social Interactive Writing for English Language Learner on Student Achievement in Writing Procedure Text.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2018.

Keyword : SWELL Method, Writing Procedure Text

The study aims at investigating the effect of using SWELL Method on students' Achievement in Writing Procedure Text.

This Study was conducted by experimental research. The population of this study was the students of the third grade of SMP Negeri 1 Sinunukan. The total number or this population is seventy four in 3 classes. There were fourty six students choosen as the sample using random sampling. The sample was divided into two groups, namely experimental group and control group was taught by using conventional method.

The instrument for collecting the data was writing test. Technique of collecting data is by using pre-test, after that treatement and the last poat-test. The data was analyze by using t-test formula.

The result of of the analysis shows that t-observed is higher than t-table () at level of significance 0.05 with the degree of freedom 44. It means that the alternative hypothesis (Ho) is rejected. Based on the findings of the study, it was found that there is a significant effect of SWELL Method on students' Achievement in Wriiting Procedure Text.

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CHAPTER I

INTRODUCTION

A. The Background of Study

In this era 21th century, English has been used worldwide in formal and non formal communications. The writen information on the development of science and technology, and other scientific knowledge can be accessed at ease for those who speak the language. In then context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students writing proficiency in order to measure their knowledge. Being able to write is a vital skill for speaker of foreign language as much as for everyone. Training students to write thus demand the care and attention of language teachers.

The decision made by the departement of education and culture in Indonesia, now being changed to departement of national education has prove that English has been thought well for years, so it can be put as a subject in the curriculum. As foreign language, English is taught in the state and private secondary and tertiary education levels, event, at present some of the private education institutions has introduced the teach of English since grade 1 of junior high school.

In English teaching and learning process, students are expected to master four English skills namely listening, speaking, reading, and writing. Writing is one of English skills which is very important to be mastered because writing

conect people to communicate. In addition, ability to write has become indispensable skill in this global literate community[1].

The importance of learning process is supported by teaching of Islam. Islam is a religion which establishes compulsory education with the following hadith :

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

The meaning : "Seek knowledge is obligation for moeslim".[2]Based on the above hadith the Prophet confirms obligation to see a knowledge. It can be said that the study is very important for humans and it became clear that learning or studying is obligation for every moeslim, with theknowledge we can share our knowledge to others, it can be useful for others that will lead us to happiness both in this world and here after. Therefore there is no reason for any individual Moeslim to be lazy in learning that makes them not knowing anything about science.

Actually writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication people have used many tools for writing including paints, pencils, pens, typewriter, and computer. The writing can be formed on the wall of cave, a piece of paper, or a computer screen. [3]As we know the writers doesnt face the readers directly, that is why idea must be transferred well by the writer to readers, so being a good writer requires competency in writing.

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[1] Brown, H.Doughlas ,(2004) *Language Assesment: Principles and Classroom practices*. New York : Longman. p.214

[2] Ibnu Hajar Al-Asqalani, *Ringkasan Taribghib waTarhib*, Jakarta: Pustaka Azzam, 2006, p. 27.

[3] Utami Dewi, (2008), How to Write, Medan : La Tansa Press. p.2

Writing is one of the ways for human to express and share their ideas, thoughts, or experiences with other in the form of written language, so people may write for many different purposes. Similiarity or differences of texts determined by the socio-cultural purposes they are intended to serve and the way they are structured to achieve is call genre.

Since writing a paragraph is not easy, teacher should try to find ways of making it interesting and enjoyable. Writing should be practiced. States that writing is not a skill that some people are born with and others are not, or think about the things she or he know and care about, she or he can write correctly. From the fact presented, it could be summarized that writing is a difficult task, so the ability in writing could be improved. To improve the student's writing, a teacher should apply many kinds of approaches, methods, strategies, and techniques.

Junior high school students should master thirteen kinds of texts. The second year students of junior high school learn five kinds of texts (narrative, descriptive, recount, report, and procedure). One of them is procedure text which aims at describing how something was accomplished through a sequence of a step. It has generic structure, they are goal, material, and steps. It also has language features they are focus on generalized human agent, using simple present tenseusing imperative, temporal conjunction and connectives.

The result of interview was done by the researcher towards some English teacher at SMPN 1 Sinunukan Kec. Sinunukan Kab. Mandailing Natal, the English teachers said that mostly, the students had a problem in writing the steps. The teacher said that there were still many students who found difficulties in

writing procedure text. The students tended to write it in a chronological order, which provides descriptive words to visualize and understand the process easily. In fact, the student only wrote it in a chronological order without gave detail fact about each steps such as its color, size, amount, especially, the students usually didn't use appropriate tense or grammar, which can constitute a text type. The facilities in the school are also standard, considering the location of schools located in hard-to-reach areas. Such as internet cafes service to connect with resources of fun english learning.

Meanwhile, based on the teachers' explanation, there were still many students who got difficulties to understand the tenses, which build the procedure text although the teacher has explained it before. As a result, the texts which the students produced were not suitable with the criteria of good procedure text.

As having been discussed previously, procedure text is one of the genres taught in junior high school. It involved a sequence of activities to achieve a goal. It is important because procedures are the form of almost everything the students do. They do it at least by following steps. Therefore, it was essential that knowing the problems of students in writing procedure text is needed.

In this study, researcher conducted a study on the application of SWELL method. SWELL is the acronym of *social – interactive writing for English language learners*; it is a method that was applied to improve student's achievement in writing, particularly in writing procedure texts. This method was introduced by Teo By using SWELL method, it was expected that students' achievement in procedure writing could be improved because SWELL method provides ‘'wh" question as the guidance for the students to got ideas, in which a

student would be asked this question to her or his friend and her friend would be given her or his answers and they were discussed it together interactively. By asking that question, it would be given stimulation for the students to generate ideas and develop their ideas in the directed way. So it has been easier and enjoyable for the students to write a text.[4]

Based on the description of SWELL and procedure text above, the researcher chose SWELL technique to teach writing because this method makethe studentsbecome more confident, active and independent in writing class. In SWELL, thestudents wrote collaboratively in pairs that consisted of the higher and the lower student,this kind of pairing hopefully a more proficient student could be a tutor a less one.Through the application of SWELL, the students were able totransfer their ideas easily, got motivated, got activated, and they could avoid the boredom of the conventional teaching method, besides this method can lead the students towrite better.

Based on the previous explanation, this research is very important to know the effect of using SWELL method on students achievement in wiriting procedure text. Those were the reasons why the researcher used SWELL method to beimplemented in writing class of junior high school. It was expected to help thestudent of Junior High School to be more enthusiastic in learning writing. Here, there researcher wish having a collaborative to apply the SWELL method to improved students' writing ability, because this school never implementedthis method before. The research is little different with another research because in this research, researcher ask students to share their procedure text on mading and

[4] A Teo, (2007). SWELL*: A Writing Method to Help English Language Learners.* Forum, 45, 18-25

all of student can comment on their text, by using sticky note that teachers provide.

Therefore, the researcher is very interested in conducting aresearch under title **"The Effect of Using SWELL on Students' Achievement in Writing Procedure Text".**

B. The Identification of Problem

Based on the background and the phenomenon in writing procedure text encountered by students, the problem of this research is identified in following identification:

1. Ability in writing procedure text was still low
2. The lack of students confidence in writing procedure text

C. Limitation of Problem

The Researcher limits the study about " The Effect of UsingSWELL Method on students' achievements in writing procedure text at SMPN 1 Sinunukan grade 8th. The limitation is based on some reason. In this paper, the writer focused to study about the effectiveness of using SWELL Method.

The Researcher will compare between the effectiveness of teaching writing procedure text by using SWELL Method by comparing these techniques, it will show one is better.

Scope of this research was about writing text, but the limited only about writing procedure text at SMPN 1 Sinunukan grade 8th.

D. The Formulation of Problem

The problem of the research wa formulated as follow: Is thereany significant effect ofSWELL method on the students' achievements in writing procedure text at SMPN 1 Sinunukan ?

E. The Objective of Study

In relation to background above, the objective of study is to discover the effect of applaying SWELLmethod on students achievment in writing procedure text.

F. The Significant of Study

1. For Teachers

   Contribution for them to improving and enriching their teaching strategies and as a means of improving the student "writing ability" especially in writing procedure text by using SWELL method.

2. For Students

   To develop their writing achievement especially in writing procedure text through SWELL method.

3. For Readers

   To enlarge their knowledge about procedure text.

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Framework

To conduct this study, the basic concept of this study should be made clear from the start. It is considerably important to understand the ideas conveyed so there is no misunderstanding between the writer and the readers. The theoritical elaboration on the concepts and terms will be presented in the following part.

A.1. Review of Literature

A.1.1.Definition of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

The definition of Writing is conveying information or expression of original ideas in a consecutive way in the new language.

Another definition of writing skill is also defined by Urquhart and Mclver and also Harmer. Urquhart and Mclver state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and 13 discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to

expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.[5]

Meanwhile, Sharples says that writing is an opportunity; it allows students to express something about [themselves], explore and explain ideas. Student can convey their mind by organizing them into a good text so that the others know them and they can think critically.[6]

According to Cambridge Dictionary, there are some definitions of writing too. Writing is a person's style of writing a pen on paper that can be recognized as their own. Writing is something that has been written or printed. Writing is the written work, such as stories or poems, of one person or a group of people. Writing is the activity of creating a piece of written such as stories, poems or article. Writing is the skill of activity of producing words on a surface.[7] This statement is support by Alquran:

نۚ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ١

"*Nun. By the pen and by the (record) which (men) write*"[8]

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[5]Vicky Urquhart and Monette Mclever, (*2005)Teaching Writing In The Content Areas, Virginia: ASCD*, p. 5-6

[6] M. Sharples, (2002) *How We Write: Writing is Creative Design*, London: Routledge, p.8

[7]*http://dictionary.cambridge.org/dictionary/english/writing*, accesed on Monday, February 12th 2017 at 21.20 p.m

[8] Yusuf Ali, (2001), *The Holy Qur'an Text, Translation and Commentary*, (Jeddah:Dar Al-Arabia,) p.1585

The verse above contains an order to write by using *qalam* (pen). Writing has a function as a means to understand human-interest. By writing, we can share our idea, feeling, or anything that exist in our mind in written form.

