



**THE EFFECT OF GRAPHIC ORGANIZER TECHNIQUE ON
STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT
AT THE SECOND GRADE STUDENTS OF SMP AR-RAHMAN PERCUT
IN ACADEMIC YEAR 2018/2019**

SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirements
for the Degree of S-1 Program**

By:

**YUSNAINI
34.14.3.111**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA**

2018



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THESIS

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Walaikumsalam Warrahmatullahi Wabarakatuh.

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Skripsi yang berjudul : **“The Effect Of Graphic Organizer On Students’ Achievement In Writing Descriptive Text At The Second Grade Students Of SMP Ar-Rahman Percut In Academic Year 2018/2019”** oleh **Yusnaini**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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

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

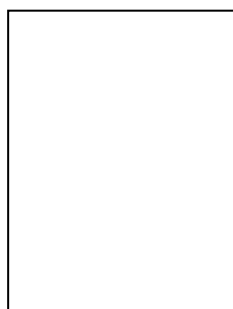
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ABSTRACT



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

Keyword : Graphic Organizer Technique, Students' Achievement in Writing Descriptive Text

This research was intended to find out the empirical evidence of the students' achievement in writing descriptive text by using graphic organizer technique at the second grade students of SMP Swasta Ar-Rahman Percut. The aim of this research was to find out whether Graphic Organizer Technique significantly affect students' achievement in writing descriptive text.

The population of this research was all students of class VIII of SMP Swasta Ar-Rahman Percut. There are 137 students which divided into 4 classes. The samples of this research was taken from 26 students of experimental group (class VIII-A) and 25 students of control group (class VIII-C) and total of the sample were 51 students.

The instrument for collecting data was a essay form. The test were divided into two, pre-test and post-test both of research. In this research the researcher using normality test, homogeneity test, validity test and reliability test to find out the value of t-test to determine the significant effect on students' achievement in writing descriptive text by using Graphic Organizer Technique.

After analyzing the data, the researcher got the value of t_o (t observed) was 8.8 and that of t_{tb} (t table) was 2.010. So the value of t observed was higher than t table. It means that there was significant effect of using Graphic Organizer Technique on Students Achievement In Writing Descriptive Text.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is now considered to be the world language of science, technology, and education. In fact, it has become a lingua franca, that is a common language used for communication over areas where several languages have usually been spoken. The knowledge of English allows professionals and researchers to get access to the latest information in their fields and to effectively communicate with their colleagues throughout the world.¹

Writing is the graphic counter part of speech. It records the spoken language.² Writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. Students can go through what they know in their minds and even consult dictionaries, grammar books, or other reference material to help them.³

Writing means producing written message that can be a media of communication for one to another. So, by writing students can express their knowledge, messages, feelings, and comment in a written form and convey them to readers. Writing is one of the important skills in English because it takes a part as important communication tools.

¹T. V. Yakhontova, *English Academic Writing*. (UK: OIIAIC, 2003),P. 14

²Paul A. Gaeeng, "*Introduction to the principles of language*".(New York: Harper & Row, 1971),p.93

³Jeremy Harmer. *How to Teach*. (England : Pearson Education, 2004),.p.31

Based on the English syllabus of curriculum that writing is one of the language skills that must be taught at Junior High School (SMP/MTs). The teaching of writing aims at enabling students to master the functional texts and monologue texts or paragraphs in the form descriptive, narrative, recount, procedure, and report text. One of the genre learned in Junior High School is descriptive text.

Descriptive text are describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way how to describe or illustrate the object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically.⁴ The aims of descriptive text was to present details to a reader as clearly as possible.

In teaching writing skill, the teacher are usually using the conventional technique in teaching learning process. Some of students are interest but most of the students are not interest in study. Students has feeling bored when they were learning descriptive text because the learning process just foccus to teacher without using media or tool representation when teacher delivered the subject.

In teaching writing skill, the teachers have be able to help the students to understand how to create the comprehend sentences in writing especially in writing descriptive text without error grammatically. But, in reality most of the students are bored in learning writing skill. Students still get confused and difficulties to find out the idea to make sentence well. Students also has less the vocabullary so they unable to create the descriptive text well.

⁴ I Wy. Dirgeyasa, *College Academic Writing: A Genre-Based Perspective* (Medan: Unimed Press, 2014), p. 3

Teachers of English already taught the material to students well but the students still had the problem in writing descriptive text. In addition, the researcher also had looked the teachers of English language teaching by conventional method, and then asked the students to write descriptive text individually and there is no media.

According to Donn Byne in his book under title “ Teaching Writing Skill”, he said that why writing commonly a difficult activity for most people, both in the mother tongue and a foreign language. The problems which are caused by writing under three headings – psychological, linguistics and cognitive. Its will explain as following below.