Based on the definition above, it can be said that writing is one of the language skill which need a physical and mental process of students to express ideas, feeling, experience, massage, and opinion through words, that is way writing has various kinds.

a. Genre

Gerot and Wignell states that a genre could be defined as a culturally specifics text-type, which results from using language (written or spoken to help) accomplish something. Based on generic structure and language feature dominantly used, texts ared divided into several types, they are;

1) Descriptive : to describe a particular person, place or thing in detail
2) Recount : to retell something that happened in the past and to tell a series of past event.
3) Narrative : to amuse/entertain the readers how to do or make something completely
4) Procedure : to help readers how to do or make something completely.
5) Explanation : to explain the process involved in the formation or working of natural or socio-cultural phenomenon.
6) Discussion : to present information and opinions about issues in morea on side of an issue.
7) Exposition : to persuade the readers that something should or should not be the case or be done.

8) Report : to present information about something, as it is.
9) Anecdote : to share with others an account of an unusual or amusing incident.
10) Review : to critique or evaluate an art work or event for public audience dominant generic structure.
11) Spoof: to tell an event with a humorous twist and entertaint the readers.
12) News item : to give the informationand the events (headline).

A.1.2. Procedure Text

Procedure text is a text that shows a process. Procedure text is any meaningful stretch of language in oral and written. According to Gerot and Wignell social function of procedure is to describe how something is accomplished through a sequence of action or steps.[9]

Mark adn catchy siad that the generic structure of procedure text also called as constructing a procedure text. Constructing itself comes from the verb "construct," which has meaning : to build something, to put or fit something together, to form together. There are three generic structure of procedure text, they are:

1) An introductory statement that gives the aim or goal.
2) A list of the materials that will be needed for completing the procedure (not required for all procedural texts)

[9] Ibid

3) A sequence of steps in the order they need to be done, because goal followed by series of steps oriented to achieving the goal.[10]

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text which is crucial and it can be stated without ones. Because they are in one unity to achieve a social function, it is to tell someone how to do something or how to make/how to operate something.

Language use:

1) Simple present tense especially imperative form. The instruction here is used by imperative verb in present tense. For example get, chop, cut, stir, add, boil, grind, etc.
2) Sequence markers, to make the sequence of activities : frist, second, third, next, after, that, then, while, finally, etc.
3) Numbering will be needed if the writer wants to show some variant of sequence, for examples: first, second, third, fourth, and etc. The function is same as the sequence markers.
4) Adverbial, to explain the time in detail: for five minuted, two centimeters from the top, etc.

A.1.3. Writing Procedure Text

When writing a text, the students are asked to understand and to know what will the main target or main point in writing the text is, so that the final result of the text will be clear and the reader will get the intention of the text well. In writing procedure text, the students are challenged to make a clear construction os the process of making something or how something work in a written. Because

[10] ibid

the procedure of writing is concerned with “how” question. It can be answer and explain procedures of instruction, such as:

1) How it is made or done (process analysis)
2) How it works (functional analysis)
3) How its put together (functional analysis)

In real writing sometimes these kinds of analysis are combining. But that analysis will be focused for how to make or done. You use procedure to make something works, such as topics: How to omelet, how to make soy milk, and etc.

The example of procedure text;

Goal : How to make soy milk

Ingredients : ½ cup white soybeans, 2-3 cups water for soaking, 4 cups water for blending, sugar to taste (optional).

Material : container for soaking, beans, blender, butter muslin or nut milk, bag, heavy-bottom pan.

Steps :

1) Soak soybeans in 2-3 cups of water overnight.
2) Discard water and rinse soybeans
3) Remove skins as best you can
4) Add soybeans and 4 cups water to blender
5) Blend until smooth
6) Strain blenderd mixture using butter muslin or a nut milk bag. A tightweave cloth is preferable, as twisting the top tighly enable you to continue squeezing out more milk.

7) Heat the strained milk in a heavy-bottom pan to 212 F. Hold this temperature for 20 minutes stirring frequently to prervent sticking. Cool the milk and store.
8) Finally, refrigrate up to 4 days

Thus from an example above, everybody know how to write procedure text. First, they must write goal. Second, they write a list of material that will be needed for completing the procedure, such as kind of ingredients and utensils. And the last, they need steps to achieve the goal with the puproses: to tell the making process of a cheese omelet to reader.

A.1.4. Student Achievement in Writing Procedure Text

Based in taxonomy bloom therea are three aspect of learning achievement. They are cognitive, affective, and psychomotor. Cognitive domain consist of knowledge, understanding, application, analysis, synthetic and evaluation. Affective domain is changing of behaviour that affective someone to do something, psychomotor domain includes physical movement, coordination and use of the motor skills areas.

Concisely, students achievement is a thing dones succesfully by students with their effort and skills. Students achievement in terms of research is indicated in the form of score. Teacher get the score based on that Taxonomy Bloom. Learning achievement of a student is realized in the form of scores. The teacher can measure the students achievement or progress by observing their scores. Students achievement is a factual proof of their success in learning.

A.1.5. SWELL Method

1) Step to Using SWELL Method

In applying SWELL method in teaching writing procedure text, firstly theteacher will give the pretest to find how are the scores that the students achieve.Then the teacher will explain the material about procedure text, from the textfunction, text structure, and also grammatical aspects. After that, the teacher willapply SWELL as method in teaching procedure text. After that, the teacherdivided the students into some groups and the teacher choose the higher and thelower student,this kindof pairing hopefully a more proficient student could be atutor a less one, through the application of SWELL, the student are able to transfertheir ideas easily.

Then, the teacher gives the work for the students about procedure text andthe teacher as a guide for the students, After the students finished their work, theteacher give the comments and corrective feedback for the students' assignment.

Meanwhile, in applying demonstration as method in teaching writingprocedure text, the teacher firstly will take pretest as well. Then give the materialwhich is procedure text. After that explain the details about it. Than, teacherprepare the material and the tools before teacher do the demonstrate, aftereverything has already, the teacher perform the demonstrate especially how tomake it something and the students give the attention to the teachers' instruction.The last one is the teacher ask the students to write a procedure text and previousthe demonstration.

This study focuses on the using SWELL method in teaching writingprocedure text. The goal of using SWELL method is to improve writing abilitywhich is suitable for teaching procedure text. By applying this method, thestudents are assumed to be more active, not easily bored, and gives more.

2) The advantages of Using SWELL Method

Teo explains some advantages is using SWELL Method such as :

1. SWELL will increase the proficiency and confidence of the writers/students.
2. The students will enjoy using SWELL Method and actively participated in discussion.
3. SWELL help the students to generate ideas for their writing.
4. SWELL help the students to be independent thinkers and learners.

B. Conceptual Framework

Writing skill is one of language skills which is needed to be mastered by students, including students of junior high school. Writing skill has significancesin determining the students' communicative competence in the target language.Also, having good abilities in writing will help the students to explore ideas andwrite them into readable texts orderly and grammatically.

On the teaching and learning of writing skill, there are constraints faced by both teachers and students. As for example, the students face difficulties in expressing ideas because of their less writing practice. On the other hand, the material and method provided by teachers are monotonous and of a limited range.As a result, the students cannot develop their writing skill optimally.

Current practice of teaching writing in SMPN I Sinunukan shows that theteacher still uses monotonous method in writing activities that donot arouse the students' motivation in the learning process. This lead to the students' lack of interest in their writing process and lead to students' difficultiesin exploring ideas and writing the ideas orderly and grammatically. Consideringthese weaknesses, the researcher tries to improve the teaching of writing skillthrough the use of SWELL method.

In conclusion, the teaching and learning process of writing skill, includingthe learning writing process in SMPN I Sinunukan can be improved. In addition, to produce a good writingat the second grade students in SMPN I Sinunukan, the students should bemotivated, be guided in expressing ideas and opinions, and be made aware of thebenefits of their writing in their real life. Moreover, researcer are also veryimportant to build students' understanding in expressing ideas and to buildstudents' interest in the writing. Based on the explanation above, writing skill canbe improved more effectively by using modern/ up to date method such as SWELL method.

C. Related Study

1. Novitasari. 2014. Improving the students ability in Writing Procedure Text by Using Think Pair Share Strategy. A thesis. Departement of English Education. Tarbiyah Faculty and Teachers Training. The state institute for Islamic Studies North Sumatera. This Research, concerns to find out the students' ability in writing procedure text by using action research method. The subject of research was seventh grade of the students of MTS Al-Ittihadiyah Medan in Academic Year 2013-2014. The number of Student

were twenty two. The tecnique for data analysis were quantitative and qualitative data. The instrument for qualitative data used dairy notes, interview sheet, observation sheet, test and document. In analyzing the data, the mean of students' score for the first competence as a pre-test was 45.87 % the second competence was 55.43 % and the third competence was 72.75%. The conclusion is that think pair share can improve the students' writing ability in writing procedure text. It is suggested to the teacher should apply think pair share as one of the strategies to improve the students ability in writing procedure text.

2. Sri pujiariningsih. 2013. The effect of swell method on the students' achievement in writing procedure text at smpn 1 v koto kampung dalam pariaman. A thesis. Departement of english education. Tarbiyah faculty and teachers training. Bung hatta university. This research, is concern to to find out the effect of swell method on the students' achievement in writing procedure text. The subject of this research was eighth grade of the students of 1 v koto kampung dalam pariaman. In academic year 2013-2014 the number of student were thirty students. The tecnique for data analysis were quantitative data. The instrument quantitative data used t-test. The result of the analysis showed that the total scores of the students that were taught by using swell method were 2300,the highest score was 95 and the lowest score was 71and the total scores of the students that were taught without swell method were 1794, the highest score was 73 and the lowest score was 54. It was shown that the value of t-calculated was higher than the value of t-table. The conclusion is that use of swell

method on in writing procedure text was give a significant effect toward students' achievement in writing procedure text. It is suggested to the english teacher might consider to used swell method as an alternative technique in teaching writing.