First, it is psychological problems. Speech is the natural and normal medium of communication for us in most circumstances and accustoms us to having someone physically present when we use language and to getting feedback of someone. Writing, on the other hand, is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

Second, it is linguistics problems. Oral communicatin is sustained through a process of interaction and, expect in special circumstances, such as a lecture, all the participants help to keep it going. Because speech is normally spontaneous, we have little time to pay attention either to organising our sentence structure or to connecting our sentences: to some extent the latter is maintained through the process of interaction.

Besides those, the last is the cognitive problems. Writing is learnt through a process of interaction: we have to master the written form of the language and to learn certain structure which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing .

We also have to learn how to organise our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us. Finally, writing is a task which is often imposed on us, perhaps by circumstances. This not only has a psychological effect; it may also cause a problem in terms of content- *what* to say. Being at a loss for ideas as a familiar experience to most of us when we are *obliged* to write.⁵

To solve the problems in writing, According to Sharrock (2008) and Emerson (2010) in Herdi's in his Journal English Language Teaching about *Improving Students' Writing Skill By Using Graphic Organizer At The Second Year Students English Education Department Faculty Of Education And Teachers Training Lancang Kuning University Pekanbaru* found that graphic organizer is the effective writing strategy.

The series of studies, principally by Clark in Zaini et. al. (2010), examined that graphic organizer not only enables students to record and categorize information, but also help students to understand difficult concepts, generate thoughts, and identify connections between ideas. It means that graphic organizer strategy can help students to write in English especially in descriptive text. Sharrock (2008) and Emerson (2010) argue that graphic organizer strategy can

⁵ Donn Byrne, *Teaching Writing Skills*. (Singapore: Longman Group Ltd, 1979) p.3-5

help students to make a good topic sentence, supporting idea, supporting details, and concluding sentence so that students can write well and readers can understand the idea.⁶

Graphic organizers provide a visual representation for young writers. With the use of graphic organizers students will be able to organize their story with a beginning, middle, and end and learn to select words for their chosen topic. Graphic organizers provide a fun way for students to learn about the writing process.⁷

Based on teacher experiences, there are some problems found in the field when giving writing materials to the students, especially the descriptive text. The first problem is that the students' writing is not comprehensible, because the content of the composition is not relevant to the topic sentences or the students cannot set up the point of the descriptive, and the ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary and grammar. Another problem is the students have not known about adverb, noun and also adjective and students have low motivation and are not interested in doing the task since the writing activities are not interesting.

⁶ Herdi, Anas Yasin, Hermawati Syarif, *Improving Students' Writing Skill By Using Graphic Organizer At The Second Year Students English Education Department Faculty Of Education And Teachers Training Lancang Kuning University Pekanbaru*. *Journal of English Language Teaching*. Vol. 2 No. 2 Juli 2014, p. 44-45

⁷ Katie Lancaster, *An Examination of Using Graphic Organizers to Teach Writing: A case study (Eastern Illinois University, ELE 5900 : Spring 2013)*, p.4

Actually there are many ways to solve the problems above in increase their skill in writing such as freewriting, brainstorming, clustering and also graphic organizer. So, one way to solve the problem with suitable technique in using in the classroom is Graphic Organizer Technique. It is make brainstrom the ide when the writer will writing something.

Based on the problems above the researcher intends to conduct research on **“The Effect of Graphic Organizer Technique on Students’ Achievement in Writing Descriptive Text”**

B. The Identifications of the Problems

In the relation to the background , the problem of this research will be identified as the following:

1. The teacher teaches a writing skill to the students with conventional method, but the students still have difficulties to understand how to make the descriptive text well without error grammatical.
2. The students have feel boring in learning writing.

C. Limitation of the Study

To make the research more concentrated and get to the focus and due to the limitation of time and theoretical knowledge, the writer limits the problem. To clarify the problem of study, the problem of this research is focused on Graphic Organizer as Technique in teaching writing and the text is descriptive text to found out students’ achievement .

D. Question of the Research

In the relation to the background of study, to specific the result the researcher write the problem of the study are formulated as follow: “Does the Graphic Organizer Technique significantly affect on students’ achievement in writing descriptive text than Conventional Technique in teaching learning process?”

E. Objective of the Study

Applying Graphic Organizer Technique as one of the writing technique in teaching is expected to help the students in writing organize and to encourage their motivation, so they are interested in learning, and challenged to learn. Based on the question in the formulation of problem above, the objective of of this study is to find out whether Graphic Organizer Technique significantly affect students’ achievement in writing descriptive text.

F. The Significance of the Study

The significance of the research is as follow:

1. For English teachers, as an alternative teaching resource to give them more information about another technique which can be applied in teaching writing in order to improve their competence in teaching English, especially writing descriptive text.
2. For students, to increase their ability, especially in writing descriptive text.
3. For researcher, be useful as a reference in the learning process in future and as the comparison.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In conducting a research, theories are need to explain some concepts are applying to the research concerned. The researcher will present some theories related to the study in order to strengthen this study. It is useful to avoid misunderstanding between the writer and the readers. The theoretical framework is presenting in order to give clear concepts and much better understanding.

1. Students' Achievement in Writing Descriptive Text

Achievement is a thing done successfully especially with afford and skill. An achievement is relate directly to classroom lessons, units, or even a total curriculum.⁸ The word achievement may have the same meaning with skill, practice, effort gain a goal or people's mastery on something. Achievement was the result of what an individual has learned from some education experience.

According to Keith Johnson in title “ Introduction to Foreign Language Learning and Teaching ” state that achievement is concerned with how well a learner has done in relation to particular course or program.⁹ Achievement in writing can be reached by making good effort in the teaching-learning process.¹⁰ Achievement concerns with what someone has actually learnt whereas aptitude was the potential for learning something.

⁸ H. Douglas Brown, (2004), *Language Assesment: Principles and Classroom Practices*, New York: Addison Wesley Longman. P.47

⁹Keith Johnson. *An Introduction to Foreign Language Learning and Teaching*. (England: Pearson Education Limited, 2001),.p.292

¹⁰Hornby. *Oxford University Advanced Learner's Dictionary of Current English*, (Newyork: Oxfort University press),. p.10

Students' achievement in writing descriptive text is related to things that should be reached by students in writing text especially descriptive text. In writing descriptive text, students should be able to write the text based on the generic structure. They also have to organize their writing well and use a good grammar. It can be concluded that achievement was the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning.

2. Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencil, pens, typewriters, and computers. Then writing can be formed on the wall of a cave, a piece of paper, or computer screen.¹¹

Writing is the graphic counterpart of speech. It records the spoken language.¹² Writing has two purposes of writing, the general purpose and the specific purpose. The general purposes, writing has four purposes: *to inform, to persuade, to express, or to entertain*. The specific purpose may be implied or stated. In literature the purpose is invariably implied in a theme that permeates the piece.¹³ So the writing is how to express the information in written form.

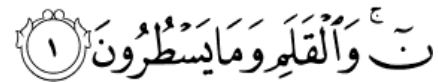
¹¹ Utami Dewi, (2003). *How to write*. Medan: La-Tansa, p.2-3

¹² Paul A. Gaeng, *Ibid*

¹³ Betty Matrix Dietsch, *Reasoning & Writing Well (a rhetoric, research guide, reader, and handbook)*, (New York: McGraw-Hill, 2006), p. 7-8

In the holy Al-Qur'an, writing is also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Quran:

Allah says the words in Qur'an Surah Al-Qalam:1



Meaning : *Nun. By the Pen and by the (Record) which (men) write.*

The pen is the symbol of the permanent Record, the written Decree and perfect Order in the government of the world. And by that token, the man of God comes with a Plan and Guidance that must win againts all detraction.¹⁴

Based on the verse, Allah SWT explained that He taught human being by pen (Qalam). The “PEN” indicates the basic foundation of the knowledge that come through writing. Discovery of pen and writing are the greatest gifts from Allah SWT. By, writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself have information roles. Allah say that writing is one of way to get knowledge to development his knowledge and status in society.

¹⁴ Abdullah Yusuf Ali, 2002. *The Holy Qur'an: Text, Translation, English Translation with Commentary & notes*. New Delhi (India): Kitab Bhavan. p. 1580 & 1584

The verses are Al-Alaq 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: *who has taught (the writing) by the pen ? He has taught man that which he knew not.*

This surah begins with the first message from Allah SWT. He is not directly teach the human, but they are taught by another human in which their ability to teach come from Allah. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin.

The proponent of other surah is Al-Qamar 53:

وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ ۝

Meaning : “ *and everything did is in written records*”.

This Surah explained about, everything large or small, is duly inscribed. That is, these people should not be under the delusion that whatever they did in the world has become extinct; nay, they should know that full record of the deeds of every person, every group and every nation lies preserved and it will be presented before them at the appropriate time.¹⁵

¹⁵<https://muflihun.com/54/53?tid=8123&tafid=8165&wrđ=1&triid=63//> Accessed on 27 March 2018 at 11.34 pm

a. The Process of Writing

Process writing is a way of breaking down the task of writing into its smaller component parts. Students learn that writing doesn't just happen; it is planned and it evolves, taking shape as it develops. Assessing the rhetorical situation could be considered the preliminary stages of the writing process. Traditionally, the process has been divided into six stages that can be observed.