D. Hypothesis

`Based on the explanation of both theoritical and conceptual framework, the hypothesis of this study is formulated as follows:

There is a significance effect of using SWELL Method on students ability in writing procedure text.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was an experimental research. In this research, the researcher applied SWELL method to experimental group concerning to the group for experimental research, Gay states that there was an experimental group and a control group. The two groups were taught by using different method. The experimental group was taught by using SWELL method, while the control group was taught without using SWELL method. [11]

Table 3.1 Research DesignRandomized Subjects, Pretest–Posttest Control Group and Experimental Design[12]

Group	Pre test	Treatment	Post test
Experimental group	Measure of dependent variable before treatment	Applying SWELL Method to experimental group	Measure of dependent variable after treatment of independent variable (for experimental group)
Control group	Measure of dependent variable before treatment	Applying Demonstration Method to control group	Measure of dependent variable after treatment of independent variable (for experimental group)

[11] L.R. Gay, (1976), *Educational Research*. Columbus: Merryl Publishing Company, p.312

[12] Ibid

B. Location of the Study

The location of this study is SMP Negeri 1 Sinunukan. It located at Jl. R. Nurdin Sinunukan 1 Blok C, Mandailing Natal.

This location was selected because the researcher has been done an observation in this school and found out that there are many students that could not write a procedure text accord with the generic structure of the procedure text.

C. Population and Sample

The population of this research was the second year students of SMP N 1 Sinunukan. It was contributed in five classes. They were classes VIII.1, VIII.2, VIII.3. The number of the students was 151 students. The distribution member ofpopulation was described as table below

Table 3.2

Research Population

Class	**Students**
VIII.1	30
VIII.2	30
VIII.3	31
Total	90

The students had the same qualification and academic background before doing treatment. In selecting samples, researcher used cluster random sampling because the students had been grouped into their classes. To select the sample, the researcher wrote the name of each class (class VIII.1, class VIII.2, class VIII.) on

small papers. The small papers put on a box. Then, the researcher would shake the box and took two of them. The researcher just selected two classes to become sample randomly. Then, researcher decided by using flipping coin as class control group and class as experimental group.

D. Procedures

The researcher used two groups of students to get the data. They were taught by different techniques but with the same amount of time and the same materials. Here are the steps of teaching:

Table 3.3

Procedures in Experimental Group

Teacher Activities	Student Activities
Teacher gave Brainstorming about procedure	Students answered the questions
Teacher divided students into some pairs and gave them flowchart of SWELL method	Students sit with their friends in pairs
Teacher explained about procedure text and its features	
Teacher explained about the chart that have been given to the students and guide the students to do that	
Teacher asked the students to write a procedure text and guide them to do that by using SWELL method	Pairs of students wrote a procedure text based on the teacher instruction
The students asked to show their work to the teacher to got some comment and	Students showed their work to the teacher

corrective feedback	
Teacher gave comment and corrective feedback	The pairs pay attention to the Teacher explanation and discussed it and then they make the best correction for their writing
Teacher asked students to collect their writing	Students collected their writing

These activities were done for eight meetings for experimental group.

Table 3.4

Procedure in Control Group

Teacher activities	Students'Activities
Teacher gave Brainstorming about procedure	Students answered the questions
Teacher gave student flowchart	
Teacher explained about procedure and its features	Students listened to the teacher explanation
Teacher explained about the chart that have been given to the students and guide the students to do that	
Teacher asked the students to write procedureText	Students wrote a procedure text
The students asked to show their work to the teacher to got some comment and correctiveFeedback	Students showed their work to the teacher
Teacher gave comment and corrective feedback	The pay attention to the Teacher explanation and discussed it and then they made the best correction for their writing
Teacher evaluated the students work	

These activities were done for eight meetings by teacher for control group.

E. The Instrument for Collecting the Data

The instrument for collecting the data in this research was writing test. There were three topics that have to be chosen and develop by the students:

1. How to make a cup coffee
2. How to make fried rice
3. How to make a scramble egg
4. Choose your own topic

(Source: Look a Head 2 book)

The criteria of good test were valid and reliable. Arikunto (2009:67) states that one of the type validity was content validity. That means that the writer constructed the test based on the curriculum, syllabus and teaching materials.[13]

Reliability is the degree to which a test consistenly measures whatever to be measures[14] . To find out the reliability of the test researcher used inter rater technique. It mean that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher herself and second scorer was English teacher at SMP N I Sinunukan.

F. Technique of Collecting Data

There are two kinds of test:

a) Pre-test

Pre-test refers to a measure or test given to the subject prior to the experimental treatment. Pre-test is a test give to the students of experimental group to measure their ability before treatment process. This test is give to know

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[13] Suharsimi Arikunto, (2006), *Dasar – dasar Evaluasi Pendidikan*, Jakarta: BumiAksara, p.67

[14] L.RGay, op.cit.,1976,p.135

the basic competence for students and to know their earlier knowledge before they get the treatment. Pre-test is give to the experimental group by asking the students to write procedures text.

The test will given to the experiment class and control class. The test is givein two times. The first is pre-test or try out for students before the students give treatment. The second is post-test, it is given after writer give treatment to experiment class by using SWELL method and control class by using demonstration method.

b) Treatment

In experiments, a treatment is something that researchers administer to experimental units. For example, a corn field is divided into four, each part is 'treated' with a different fertiliser to see which produces the most corn; a teacher practices different teaching methods on different groups in her class to see which fields the best results. Treatments are administered to experimental units by 'level', where level implies amount or magnitude.

c) Post-test

Post-test is a measure on some attribute or characteristic that is assesed for participant in an experiment after treatment. Post test is also give for students of experimental group. Post-test is use to measure students ability after treatment process, to know their knowledge after they got treatment. It is done to know the final score and to know the students difference competence before and after they get treatment.

Before giving post test, the researcher taught the samples for eight meetings. Post-test is done giving treatment in eight meetings. The score is in pre-

test compared to the score gotten in post-test. The topic is the same as the topic in trying out. To score the students' performance in writing procedure, some criteria was use.

Table 3.5 The criteria in giving score

No	Aspects	Criteria ofeach item	Score
1.	Organization of ideas	1. Excellentto verygood: ideas isclearlyandcoherence - GoalisClearandmatcheswitht hetopic - Materi 1 matcheswiththetopic - Stepsisclearandmatcheswitht hetopic	35 – 20
		2. Good toaverage:ideas isloose inorganizing the text - Goalis notclearenough andloose - Material isnotclear - Step isnotclearnotmatches	19 – 10
		3. Fair topoor :ideasconfusedor disconnected - Goalisdisconnected - Material isdisconnected - Stepsisdisconnected	9 – 2
2.	Choice ofword(Vocabulary)	1. Excellentto verygood :effectiveword andusingAppropriatevocabu lary	30 – 20
		2. Good toaverage:occasionalerrors	19 – 10

		ofword,choosingwords,usage butmeaningobscured	
		3. Fair topoor:frequentserrors ofword,choice	9 – 2
	LanguageFeatures	1. Excellent to verygood :effectivein usingsimplepresent,imperative, actionverb, temporalconjunction, andpunctuation.	30 – 20
		2. Good toaverage:Effectivebut theConstruction issimplemistakes	19 – 10
		3. Fair topoor:there aremajorproblemsin simpleorcomplexform inusingsimplepresent,temporalconjunction, actionverb,imperativesentence.	9 - 2
3.	Mechanics	1. Excellentto verygood:demonstrate masteryofspelling,punctuation,capitalization.	5
		2. Good toaverage:occationalerrors Spelling, punctuation, andcapitalization.	4
		3. Fair topoor:frequenterrors ofspelling,punctuation, andcapitalization.	3

		Total	**100**

(modified based on Heatons' idea, 1988)

G. Technique of Analyzing Data

The researcher analyzed the data by using t-test. Pretest and posttest were computed in order to see the experiment significant difference of the result between control group and experimental group. Formulation of the t-test.[15]

a. T-test

$$t = \frac{\text{Mx} - \text{My}}{\sqrt{\frac{x^2+y^2}{(Nx+Ny-2)}\left[\frac{1+1}{Nx+Ny}\right]}}x^2$$

Where :

Mx : Mean value of the experimental group

My : Mean value of the control group

x : Variance of the experimental group

y : Variance of the control group

Ny : The number of students in the control group

Nx : The number of students in the experimental group

b. Normality test

Normality test was held to determine whether normal or abnormal research data or research variables.

a. The observation XI, X2, X3, … …, Xn are served raw numbers Z1, Z2, Z3, …, …, Zn using the formula. To count of raw numbers with the formulas :

[15]L.R Gay, op.cit p.399

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

X = Average sample

S = Standard deviation

b. For each of these raw numbers using standard normal distribution is calculated odds F (Zi) = P (Z ≤ Zi)

c. Furthermore, in calculating the proportion that expressed by S (Zi) then :

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

d. Calculate F (Zi) – S (Zi) and define the absolute price Determine the largest price of the difference F (Zi) – S (Zi) as Lo.[16]

c. Homogeneity test

Homogeneity Test is used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity is used with the following formula[17]:

$$F = \frac{Highestvarians}{lowestvarians}$$

Criteria for testing Ho is rejected if F ≥ $F_{0,05}$ (v1, v2) where $F_{0,05}$ (v1, v2) obtained from the F distribution list with a chance of α = 0,05 and α = 0,01,whereas the v1 and v2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

[16]Indra Jaya, *Opcit.*, p. 253.

[17]Sudjana, *Metode Statistika*, Bandung: Tarsito Bandung, 2009, p. 14.

H. Hypothesis Testing

According to Creswell , Hypothesis are prediction The Writer makes about the expected relationship among variables.[18] They are numeric estimate of population values based on data collective from sample.

Based on the definition above, the writer hypotheses are :

H_o : There is no significant effect of using SWELL Method on students achievement in writing procedure text.

H_1 : There is significant effect of using SWELL Method on students achievement in writing procedure text.