- 1) Planning. In this stage, you consider the assignment and its requirements. You consider your purpose and your audience, then start to generate ideas.¹⁶
- 2) Prewriting. The first stage of writing is simply setting forth ideas in whatever shape or form that is handy for you – fragments, lists, sentences, or clusters. The purposes of prewriting is to capture and preserve ideas.
- 3) Drafting. While drafting, you transform ideas into sentences in a semi organized manner. Here the purpose is to let your ideas develop, expand, and form connections.
- 4) Revision. Although revision is classified as the third stages of writing, it is ongoing-recurring whenever needed. During revision your goal is to rethink ideas, refine them, and develop them.
- 5) Editing/proofreading. This final stage requires examining ideas, details, words, grammar, and punctuation-attending to matters within each sentence. Here the emphasis is on accuracy, correctness, and clarify.¹⁷ When all editing

¹⁶ Donald Pharr & Santi V. Buscemi, *Writing Today Brief Edition*, (New York: McGraw-Hill, 2005, p.22

¹⁷ Betty Matrrix Dietsch, *Ibid.*, p. 10-11

and formatting are finished and you have a final text, spell-check and proofread it to catch and correct any typographical errors.¹⁸

6) Publishing and presenting are sharing of your work with others.¹⁹



In writing process, Imam al-Bukhari's hadiths said that :

قل : فوقع في قلبي ؛ فأخذت في جمع الجامع الصحيح

Meaning: Imam al-Bukhari said that, “ So, the words of Rasulullah was absorbed in my heart, and then I will begin to collect (writing) a Jami'ush Shahih”.²⁰

b. Kinds of Writing

There are several kinds of writing as a following :

1) **Narrative text** are organized according to setting, event leading to a problem and solution. Narratives entertain and engage the reader in an imaginative experience.

¹⁸ Andrea A. Lunsford, *The St. Martin's Handbook* (Boston : Bedford, 2010), p. 25-26

¹⁹Prentice Hall, *Writing and Grammar communication and action platinum Level* (USA : Prentice Hall, 2001), P.15

²⁰M. Nashiruddin Al-Albani, *Ringkasan Shahih Bukhari* (Jakarta: Gema Insani Press, 2003),.p.67

- 2) **Recount text** tells the reader what happened and this may involve the author's personal interpretation of events.
- 3) **Procedures text** written to explain how something is done, in a series of sequenced steps. They are organised by goal, material, method and evaluation.
- 4) **Report text** are written to describe or classify the way things are or seem to be. They organise and record information. Reports are organised by; classification, description and summarising comment.
- 5) **Persuasive text** are written to argue or persuade. They promote the writers point of view. Persuasive texts are organised with: Proposition to be argued, arguments in logical order, reiteration.²¹
- 6) **Descriptive text** are describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way how to describe or illustrate the object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically.

3. Descriptive Text

Description or descriptive etymologically is derived from the word *describe*. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive genre can also describe idea or point of view in order to have visual appearance of it. In other words, it can be said that descriptive genre is the way how to describe or illustrate

²¹PDST. <http://www.pdst.ie/sites/default/files/Writing%20Booklet%20to%20circulate.pdf> Accessed on 13 March 2018 at 11:15 p.m//

the object, person or idea so that the reader can see the object, or person, or idea by his/her eyes physically.

Then, in particular way, it can be said that descriptive writing brings the abstract thing into concrete. Or descriptive writing is a type of written text, which has the specific function to give description about an object (human or idea) vividly so that the reader can visualize the object described. Then, descriptive genre can also be defined as the way how things look, smell, taste, feel, or sound. This is usually done in order to evoke moods such as happiness, loneliness, or fear.²² A descriptive text also defined as a text which list the characteristics of something.²³ So, the descriptive text is a text to describe a particular place, thing and person.

a. The Type of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:

- 1) Descriptions of a person, place, or thing. Contain sensory details that bring to life actual people, places, and things.
- 2) Observation. Describe an event the writer has witnessed. Often, the event takes place over an extended period of time.
- 3) Travel brochures. Contain factual information as well as persuasive language to encourage tourism .

²² I Wy. Dirgeyasa, *Ibid*.

²³ Rafika Dewi Nst, Rita Suswati & Anggraini Thesisa S. *Reading* (Medan: Unimed Press, 2013), p. 74

- 4) Character sketches. Describe fictional characters-their appearances, personalities, hope, and dreams.²⁴

b. The Social Function of Descriptive Text

The social function of descriptive writing is primarily to describe a person, place or thing in such a way that a picture is formed in the reader's mind. As a typical writing text, descriptive has some characteristics such as:

- 1) It elaborates the usages of sensory language.
- 2) It is rich, vivid, and lively detail.
- 3) It tends to use figurative language such as simile, hyperbole, metaphor, symbolism and personification.
- 4) It *shows*, rather than tells through the use of effective verb and precise modifiers.
- 5) It uses clear and concise language.

c. The Generic Structure of Descriptive Text

The genre based descriptive writing also has its own rhetorical structure or generic structure. When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. Here are the generic structure of descriptive writing and functions.

- 1) Identifications:
 - a) It is a statement describing and illustrating about the topic to be described.

²⁴ Prentice Hall, *Ibid.* P.101

- b) The use of adjective and degree of comparison of adjective is advisable.
- 2) Description :
 - a) It is a complete description about the topic/theme proposed in identification text.
 - b) Description is the detail description or elaboration of the topic or theme as described in the identification.

d. The Grammatical Features

There are several grammatical features of descriptive text as a following:

- 1) It uses present tense and present perfect tense.
- 2) It uses adjective to describe or illustrate the condition of the topic described.
- 3) It uses passive sentences.²⁵

e. The Example of Descriptive Text



²⁵ I Wy. Dirgeyasa. *Ibid*,p.6 & 8

My grandmother

Identification \Rightarrow *introduces the person described.*

My grandmother is very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when mom and dad go to work.

Description \Rightarrow *gives the details of the person described.*

My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather who has pass away. My dear grandmother always says good things about him. She once told me that he was the nicst person she had ever met.

I really love my grandmother.

4. Graphic Organizer Technique

Graphic organizers are defined by Bishop as visual displays of key content information designed to guide learners and to enhance their comprehension. They are sometimes referred to as concept maps, cognitive maps, or content maps, but they are all used to serve one purpose. They are meant, says Baxendell to help students clearly see how ideas are organized within a text or surrounding a concept. Through the use of organizers, learners acquire the structure of abstract concepts.

According Hall and Strangman quotation from Abdul-Majeed Tayib's journal A graphic organizer is a visual graphic display that shows the relation between facts, terms or ideas within a learning task. The visual representation of graphic organizers provides learners with a structural framework of information to be learned. This helps to direct the learners' attention to key concepts and conceptual relationships.²⁶

Graphic organizers are visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.²⁷ From the definition above can concluded that graphic organizer technique is visual graphic that pedagogical tools for organizing contents and ideas and facilitating learners' comprehension of newly acquired information.

²⁶ Abdul-Majeed Tayib, "The Effect Of Using Graphic Organizers On Writing (A case Study of Preparatory College Students at UMM-AL-QURA UNIVERSITY)". International Journal of English Language and Linguistics.2015. p. 19

²⁷....., *Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*, p.3.

a. The Approach of Graphic Organizer Technique

Cognitive Approach to Learning “The cognitive approach to learning seeks to understand how incoming information is processed and structured in to memory a graphic organizer, illustrates how information is processed through the short-term memory and the long-term memory. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. If we are able to understand the connections between concepts, break down information and rebuild with logical connections, then our retention of material and understanding will increase.

Cognition refers to mental activity including thinking, remembering, learning and using language. When we apply a cognitive approach to learning and teaching, we focus on the understanding of information and concepts. According to cognitive theory, a student is bombarded with a great deal of information. This is what happens (imagine arrows showing choices and processes):

- 1) All this information enters the sensory register and is held there for only a few seconds.
- 2) The information is either processed immediately or is forgotten.
- 3) If the student chooses to process the information, it then moves from the sensory register to short-term memory.
- 4) At this point, the student must rehearse this newly received information or it will be lost. The rehearsal is important because the longer a piece of information remains in short-term memory and is actively used, the greater the

chance that this information will move from short-term memory to long-term memory.

b. The Procedure of Graphic Organizer Technique

Graphic organizers are tools that can be used to visualize and organize information. Because graphic organizers are often used as prompts for students to fill in the blanks. Graphic organizers are relatively easy to create; they can enhance a student's understanding of many lessons. Here are four basic steps to follow:

- 1) Select the information you intend to present to the students. This may be a chapter, or a story, or a certain concept.
- 2) Decide what key components are necessary for the students to learn.
- 3) Create a graphic representation of that information, such as those illustrated. Your graphic chart should identify the key concepts or components and help illustrate the linkages among the key elements of the concept.
- 4) Help the students see the connections by examining the information in the graphic organizer.²⁸

c. The Advantages of Graphic Organizer

There are some advantages of Graphic Organizer Technique.