[18] J.W.Cresswell, (2012). *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative. Fourth Edition.* USA : Pearson Education, Inc.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

A.1. Description Data

In this chapter the researcher has done the process of pre-test, experiment treatment and post-test. After finishing that process, the writer calculated the significant difference between two means, test of significance, and difference of averege scores (mean) between experiment and control class. This proccess was as bellow:

The research was carried out during a month from July 3th to 17th July 2018.Pre test was given to both of control and experiment class, in order to measure how the condition of two classes before treatment. Both of classes got same pre test, namely write a procedure text. After doing the pre test, The researcher conducts the treatment. In control group the teacher demonstrate and write what they have een and listen in sequence, while in experimental group teacher gave the the explanation of procedure text, and teacher choose the proficient student and the lower student into partner, the proficient student as a guide to the lower student. In control group was monotone class. The students in experimental group is more active than those in control group. At the end of learning process, the teacher gave post test to the two classes in 45 minutes. They have to write the procedure text again. It was conducted in order to analyze how far is students get understand about the text.

From the score of the tests, a calculation was made to find out whether the using English SWELL Method has significant effect on writing procedure text. The result of the t-test formula in the following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{nx + ny - 2}\right]\left[\frac{1}{na} + \frac{1}{ny}\right]}}$$

where : t : the effect

Mx : The mean score of experimental group

My : The mean score of control Group

dx : The standard deviation of experimental Group

dy : The standard deviation of Control group

Nx : The total sample of experimental group

Ny : The total sample of Control group

a. The Score of Pre Test and Post Test of Experimental Group

Table 4.1

Pre Test Data of Experimental Class

No	Students' Initial	Pre Test (T1)
1.	AT	20
2.	AD	25
3.	AI	25
4.	ES	27
5.	EA	28
6.	MF	28
7.	FU	28
8.	IP	28
9.	MD	28
10.	MY	28

11.	RA	28
12.	RP	30
13.	RN	30
14.	RR	30
15.	SB	30
16.	SA	30
17.	TV	33
18.	TW	33
19.	WA	35
20.	YR	35
	Total ∑	**579**
	Mean (X)	**28,95**

Based on the table above, the student's ability in writing procedure textin experimental group showed the lowest score of pre-test was 20, and the highest score of pre-test was 35 and the mean of pre-test was28,36842

Table4.2

Post Test Data of Experimental Class

No	Students' Initial	Post Test (T2)
1.	AT	71
2.	AD	73
3.	AI	71
4.	ES	64
5.	EA	73
6.	MF	71
7.	FU	73
8.	IP	69
9.	MD	69

10.	MY	64
11.	RA	71
12.	RP	73
13.	RN	72
14.	RR	69
15.	SB	68
16.	SA	72
17.	TV	48
18.	TW	73
19.	WA	71
20.	YR	69
	Total ∑	**1384**
	Mean (X)	**69,21053**

Based on the table above, the student's ability in writing procedure textin experimental group showed the lowest score of post-test was 48, and the highest score of post-test was 73 and the mean of post-test was69,21053

a. The Score of Pre Test and Post Test of Control Group

Table 4.3

Data Pre Test Score of Control Class

No	Name	Pre Test Score
1.	AS	16
2.	AF	16
3.	AJ	54
4.	AH	11
5.	AP	39
6.	BE	54
7.	FO	28

8.	FF	9
9.	FI	9
10.	FN	17
11.	HW	37
12.	IC	9
13.	IF	20
14.	MI	35
15.	NU	18
16.	PU	22
17.	RR	20
18.	RY	20
19.	SP	20
20.	ST	35
21.	SM	24
22.	TR	9
23.	TY	16
24.	TG	48
25.	TI	28
26.	WM	40
27.	YG	28
Total ∑		**654**
Mean (X)		**25,15385**

Table 4.4

Data Post Test Score of Control Class

No	Name	Post Test Score
1.	AS	68
2.	AF	68
3.	AJ	68
4.	AH	48
5.	AP	70
6.	BE	66
7.	FO	66
8.	FF	48
9.	FI	63
10.	FN	68
11.	HW	70
12.	IC	61
13.	IF	68
14.	MI	68
15.	NU	70
16.	PU	66
17.	RR	68
18.	RY	68
19.	SP	66
20.	ST	70
21.	SM	63
22.	TR	58
23.	TY	68
24.	TG	70
25.	TI	67
26.	WM	68
27.	YG	48
Total ∑		**1750**
Mean (X)		**64,81481**

Based on the table above, the student's score in writing procedure text in control group showed the lowest score of pre-test was 9, and the highest score of pre-test was 54 and the mean of pre-test was25,46154. On the other hand the lowest score of post-test was 48, and the highest score of post-test was 70 and the mean of post-test was64,81481.

Based on the explanation above, it showed that thestudent's score in experimental group was higher than student's score in control group, where in pre-test (28,36842) and the score in post-test (69,21053). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of student's score between pre-test and post-test.

A.2. Normality Testing

Normality testing is used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

Table 4.5

Frequency Distribution of Pre Test in Experimental Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	20	1	20	400	400
2	25	2	50	625	1250
3	27	1	27	729	729
4	28	7	196	784	5.488
5	30	5	150	900	4.500
6	33	2	66	1.089	2.178
7	35	2	70	1.225	2.450
Total		**20**	**579**	**2.314**	**16.995**

Based on the data above, the result of $F_iX_i^2$ is **16.995** and F_iX_i is **579**Then the following is the calculation of mean, variant and standard deviation.

a. Mean

$$\bar{X} = \frac{\sum Fi\ Xi}{\sum Fi}$$

Where:

$\bar{x}$ = Mean of variable x

$\sum F_iX_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

$$\bar{X} = \frac{\sum Fi\ Xi}{\sum Fi}$$

$$= \frac{579}{20}$$

= 28,95

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

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

$$= \frac{20\text{x } 16.995 - (579)^2}{20(20-1)}$$

= 12,2605263

c. Standard Deviation

$S = \sqrt{S^2}$

=3,501503

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

Table 4.6

Normality Testing of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)	[F(Zi) - S(Zi)]
1	20	-2,52966	0,005709	0,05	-0,04471	0,04470653
2	25	-1,10047	0,135563	0,1	0,029642	0,02964162
3	25	-1,10047	0,135563	0,15	-0,02036	0,02035838
4	27	-0,5288	0,298473	0,2	0,088797	0,08879663
5	28	-0,24296	0,404018	0,25	0,143076	0,14307553
6	28	-0,24296	0,404018	0,3	0,093076	0,09307553
7	28	-0,24296	0,404018	0,35	0,043076	0,04307553
8	28	-0,24296	0,404018	0,4	-0,00692	0,00692447
9	28	-0,24296	0,404018	0,45	-0,05692	0,05692447
10	28	-0,24296	0,404018	0,5	-0,10692	0,10692447
11	28	-0,24296	0,404018	0,55	-0,15692	0,15692447
12	30	0,299871	0,617862	0,6	0,017862	0,01786229
13	30	0,328713	0,628814	0,65	-0,03214	0,03213771
14	30	0,328713	0,628814	0,7	-0,08214	0,08213771
15	30	0,328713	0,628814	0,75	-0,13214	0,13213771
16	30	0,328713	0,628814	0,8	-0,18214	0,18213771
17	33	1,186224	0,882233	0,85	0,026291	0,02629149

18	33	1,186224	0,882233	0,9	-0,02371	0,02370851
19	35	1,757898	0,960618	0,95	0,007991	0,00799058
20	35	1,757898	0,960618	1	-0,04201	0,04200942
Total	**577**	**L_0 =0,18214**				
Mean	28,85	**L_t = 0.190**				

From the table above, it can be seen that Liliefors observation or L_o = 0,18214with n =20 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = **0.190.** It is known that the coefficient of L_o (0,18214) < L_t (0.190). So it can be concluded that the data distribution of the student's ability in writing procdure text is **normal.**

Table 4.7

Frequency Distribution of Post Test in Experimental Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	48	1	48	2.304	2.304
2	64	4	256	4.096	65.536
3	65	1	65	4.225	44.225
4	69	2	138	4.761	19.044
5	70	1	70	4.900	4.900
6	71	4	284	5.041	80.656
7	72	2	144	5.044	20.736
8	73	4	292	5.049	85.264
9	75	1	75	5.625	5.625
Total		**20**	**1.372**	**41.045**	**328.290**

Based on the data above, the result of $F_iX_i^2$ is **328.290**and F_iX_i is**1.372** Then the following is the calculation of mean, variant and standard deviation.

d. Mean

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

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

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

$$= \frac{1384}{20}$$

= 69,2

E. Variant

Where:

S^2 = Variant

N = Number of sample

So,

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

$$= \frac{20 \text{ x } 379.474 - (1384)^2}{20(19)}$$

=32,0631588

e. Standard Deviation

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

= 32,0631588

= 5,662434

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

Table 4.8

Normality Testing of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	48	-3,42135	0,000312	0,05	-0,04969
2	64	-0,76399	0,222436	0,1	0,122436
3	64	-0,76399	0,222436	0,15	0,072436
4	64	-0,76399	0,222436	0,2	0,022436
5	64	-0,76399	0,222436	0,25	-0,02756
6	65	-0,59791	0,274951	0,3	-0,02505
7	69	0,066434	0,526484	0,35	0,176484
8	69	0,066434	0,526484	0,4	0,126484
9	70	0,232519	0,591932	0,45	0,141932
10	71	0,398604	0,654907	0,5	0,154907
11	71	0,398604	0,654907	0,55	0,104907
12	71	0,398604	0,654907	0,6	0,054907
13	71	0,398604	0,654907	0,65	0,004907
14	72	0,564689	0,713857	0,7	0,013857
15	72	0,564689	0,713857	0,75	-0,03614
16	73	0,730774	0,767541	0,8	-0,03246
17	73	0,730774	0,767541	0,85	-0,08246
18	73	0,730774	0,767541	0,9	-0,13246
19	73	0,730774	0,767541	0,95	-0,18246
20	75	1,062944	0,856096	1	-0,1439
Total	**1297**	**L_0 = -0,18246**			
Mean	**68,6**	**L_t = 0.190**			

From the table above, it can be seen that Liliefors observation or L_o = **0,18246**with n =20 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.190. It is known that the coefficient of L_o (**0,18246**) < L_t (0.190). So it can be concluded that the data distribution of the student's ability in writing procedural text is **normal.**