- 1) Understand the concept of part to whole.
- 2) Record relationships.
- 3) Clarify and organize ideas.

²⁸ Gloria A. Dye. *Graphic Organizers to the Rescue! Helping Students Link- and Remember – Information*. TEACHING Exceptional Children, Vol. 32, No. 3, Copyright 2000 CEC.p, 2, 4, & 5

- 4) Improve memory.
- 5) Comprehend texts
- 6) Recognize and assimilate different points of view.²⁹

5. Conventional Technique

In conventional approaches to writing instruction, language-focus activities rather than learn focused activities are central. Teacher emphasizes grammatical correctness and rhetorical mode (such as comparison/contrast), where the correct sentences structure is an essential component of the conventional approaches, and grammatical skills receive considerable emphasis. Errors in writing are avoided providing learners with models to follow or by guiding and controlling what learners write to prevent them from making errors. The examples of conventional activities include:

- a. Providing model to which learners make minor changes and substitutions.
- b. Expanding an outline or summary.
- c. Constructing paragraphs from frames, tables, and other guides.
- d. Producing a text through answering a set of questions.
- e. Sentences combining; developing sentence following different rules of combination.

²⁹, *Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics*, p.7

B. Related Study

There are 5 related study in this research

1. Tayib has done a research on the title “The Effect Of Using Graphic Organizers On Writing (A Case Study Of Preparatory College Students At Umm-Al-Qura University)”. The sample of this study was composed of 24 Saudi male subjects registered in the preparatory program at Umm Alqura University during the academic year 2012- 2013.

This study (a within subject design) was conducted in three phases and lasted for six weeks. Two main sources were used to generate data for the study: (1) samples of students' writing before and after the graphic organizers intervention (2) a writing attitude survey which was administered twice before and after intervention. The writing scores of the participants before and after the graphic organizers' intervention were compared and analyzed quantitative using the test of significance to see if there were any differences between means of the scores.

The results of this study proved that the graphic organizers model had significantly improved the students' writing ability and had positively impacted their attitudes towards this skill. Participants' mean score in writing increased from (45%) to (68.88%) with a difference of (25%). The result of writing attitude survey is this feeling towards writing had changed dramatically after the graphic organizer intervention and (75%) rated writing as fun and only (15%) said it was boring. These results suggest that graphic

organizers can be an effective support in teaching writing of learners of English as a foreign language.

2. Mustaqiyah has done a research on the title “The Effectiveness of Using Graphic Organizers to Teach Writing of Descriptive Text (An Experimental Research at the Tenth Grade of MAN 02 Semarang in the Academic Year of 2016/2017). The statement of the problems in this study was How is the Effectiveness of Using Graphic Organizers to Teach Writing of Descriptive Text?The population of the research was the students of tenth grade of MAN 02 Semarang.

The research method was Experimental research, which was conducted in two classes: Experiment Group X IPA2 and Control Group X IPA5. The X IPA2 was taught by using Graphic Organizer meanwhile the X IPA5 was taught using direct method. To analyze the data the researcher used t-test. It was used to determine whether there was significant difference between students’ score in experimental and control classes. Based on the result, the researcher concludes that Graphic Organizer is effective in teaching writing descriptive text at MAN 02 Semarang in the Academic Years of 2016/2017. Finally the researcher recommended the use of Graphic Organizers as an alternative medium in teaching writing descriptive text.

3. Sari has done a research on the title: The Effect using of Graphic Organizers Method toward Students’ Ability in Writing Descriptive Text of the first Year Students at MAN 1 Pekanbaru . Based on the writer’s preliminary study, it was found that many students still had difficulties in writing especially

descriptive text. These problems were caused by some factors, such as some of the students still had difficulties in writing descriptive text, some of the students were not able to use good grammatical order writing descriptive text, some of students do not enable to choose vocabulary accurately in writing descriptive text, some of the students did not know how to develop topic sentence to be a paragraph based on the text given by the teacher. So, the writer was interested in carrying out research about this problem.

The purpose of the research was to find out writing ability of the students before and after being taught by using graphic organizers method and to find out whether there was significant effect of using Graphic Organizers Method toward students' ability in writing descriptive text of the first year students at MAN 1 Pekanbaru or not. This research was an experimental research. The type of the research was quasi experimental research. The writer used quasi nonequivalent design. The writer used 2 (two) classes as sample that consisted of 30 students. Before giving the treatment, the students were given a pre-test and posttest was given after the treatment. The technique of collection data was test. The technique of data analysis used independent sample T-test formula in order to know the differences between the average post-test of class experiment and the post-test of class control by using SPSS ver. 16.0.

Based on the analyzing data, the writer found the result of independent sample t-test formula, T showed 5.250 compared at significant level 5% (2.00) and at significant level 1% (2.65). It can be read 2.002.65. It means, nullhypothesis (H_0) is rejected, and alternativehypothesis (H_a) is accepted. In other words, there is a significant effect of using Graphic Organizers Method

toward students' ability in writing descriptive text of the first year students at MAN 1 Pekanbaru.

4. Pratama , Rahmawati, and Irfanihas done a research on the title “Graphic Organizer as One Alternative Technique to Teach Writing” This research is conducted based on the preliminary research that are many students considered writing is difficult. The students still cannot devel. The objective of the research was to find out whether there is influence of graphic organizer towards students' writing ability in descriptive text.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings. In collecting the data, the writers used instruments pre-test and post-test. The instrument was descriptive writing test. After giving the post-test, the writers analyzed the data by using independent sample t-test. From the data analysis, it was found that the result of test was tobserved (2.76) with tcritical (1.684), it means that the score of tobserved was higher than critical, so H_a is accepted. So, there was influence of graphicorganizer towards students' writing ability in descriptive text and also motivated the students' to write the descriptive text.

5. Andriani has done a research on the title “ The Effect of Applying Four Square Graphic Organizer on Students' Achievement in Writing Descriptive Text. This study aims to discover the effect of applying Four Square Graphic Organizer on Students' Achievement in writing descriptive text. It was conducted by using experimental research design. The population of this research was the seventh (VII) grade students of SMP Sultan Iskandar Muda with four parallel classes.

The samples of the research were two classes divided into two groups, experimental and control group which were chosen by random sampling technique. Fifty students were taken as the samples. The experimental group was taught by using Four Square Graphic Organizer, while the control group was taught by using Freewriting technique. The instrument of collecting the data was a writing test. Pearson Product Moment formula was applied to obtain the reliability of the test.

Based on the calculation, it shows that the reliability of the test was 0.84 categorized as high reliability. The, after analyzing the data, it was found that the value of t_{observed} was 3.66 with the degree of freedom (df) = 48 at the level of significance $p(0.05) = 2.01$. It means that t_{observed} is higher than t_{table} ($3.66 > 2.01$). The result of this study shows that Four Square Graphic Organizer has a significant effect on students' achievement in writing descriptive text.

C. Conceptual Framework

Based on the theoretical framework, Graphic Organizer Technique can increase the students' achievement in descriptive text because this technique teaches students to write descriptive text with brainstorm their ideas in Graphic Organizer Technique. The purpose of this technique is to help students to make a good topic sentence, supporting ideas, supporting details, and concluding sentence so that students can write well.

While in Conventional technique the students only achieve English lesson by teacher explanation and discussion so their comprehension about writing descriptive text is limited and they feel monoton if the lesson only explanation theory and discussion. Based on the statements about, it can be predicted that graphic organizer will be using in teaching writing skill and it can increas the students' achievement in writing descriptive text.

D. Hypothesis

The research hypothesis is formulated as follows:

H_a : “ There is a significant effect of Graphic Organizer Technique on the students' achievement in writing descriptive text than Conventional Technique”.

H_0 : “There is no a significant effect of Graphic Organizer Technique on the students' achievement in writing descriptive text than Conventional Technique”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This researcher conducted the research at the eighth grade of SMP Ar-Rahman Percut, which is located at. Jalan Kangkungan Desa Percut, Kab. Deli Serdang Kec. Percut Sei Tuan, phone number (061) 6990621, Fax : (061) 8361711 in the academic year 2018/2019. The researcher started the research at 16 up to 26 July 2018 on first semester.

B. Population and Sample

The writer will experiment at the eighth grade of SMP Swasta Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang that involved in the process of teaching writing using Graphic Organizer Technique as an experiment. To find out the result of the research, the researcher taken the data from the population after the researcher got the population then the researcher taken the sample based on the population.

1. Population

A population is the group of all individual, organizations, or artifacts that could be involved in the study.³⁰ After we identification the analysis unit, so the researcher will identification the target population. Identifying the target population require the decision criteria to determine the case which one be participate and which one not be participate.³¹

The population of this study is the students in the grade VIII SMP Swasta Ar-Rahman Percut Sei Tuan Kab. Deli Serdang Kec. Percut Sei Tuan. The population of this research is the second year students of SMP Ar-Rahman Percut Sei Tuan. There are 4 classes of the second year students in academic 2018/2019 consist of 137 students.