A.2.2. Normality Testing of Control Group

Table 4.9

Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	9	4	36	81	324
2	11	1	11	121	121
3	16	3	48	256	768
4	17	1	17	289	289
5	20	4	40	400	1.600
6	22	1	44	484	484
7	24	1	24	576	576
8	28	3	84	784	2.352
9	35	2	70	1.225	2.450
10	37	1	37	1.369	1.369
11	39	1	39	1.521	1.521
12	40	1	40	1.600	1.600
13	48	2	52	2.304	4.608
14	54	2	108	2.916	5.832
Total		**27**	**650**	**13.926**	**23.894**

Based on the data above, the result of $F_iX_i^2$ is **23.894** and F_iX_i is**650** . Then the following is the calculation of mean, variant and standard deviation.

a. Mean

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

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

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

$$= \frac{650}{27}$$

= 25,15385

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

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

$$= \frac{26 \text{ x } 23.894 - (650)^2}{27.26}$$

=283,11

c. Standard Deviation

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

$$= \sqrt{187,1754}$$

= 13,68121

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

Table 4.10

Normality Testing of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	9	-1,23804	0,107851	0,037037	0,070814
2	9	-1,23804	0,107851	0,074074	0,033777
3	9	-1,23804	0,107851	0,111111	-0,00326
4	9	-1,23804	0,107851	0,148148	-0,0403
5	11	-1,09549	0,136651	0,185185	-0,04853
6	16	-0,73913	0,229915	0,222222	0,007693
7	16	-0,73913	0,229915	0,259259	-0,02934
8	16	-0,73913	0,229915	0,296296	-0,06638
9	17	-0,66785	0,252114	0,333333	-0,08122
10	20	-0,45403	0,324902	**0,37037**	-0,04547
11	20	-0,45403	0,324902	0,407407	-0,08251
12	20	-0,45403	0,324902	0,444444	-0,11954
13	20	-0,45403	0,324902	0,481481	-0,15658
14	22	-0,31149	0,377715	0,518519	-0,1408
15	24	-0,16894	0,432921	0,555556	-0,12263
16	28	0,116148	0,546232	0,592593	-0,04636
17	28	0,116148	0,546232	0,62963	-0,0834
18	28	0,116148	0,546232	0,666667	-0,12043
19	35	0,615058	0,730742	0,703704	0,027038
20	35	0,615058	0,730742	0,740741	-0,01
21	37	0,757604	0,775656	0,777778	-0,00212
22	39	0,900149	0,81598	0,814815	0,001165

23	40	-0,45403	0,324902	0,851852	-0,52695
24	48	1,541605	0,938415	0,888889	0,049526
25	48	1,541605	0,938415	0,925926	0,012489
26	54	1,969242	0,975537	0,962963	0,012574
27	54	1,969242	0,975537	1	-0,02446
Total	**712**	**Lo =-0,15658**			
Mean	**26,37037**	**Lt = 0,173**			

From the table above, it can be seen that Liliefors observation or L_o = **-0,15658**with n =27 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = **0,173**. It is known that the coefficient of L_o(**-0,15658**) < L_t (**0,173**). So it can be concluded that the data distribution of the student's ability in writing procedural text is **normal.**

Table 4.11

Frequency Distribution of Post Test in Control Group

NO	Xi	Fi	FiXi	Xi^2	$FiXi^2$
1	48	3	144	2.304	6.912
2	58	1	58	3.364	3.364
3	61	1	61	3.721	3.721
4	63	2	126	3.969	7.938
5	66	4	264	4.356	17.424
6	67	1	67	4.489	4.489
7	68	10	680	4.624	46.240
8	70	5	350	4.900	24.500
Total		**40**	**1750**	**31.727**	**114.588**

Based on the data above, the result of $F_iX_i^2$ is **114.588** and F_iX_i is**31.727**. Then the following is the calculation of mean, variant and standard deviation.

a. Mean

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

Where:

$\bar{x}$ = Mean of variable x

$\sum F_i X_i$ = Total number of score

$\sum F_i$ = Number of sample

So,

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

$$= \frac{31.727}{27}$$

= 64,81481

b. Variant

Where:

S^2 = Variant

N = Number of sample

So,

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

$$= \frac{27 \text{ x } 114.588 - (31.727)^2}{27(26)}$$

= 44,69516

c. Standard Deviation

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

$$= \sqrt{44,69516}$$

= 6,685444

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

Table 4.10

Normality Testing of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	48	-2,4453	0,007237	0,037037	-0,0298
2	48	-2,4453	0,007237	0,074074	-0,06684
3	48	-2,4453	0,007237	0,111111	-0,10387
4	58	-0,94818	0,171519	0,148148	0,023371
5	61	-0,49904	0,308875	0,185185	0,12369
6	61	-0,49904	0,308875	0,222222	0,086653
7	63	-0,19962	0,42089	0,259259	0,161631
8	63	-0,19962	0,42089	0,296296	0,124594
9	64	-0,0499	0,480099	0,333333	0,146766
10	64	-0,0499	0,480099	**0,37037**	0,109729
11	65	0,099808	0,539752	0,407407	0,132344
12	66	0,249521	0,598521	0,444444	0,154077
13	66	0,249521	0,598521	0,481481	0,117039
14	67	0,399233	0,655139	0,518519	0,136621
15	68	0,548945	0,708479	0,555556	0,152923
16	68	0,548945	0,708479	0,592593	0,115886
17	68	0,548945	0,708479	0,62963	0,078849
18	68	0,548945	0,708479	0,666667	0,041812
19	68	0,548945	0,708479	0,703704	0,004775
20	68	0,548945	0,708479	0,740741	-0,03226
21	68	0,548945	0,708479	0,777778	-0,0693

22	68	0,548945	0,708479	0,814815	-0,10634
23	70	0,84837	0,801884	0,851852	-0,04997
24	70	0,84837	0,801884	0,888889	-0,087
25	70	0,84837	0,801884	0,925926	-0,12404
26	70	0,84837	0,801884	0,962963	-0,16108
27	71	0,998082	0,84088	1	-0,15912
Total	**1737**	**Lo =0,161631**			
Mean	**64,33333**	**Lt = 0.173**			

From the table above, it can be seen that Liliefors observation or L_o = **0,161631**with n =27 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.173. It is known that the coefficient of L_o (**-0,161631**) < L_t (**0.173**). So it can be concluded that the data distribution of the student's ability in writing procedure text is **normal.**

A.3. Homogeneity Testing

A.3.1. Homogeneity Testing of Pre Test

$$F = \frac{Highestvarians}{lowestvarians}$$

$$= \frac{28,311}{22,605263}$$

$$= 1,27$$

Then the coefficient of F_{obs} = 1.46 is compared with $F_{table,}$ where F_{table} was determined at real level α = 0.05 and the numerator df = N = 20 and the denominator dk = 27. So, by using the list of critical value at F distribution was found $F_{0.05(20,27)}$ = 1,97

So F_{obs}< F_{table} atau (1.27 < 1.99) so it can be concluded that the variant from the data was homogenous.

A.3.2. Homogeneity Testing of Post Test

$$F = \frac{Highestvarians}{lowestvarians}$$

$$= \frac{44{,}69516}{32{,}0631588}$$

= 1,393972449152452

Then the coefficient of F_{obs} = 15,2665015 was compared with $F_{table,}$ where F_{table} is determined at real level α = 0.05 and the numerator df = N = 40 and the denominator dk = 40. So, by using the list of critical value at F distribution was found $FF_{0.05(20,27)}$ = 1.97

So $F_{obs} < F_{table}$ atau (1,39< 1.97) so it can be concluded that the variant from the data is homogenous.

A.4. Hypothesis Testing

Table4.11

Mean of Post-Test – Pre-Test in Experimental Group

No	Post Test	Pre Test	Decrease
1	48	20	28
2	64	25	39
3	64	25	39
4	64	27	37
5	64	28	36
6	65	28	37
7	69	28	41
8	69	28	41
9	70	28	42
10	71	28	43
11	71	28	43
12	71	30	41

13	71	30	41
14	72	30	42
15	72	30	42
16	73	30	43
17.	73	33	40
18.	73	33	40
19.	73	35	38
20	75	35	40
		∑	793
		Mean	39,65

Table 4.12

Mean of Post-Test – Pre-Test in Control Group

No	Post Test	Pre Test	Decrease
1	68	16	52
2	68	16	52
3	68	54	14
4	48	11	37
5	70	39	31
6	66	54	12
7	66	28	38
8	48	9	39
9	63	9	54
10	68	17	51
11	70	37	33
12	61	9	52
13	68	20	48
14	68	35	33
15	70	18	52
16	66	22	44

17.	68	20	48
18.	68	20	48
19.	66	20	46
20	70	35	35
21.	63	24	39
22.	58	9	49
23.	68	16	52
24.	70	48	22
25.	67	28	39
26.	68	40	28
27.	48	28	20
∑			**1068**
Mean			**39,55556**

The hypothesis testing in this research, it is used two average similarity test by using statistic, as follow:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$= \frac{39{,}65 - 39{,}55}{\sqrt{\left(\frac{1.27 + 1.39}{20 + 27 - 2}\right)\left(\frac{1}{20} + \frac{1}{27}\right)}}$$

$$= \frac{0.1}{\sqrt{\left(\frac{2{,}66}{45}\right)(0.01)}}$$

$$= \frac{0.1}{\sqrt{(0.59)(0.01)}}$$

$$= \frac{0.1}{\sqrt{0{,}0006}}$$

$$= \frac{0.1}{0.03}$$

= 3.3

From the computation above, it can be seen that $t_{observed}$ = 3.3.The testing hypothesis was conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this study the calculation of the scores uses t-test for the degree of freedom 45 (df = N + N - 2) at the level of significant 0.05 that the critical value is 2,014 So it can be seen that t_{table} = 2,014

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table}. It can be seen as follow:

$t_{observed} > t_{table}(\alpha = 0.05)$ with df 45

3,3> 2,014

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis(H_0)is rejected. It means that writing procedural text by using SWELL method affect student's ability in writing skill.

B. Discussion

According the calculation, the researcherconsulted the critical value on the t-table to check whether the difference wassignificant or not. Before the experiment was conducted, the level of significanceto be used in the experiment had been divided first. For this experiment, theresearcher used 5% (0, 05) alpha level of significance as usually used inpsychological and educational research.Based on the data analysis, the two score of both experimental andcontrol groups were different after giving different treatment. The mean score ofthe experimental group was higher than control group (75 > 70).

The result of the t-test calculation also showed that t-observed value (3.3) was higher than t-table value (2,014) with α = 0.05 and df = 45, soHypothesis

Alternative is accepted. It indicates that Swell Method significantlyaffects that students' writing achievement.

From the result, it could be concluded that difference was statistically significant. Therefore, based on the computation there was significant differencebetween teaching writing procedure text by using Swell Method than conventional Method.Teaching writing procedure text by using Swell Method was moreeffective than teaching writing procedure text by using conventional method. Itcould be seen by the result of the test where the students' score was higher aftergiving the treatment.

Both the test, pre-test and post-test was aimed at measuring the students'achievement in learning writing by using Swell Method. The pos-test was givenafter explained the Swell Method. The researcher can distinguish and compare theresult of the test. By calculating the result of the test, it can be distinguish betweenthe pre-test and post-test which showed that the using of Swell Method canimprove the students' achievement in writing procedure text.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the data analysis, it was concluded that using SWELL Method significantly affect the student's ability in writing procedure text (t observation> t-table, p=0.05). The using SWELL method made the students write procedure text grammatically than by using Demonstration Method. The calculation of t-test is 3.3 >2,014 with df 45 and the level of significance 0.05. It means that H_0 is rejected and H_a is accepted. It means that the using SWELL method has significant effect on writing procedure text. From the result of the data, it can be seen that the highest score of experimental group was 75 and the lowest score was 48 in post-test. Meanwhile the highest score of control group was 70 and the lowest score was 9 in post-test.

B. Recommendation

In the relation to the conclusion above, the writer points out some suggestion as

following:

A. English teachers are recommended to apply SWELL method as the alternative and interesting method in teaching of writing procedure text or other genres, because it can improve the students' achievement in writing text.

B. English learners enlarge their knowledge to write in English and to improve their writing achievement by using SWELL method.

C. Other researchers who are interested in conducting study in writing procedure text by using SWELL method use this finding as their references.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' ability in writing skill between students who are taught without using SWELL Method and those who are taught without using SWELL Method. Moreover, this research implies that the use of SWELL Method is needed in teaching writing procedure text

Considering the conlusion drawn above, it implies that the use of SWELL Method is capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after given treatment using SWELL Method. It is expected that the English teachers are highly recommended to utilize communicative method on teaching of writing procedure text in order to affect students' ability in writing skill.

Students are active and enjoy in learning writing procedure text when they are taught using SWELL Method. Therefore, it implies that the use of SWELL Method can keep students' interest and help them to understand the procedure text in the easier way.

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Appendix I

LESSON PLAN

(EXPERIMENTAL CLASS)

School : SMP Negeri 1 Sinunukan

Subject : ENGLISH

Class : VIII B

Meeting : 1nd and 2 nd

Time Collection : 2 x 45 minutes

I. **Standard Competence**

Understanding the meaning in the procedure paragraph to interact with daily context.

II. **Basic Competence**

Expressing the meaning and rhetorical step in the procedure text accurately, fluently, and acceptable to interact with daily context procedure paragraph

III. **Indicators**

1. Identify generic structures of procedure text.
2. Identifying language features of procedure text.
3. Able to write a procedure text.

IV. **Teaching Material**

Procedure text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense,

often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

Generic structure :

- Goal/aim (or title)It is containt the purpose of the text. (e.g : How to make spagheti)
- Materials (not required for all procedural texts)it is containt of the materials that used in the process. (e.g : the material to cook omelette are egg, onion, vegetable oil, etc)
- Step : it is containt of the steps to make something in the goal. (e.g : first, wash the tomatoes, onion, ..., second cut the onions becomes slice. . .)

Language Features of Procedure Text

In the Procedure Text, we use

- SIMPLE PRESENT TENSE. And:
- Use of imperatives (e.g.: cut, don't mix)
- Use of action verbs (e.g.: turn, put, mix)
- Use of connectives (e.g. : first, then, finally, …)
- Use of adverbial phrases (e.g. : for five minutes, 2 centimeters from the top)

Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or To help us do a task or make something. They can be a set of instructions or directions.

Example of Procedure :

How to make a sandwich (aim/goal)

You need (materials)

- 2 slices of bread
- peanut butter
- a banana
- honey

What you should do are : (steps)

- Take two slices of bread
- Spread peanut butter
- Cut up a banana onto small slices and put them on one of the slices
- Pour some honey over the bananas
- Put the other slice of bread on top

V. Teaching Methods : SWELL Method

V. Source/ Media of Teaching : 1. Picture taken from internet, Dictionary

VI. Teaching Learning Process

No	Learning Activity	Time
1	Pre-activity : 1. Greetings 2. Give introduction about the research and jokes	5 Minutes
2	Mainly activity : 1. Teacher give brainstrorming about procedure text. 2. Teacher divided students	75 Minutes

	into some pairs and give them flowchart of SWELL Method 3. Teacher explain about procedure text and its features. 4. Teacher explain about the chart that have given to the students and guide the students to do that. 5. Teacher ask students to write a procedure text and guide the students to do that. 6. Teacher ask the students to show their work to the teacher to got some comment and corrective feedback 7. Teacher ask students to collect their writing	
3.	Post-activity : 1. Teacher ask the student's difficulties about the material. 2. Teacher gives summary.	10 minutes

VIII : Evaluation

1. Give the title of the below picture!
2. Give the ingredients of this procedure !
3. Give the step or instruction to make this sample !

A. **Scoring**

1. **Skill**

- **Assessment Technique : Work Show**
- **Istrument shape : Skill Test Writing and Speaking**
- **Lattice :**

No	**Skill /Indicator**	**Instrument Grain**
1	The students request to write procedure text	Appendix work of the students

Rubric penilaian Writing

No	Aspects	Criteria ofeach item	Score
3.	Organization of ideas	1. Excellentto verygood: ideas isclearlyandcoherence - GoalisClearandmatcheswitht hetopic - Materi 1 matcheswiththetopic - Stepsisclearandmatcheswitht hetopic	35 – 20
		2. Good toaverage:ideas isloose inorganizing the text - Goalis notclearenough andloose - Material isnotclear - Step isnotclearnotmatches	19 – 10
		3. Fair topoor :ideasconfusedor disconnected - Goalisdisconnected - Material isdisconnected - Stepsisdisconnected	9 – 2
4.	Choice ofword(Vocabulary)	4. Excellentto verygood :effectiveword andusingAppropriatevocabu lary	30 – 20
		5. Good toaverage:occasionalerrors ofword,choosingwords,usag e butmeaningobscured	19 – 10
		6. Fair topoor:frequentserrors ofword,choice	9 – 2

	LanguageFeatures	4. Excellent to verygood :effectivein usingsimplepresent,imperative, actionverb, temporalconjunction, andpunctuation.	30 – 20
		5. Good toaverage:Effectivebut theConstruction issimplemistakes	19 – 10
		6. Fair topoor:there aremajorproblemsin simpleorcomplexform inusingsimplepresent,temporalconjunction, actionverb,imperativesentence.	10 - 2
3.	Mechanics	4. Excellentto verygood:demonstrate masteryofspelling,punctuation,capitalization.	5
		5. Good toaverage:occationalerrors Spelling, punctuation, andcapitalization.	4
		6. Fair topoor:frequenterrors ofspelling,punctuation, andcapitalization.	3
		Total	**100**

(modified based on Heatons' idea, 1988)

Medan, 2018

English Teacher

Researcher

Safitri Adriani Nst
34.14.3.104

APPENDICES 2

LESSON PLAN

(CONTROL GROUP)

School **: SMP Negeri 1 Sinunukan**

Subject **: ENGLISH**

Class **: VIII A**

Meeting **: 1 nd and 2nd**

Time Collection **: 2 x 45 minutes**

Standard Competence

Understanding the meaning in the procedure paragraph to interact with daily context.

I. **Basic Competence**

Expressing the meaning and rhetorical step in the procedure text accurately, fluently, and acceptable to interact with daily context procedure paragraph

II. **Indicators**

1. Identify generic structures of procedure text.
2. Identifying language features of procedure text.
3. Able to write a procedure text.

III. **Teaching Objective**

1. The students can identify the kind of the text has been read
2. The students can identifying certain information of procedure text

3. Students can explain main idea of the text
4. Students can write procedure text

IV. **Teaching Material**

Procedure text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.

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- peanut butter
- a banana
- honey

What you should do are : (steps)

- Take two slices of bread
- Spread peanut butter
- Cut up a banana onto small slices and put them on one of the slices
- Pour some honey over the bananas
- Put the other slice of bread on top

V. Teaching methods : Conventional Technique

VI. Source/ Media of teaching : 1. Picture taken from internet; Media : Copies of writing test items, whiteboard, boardmarker, sticky notes,

VII. Teaching-Learning Process

No	Learning activity	Time
1	Pre-activity : 1. Greetings 2. Checking attendance list	5
2	Mainly-activity : 1. Teacher gave Brainstorming about procedure 2. Teacher gave student flowchart. 3. Teacher explained about procedure and its features 4. Teacher explained about the chart that have been given to the students and guide the students to do that 5. Teacher asked the students to write procedure text. 6. The students asked to show their work to the teacher to got some comment and corrective. 7. Teacher gave comment and corrective feedback 8. Teacher evaluated the students work	75

	Post-activity : 1. Teacher collect the students' assignment 2. Teacher ask the students' difficulties about the material 3. Teacher gives conclusion	

VIII : Evaluation

1. Identify generic structures of procedure text.
2. Identifying language features of procedure text.
3. Able to write a procedure text.

A. Scoring

1. Skill

- **Assessment Technique : Work Show**
- **Istrument shape : Skill Test Writing and Speaking**
- **Lattice :**

No	Skill /Indicator	Instrument Grain
1	The students request to write procedure text	Appendix work of the students

Rubric penilaian Writing

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		2. Good toaverage:ideas isloose inorganizing the text - Goalis notclearenough andloose - Material isnotclear - Step isnotclearnotmatches	19 – 10
		3. Fair topoor :ideasconfusedor disconnected - Goalisdisconnected - Material isdisconnected - Stepsisdisconnected	9 – 2
6.	Choice ofword(Vocabulary)	7. Excellentto verygood :effectiveword andusingAppropriatevocabu lary	30 – 20
		8. Good toaverage:occasionalerrors ofword,choosingwords,usag e butmeaningobscured	19 – 10
		9. Fair topoor:frequentserrors ofword,choice	9 – 2

	LanguageFeatures	7. Excellent to verygood :effectivein usingsimplepresent,imperative, actionverb, temporalconjunction, andpunctuation.	30 – 20
		8. Good toaverage:Effectivebut theConstruction issimplemistakes	19 – 10
		9. Fair topoor:there aremajorproblemsin simpleorcomplexform inusingsimplepresent,temporalconjunction, actionverb,imperativesentence.	11 - 2
3.	Mechanics	7. Excellentto verygood:demonstrate masteryofspelling,punctuation,capitalization.	5
		8. Good toaverage:occationalerrors Spelling, punctuation, andcapitalization.	4
		9. Fair topoor:frequenterrors ofspelling,punctuation, andcapitalization.	3
		Total	**100**

(modified based on Heatons' idea, 1988)

Medan, 24April 2018

English Teacher

Researcher

Safitri Adriani Nst

34.14.3.104

APPENDIX 3

PRE TEST

1. Give the title of the below picture!
2. Give the ingredients of this procedure !
3. Give the step or instruction to make this sample !

APPENDICES 4

POST TEST

1. Identify generic structures of procedure text.
2. Identifying language features of procedure text.
3. Able to write a procedure text.

APPENDIX 5

STUDENTS' INITIAL AND REAL NAME

OF EXPERIMENTAL GROUP (IX-A)

NO	Initial	Real Name
1	AT	Aditya Trisna
2	AD	Aidil Dina
3	AI	Azis Inanta
4	ES	Eka Susanti
5	EA	Erni Asmina
6	MF	Muhammad Fauzan
7	FU	Fitri Utami
8	IP	Indra Prasetia
9	MD	M. Daffa Ardiansyah
10	MY	Muhammad Yasin Naufal S
11	RA	Rika Afriana
12	RP	Riky Padilah
13	RN	Rini Nancy
14	RR	Rizky Akbar
15	SB	Sajidah Badriyah
16	SA	Sri Astuti
17	TV	Tia Valentina
18	TW	Tut Wuri Handayani
19	WA	Wira Chandra
20	YR	Yogi Risky

APPENDIX 6

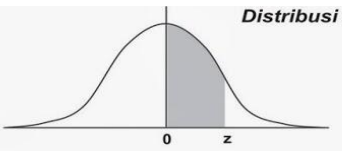
STUDENTS' INITIAL AND REAL NAME OF CONTROL GROUP (IX-B)

No	Students Initial	Real Name
1	AS	Adi Setiawan
2	AF	Ahmad Qosim Fauji
3	AJ	Andre Syah Jovan
4	AH	Andre Syahputra
5	AP	Apriliana
6	BE	Bryan Exaudi
7	FO	Febrika Oktaviana
8	FF	Fery Fernando
9	FI	Fito
10	FN	Fitri Nurattini
11	HW	Hawa Riah
12	IC	Icha Amelia
13	IF	Ilfa Gita Yulianti
14	MI	Miranda
15	NU	Nirma Unika
16	PU	Puspita
17	RR	Rasmita Raja Guk-guk
18	RY	Reni Yustiana
19	SP	Sahud Pangidoan
20	ST	Saputriana Br. Tompul
21	SM	Sintya Melati
22	TR	Tirta
23	TY	Tirta Yogi Ananda
34	TG	Tri Anggi Saputra
25	TI	Tria Saputri
26	WM	Winda Muryana
27	YG	Yogi

APPENDIX 7

TABLE DST

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



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

Dipergunakan untuk kepentingan Praktikum dan Kuliah Statistika Agrotek cit. Ade

RIBUTION NORMAL BAKU 0-Z

Source : http://jam-statistic.blogspot.co.id/2014/04/cara-menentukan-nilai-alpha-dengan.html

APPENDIX 8

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	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	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX 9

TABLE OF DISTRIBUTION

(Bilangan Dalam Badan Daftar Menyatakaan:

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

v_2 = dk penyebut	v_1 = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
2	18,51	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
	98,49	99,01	99,17	99,25	99,30	99,33	99,34	99,36	99,38	99,40	99,41	99,42	99,43	99,44	99,45	99,46	99,47	99,48	99,48	99,49	99,49	99,49	99,50	99,50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8,84	8,81	8,78	8,76	8,74	8,71	8,69	8,66	8,64	8,62	8,60	8,58	8,57	8,56	8,54	8,54	8,52
	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,69	26,60	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
4	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
	21,20	18,00	16,69	15,98	15,52	15,21	14,98	14,80	14,66	14,54	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13,61	13,57	13,52	13,48	13,46
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,78	4,74	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4,46	4,44	4,42	4,40	4,38	4,37	4,36
	16,26	13,27	12,06	11,39	10,97	10,67	10,45	10,27	10,15	10,05	9,96	9,89	9,77	9,86	9,55	9,47	9,38	9,29	9,24	9,17	9,13	9,07	9,04	9,02
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,03	4,00	3,96	3,92	3,87	3,84	3,81	3,77	3,75	3,72	3,71	3,69	3,68	3,67
	13,74	10,92	9,78	9,15	8,75	8,47	8,26	8,10	7,98	7,87	7,79	7,72	7,60	7,52	7,39	7,31	7,23	7,14	7,09	7,02	6,99	6,94	6,90	6,88
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,63	3,60	3,57	3,52	3,49	3,44	3,41	3,38	3,34	3,32	3,29	3,28	3,25	3,24	3,23
	12,25	9,55	8,45	7,86	7,46	7,19	7,00	6,84	6,71	6,62	6,54	6,47	6,35	6,27	6,15	6,07	5,98	5,90	5,85	5,78	5,75	5,70	5,67	5,65
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3,08	3,05	3,03	3,00	2,98	2,96	2,94	2,93
	11,26	8,65	7,59	7,01	6,63	6,37	6,19	6,03	5,91	5,82	5,74	5,67	5,56	5,48	5,36	5,28	5,20	5,11	5,06	5,00	4,96	4,91	4,88	4,86
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2,90	2,86	2,82	2,80	2,77	2,76	2,73	2,72	2,71
	10,56	8,02	6,99	6,42	6,06	5,80	5,62	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4,64	4,56	4,51	4,45	4,41	4,36	4,33	4,31
10	4,96	4,80	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,97	2,94	2,91	2,86	2,82	2,77	2,74	2,70	2,67	2,64	2,61	2,59	2,56	2,55	2,54
	10,04	7,56	6,55	5,99	5,64	5,39	5,21	5,06	4,95	4,85	4,78	4,71	4,60	4,52	4,41	4,33	4,25	4,17	4,12	4,05	4,01	3,96	3,93	3,91
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,86	2,82	2,79	2,74	2,70	2,65	2,61	2,57	2,53	2,50	2,47	2,45	2,42	2,41	2,40
	9,65	7,20	6,22	5,67	5,32	5,07	4,88	4,74	4,63	4,54	4,46	4,40	4,29	4,21	4,10	4,02	3,94	3,86	3,80	3,74	3,70	3,86	3,62	3,50
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
	9,38	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
13	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
	9,07	6,70	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,60	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,15
14	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
	8,86	6,51	5,56	5,03	4,89	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
15	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,06	2,07
	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,96	1,93	1,92
	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,88	2,78	2,71	2,68	2,62	2,59	2,57
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,26	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
	8,10	5,85	4,94	4,48	4,10	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34	2,28	2,24	2,20	2,16	2,11	2,06	2,00	1,96	1,92	1,87	1,84	1,80	1,77	1,74	1,72	1,71
	7,77	5,57	4,68	4,18	3,86	3,63	3,46	3,32	3,21	3,13	3,05	2,99	2,89	2,81	2,70	2,62	2,54	2,45	2,40	2,32	2,29	2,23	2,19	2,17

26	4,22	3,37	2,89	2,74	2,59	2,47	2,39	2,32	2,27	2,22	2,18	2,15	2,10	2,05	1,99	1,95	1,90	1,85	1,82	1,78	1,76	1,72	1,70	1,69
	7,72	5,53	4,64	4,14	3,82	3,59	3,42	3,29	3,17	3,09	3,02	2,96	2,86	2,77	2,66	2,58	2,50	2,41	2,36	2,28	2,25	2,19	2,15	2,13
27	4,21	3,35	2,96	2,73	2,57	2,46	2,37	2,30	2,25	2,20	2,16	2,13	2,08	2,03	1,97	1,93	1,88	1,84	1,80	1,76	1,74	1,71	1,68	1,67
	7,68	5,49	4,60	4,11	3,79	3,56	3,39	3,26	3,14	3,06	2,98	2,93	2,83	2,74	2,63	2,55	2,47	2,38	2,33	2,25	2,21	2,16	2,12	2,10
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29	2,24	2,19	2,15	2,12	2,06	2,02	1,96	1,91	1,87	1,81	1,78	1,75	1,72	1,69	1,67	1,65
	7,64	5,45	4,57	4,07	3,76	3,53	3,36	3,23	3,11	3,03	2,95	2,90	2,80	2,71	2,60	2,52	2,44	2,35	2,30	2,22	2,18	2,13	2,09	2,06
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28	2,22	2,18	2,14	2,10	2,05	2,00	1,94	1,90	1,85	1,80	1,77	1,73	1,71	1,68	1,65	1,64
	7,60	5,52	4,54	4,04	3,73	3,50	3,33	3,20	3,08	3,00	2,92	2,87	2,77	2,68	2,57	2,49	2,41	2,32	2,27	2,19	2,15	2,10	2,06	2,03
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27	2,21	2,16	2,12	2,09	2,04	1,99	1,93	1,89	1,84	1,79	1,76	1,72	1,69	1,66	1,64	1,62
	7,56	5,39	4,51	4,02	3,70	3,47	3,30	3,17	3,06	2,98	2,90	2,84	2,74	2,66	2,55	2,47	2,38	2,29	2,24	2,16	2,13	2,07	2,03	2,01
32	4,15	3,30	29,00	2,67	2,51	2,40	2,32	2,25	2,19	2,14	2,10	2,07	2,02	1,97	1,91	1,86	1,82	1,76	1,74	1,69	1,67	1,64	1,61	1,59
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12	3,01	2,94	2,86	2,80	2,70	2,62	2,51	2,42	2,34	2,25	2,20	2,12	2,08	2,02	1,98	1,96
34	4,13	3,28	2,88	2,65	2,49	2,38	2,30	2,23	2,17	2,12	2,08	2,05	2,00	1,95	1,89	1,84	1,80	1,74	1,71	1,67	1,64	1,61	1,59	1,57
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,08	2,97	2,89	2,82	2,76	2,66	2,58	2,47	2,38	2,30	2,21	2,15	2,08	2,04	1,98	1,94	1,91
36	4,11	3,26	2,86	2,63	2,48	2,36	2,28	2,21	2,15	2,10	2,06	2,03	1,89	1,93	1,87	1,82	1,78	1,72	1,69	1,65	1,62	1,59	1,56	1,55
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04	2,94	2,86	2,78	2,72	2,62	2,54	2,43	2,35	2,26	2,17	2,12	2,04	2,00	1,94	1,90	1,87
38	4,10	3,25	2,85	2,62	2,46	2,35	2,26	2,19	2,14	2,09	2,05	2,02	1,96	1,92	1,85	1,80	1,76	1,71	1,67	1,63	1,60	1,57	1,54	1,53
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02	2,91	2,82	2,75	2,69	2,59	2,51	2,40	2,32	2,22	2,14	2,08	2,00	1,97	1,90	1,86	1,84
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,07	2,04	2,00	1,95	1,90	1,84	1,79	1,74	1,69	1,66	1,61	1,59	1,55	1,53	1,51
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99	2,88	2,80	2,73	2,66	2,56	2,49	2,37	2,29	2,20	2,11	2,05	1,97	1,94	1,88	1,84	1,81
42	4,07	3,22	2,83	2,59	2,44	2,32	2,24	2,17	2,11	2,06	2,02	1,99	1,94	1,89	1,82	1,78	1,73	1,68	1,64	1,60	1,57	1,54	1,51	1,49
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	2,17	1,66	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	1,72	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	2,15	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	1,71	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	2,13	1,64	1,61	1,56	1,53	1,50	1,47	1,45
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90	2,80	2,71	2,64	2,58	2,48	2,40	2,28	2,20	1,70	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,03	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,32	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,17	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,26	2,14	2,05	1,98	1,92	1,87	1,83	1,80	1,74	1,69	1,62	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60	2,50	2,41	2,34	2,28	1,17	2,09	1,97	1,88	1,79	1,69	1,62	1,53	1,48	1,39	1,33	1,28
400	3,86	3,02	2,62	2,39	2,23	2,12	2,03	1,96	1,90	1,85	1,81	1,78	1,72	1,67	1,60	1,54	1,49	1,42	1,38	1,32	1,28	1,22	1,16	1,13
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55	2,16	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,43	2,34	2,26	2,20	2,09	2,01	1,89	1,81	1,71	1,61	1,54	1,44	1,38	1,28	1,19	1,11
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94	1,88	1,83	1,79	1,75	1,69	1,64	1,57	1,52	1,46	1,40	1,35	1,28	1,24	1,17	1,11	1,00
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51	2,41	2,32	2,24	2,18	2,07	1,99	1,87	1,79	1,69	1,59	1,52	1,41	1,36	1,25	1,12	1,00

Source:Sudjana. *Metoda Statistika*. Bandung: Tarsito, 2002

APPENDIX 10

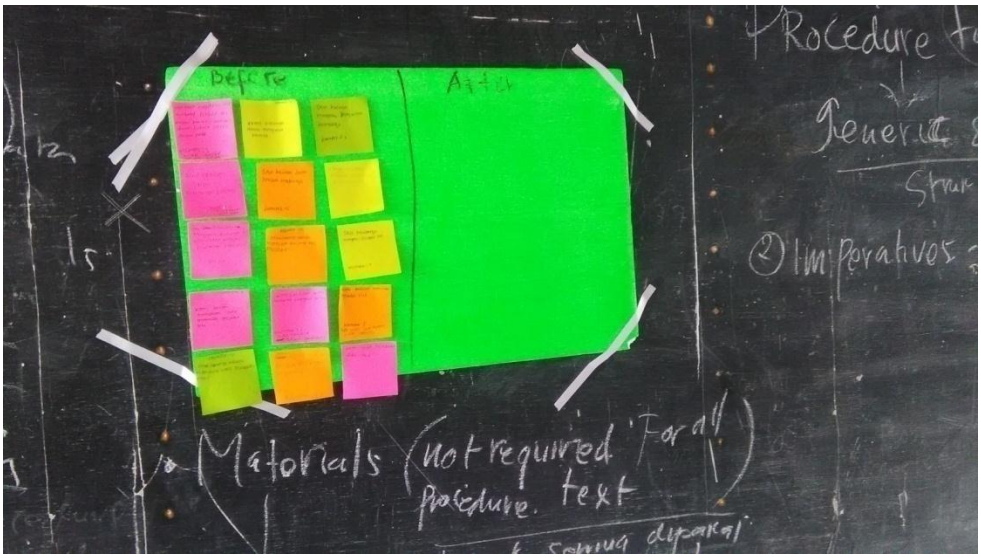
DOCUMENTATION

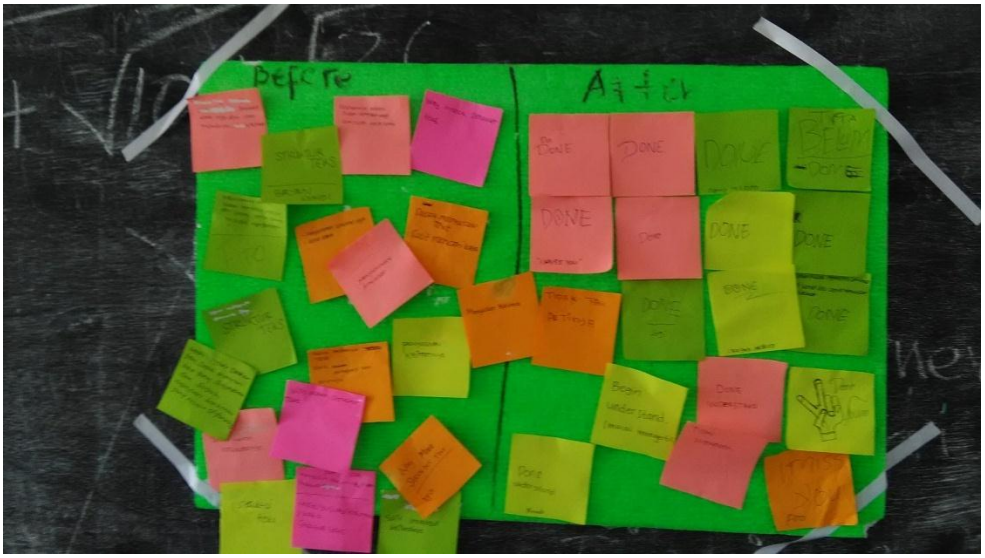
1. **Students do Pre Test**

2. **Learning by Using SWELL Method**

3. **Students do Post Test**

4. Students Comment Before and After Treatment





5. **Last meeting in Experiment Class**

6. **Last Meeting in Control Class**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-7497/ITK/ITK.V.3/PP.00.9/06/2018 Medan, 04 Juni 2018
Lampiran : -
Hal : **Izin Riset**

Yth.Ka. SMP NEGERI 1 SINUNUKAN

Assalamu'alaikum Wr Wb

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

NAMA	: SAFITRI ADRIAN NASUTION
T.T/Lahir	: Simanguntong, 16 September 1996
NIM	: 34143104
Sem/Jurusan	: VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMP NEGERI 1 SINUNUKAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE EFFECT OF USING SWELL METHOD ON STUDENTS ACHIEVEMENT IN WRITING PROCEDURE TEXT"

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

Wassalam

An.Dekan
Ketua Jurusan PBI

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

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

PEMERINTAH KABUPATEN MANDAILING NATAL

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMP NEGERI 1 SINUNUKAN

Alamat : Jl. R. Nurdin - Sinunukan I-C, Kec. Sinunukan Kode Pos: 22986

Nomor : 423.4/ 032/SMP.69/2018
Lampiran : -
Hal : Pelaksanaan Riset

Sinunukan, 7 Juli 2018
Kepada Yth.
Bapak Ketua Jurusan PBI
Universitas Islam Negeri Sumatera Utara Medan
di.
Medan

Dengan hormat,

Berdasarkan surat Bapak Nomor : B-7497/ITK/ITK.V.3/PP.00.9/06/2018 ,
Perihal : Pelaksanaan Riset atas :

Nama : SAFITRI ADRIAN NASUTION
NPM : 34143104
Prodi/Jurusan : Pendidikan Bahasa Inggris

Sesuai dengan penelitiannya yang berjudul :

" THE EFFECT OF USING SWELL METHOD ON STUDENTS ACHIEVEMENT IN WRITING PROCEDURE TEXT"

Bersama ini kami menerima / memberi kesempatan kepada saudari tersebut untuk melaksanakan Riset di SMP Negeri 1 Sinunukan .

Demikian kami sampaikan, dan kembali kami ucapkan terima kasih.

Sinunukan, 07 Juli 2018
Kepala SMP Negeri 1 Sinunukan

DINAS PENDIDIKAN SMP NEGERI 1 SEKOLAH MENENGAH PERTAMA SINUNUKAN KAB. MANDAILING NATAL

AHMAD SURYADI, S.Pd
NIP.19640821 198503 1 003