2. Sample

Once the population is clearly defined and identified, the next step is to determine who will participat in the study. the process used to do thi is called sampling. The sampling process leads to selection of a sample³². Sample is small proportion of a population selected for observation and analysis.³³ The selecting sample that happend if the population is large and the researcher unable to learn

³⁰Diane C. Blankenship, (2010). *Applied Research and Evaluation Methods and Recreation*, (USA: Human Kinetics), p.82

³¹Syaukani, (2015). *Metode penelitian pedoman praktis dalam bidang pendidikan*, (medan: perdana publishing), p.24

³² Diane C. Blankenship. *Ibid*

³³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1993), p.131

all of the population.³⁴ The sample of this research is VIII-A and VIII-C. Those classes consisted of 26 students in VIII-A and 25 students in VIII-C.

C. Research Method

In this study, experimental research method will be using. To collect the data, the sample could divided into two classes. The researcher will expose one group of participants (the experimental or treatment group) by using Graphic Organizer Technique and the other group (the control or comparison group) by using Conventional Technique.

Experimental group is the group that receives treatment, while the control group is a separate group that receives no treatment or a different treatment than the experimental group³⁵. An experiment is conducted to examine the effect of a variabel or treatment which is known as experimental variabel. The main attention is given in the experiment to observe its effect³⁶.

The procedure of administrating the assignment as the instrument of the study is the test administering to both sample groups before they are teaching about descriptive text. Then, the same assigment is administrating to both sample groups after they are teaching about descriptive text. The experiment design in this study is:

³⁴ Indra Jaya & Ardat, *Penerapan Statistik Untuk Pendidikan* (Bandung: Citapustaka Media Perintis, 2013),p.32

³⁵Marguerite G. Lodico, et al. *Methods In Educational Research From Theory to Practice second edition*, (San Fransisco: Jossey-Bass, 2010).,p.229 & 234

³⁶ Yogesh Kumar Singh, (2016) *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age Internastional Publishers), p.136

Table 3.1 Research Design

Group	Pre –Test	Treatment	Post- test
Experimental	✓	Graphic Organizer Technique	✓
Control	✓	Conventional Technique	✓

D. Instrumentations of Collecting Data

In conducting the research, the researcher uses test. The type of test is Essay test. In test the students will be giving the pre-test and post-test. The students will instruction to write a descriptive text based on the topic that will be giving by the researcher. The tests will give to both group; experimental group (VIII A) and control group (VIII C). The test giving to the students aimed to collect the data in analyzing the students' achievement in learning descriptive text. The time will be giving about 30 minutes. Their writing result is evaluating and scoring.

To see the writing result score, the researcher will be using Jacob's scoring test³⁷. There will some important indicators to consider. Jacob's scoring test as quoted by Weigle asserts that there are five indicators to consider in writing test. Five indicators itself has different scored, based on their achievement in writing descriptive text.

³⁷ S. C. Weigle. *Assessing Writing* (Cambridge: Cambridge University Press, 2002), p.116

Table 3.2. Jacob's scoring test for writing

1. Content	
Score	Criteria
30 – 27	Excellent to Very Good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.
26 – 22	Good Average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks details.
21 – 17	Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic
16 – 13	Very Poor: does not show knowledge of subject; non-substantive; not pertinent; not enough to evaluate.
2. Organization in Descriptive Text	
20 – 18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive. Applying chronological order: identification, and description.
17 – 14	Good to Average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. Applying Chronological order: identification, description.
13 – 10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical but incomplete sequencing. Applying chronological order: identification, description.
9 – 7	Very Poor : does not communicate; no organization; or not enough to evaluate. No applying chronological order: identification, description.
3. Vocabulary	
20 – 18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
17 – 14	Good to Average: adequate range; occasional errors of

	word/idiom form, choice and usage <i>but meaning not obscured.</i>
13 – 10	Fair to Poor limited range; frequent errors of word/idiom form, choice, usage; <i>meaning confused or obscured.</i>
9 – 7	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
4. Language Use in Spoof Text	
25 – 22	Excellent to Very Good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns and prepositions. Using adverb of time; action verb and present tense well.
21 – 18	Good to Average: effective but simple constructions; minor problem in complex; several errors of agreement, tense, number, word order/function, articles, pronouns and prepositions <i>but meaning seldom obscured.</i> Using adverb of time; action verb and present tense with a few mistakes.
17 – 11	Fair to Poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-in, deletions; <i>meaning confused or obscured.</i> Using adverb of time, action verb and present tense with many mistakes.
10 – 5	Very Poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate. Using adverb of time, action verb and present tense wrongly.
5. Mechanics	
05	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling punctuation, capitalization, paragraph.
04	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>

03	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
02	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting is illegible, or not enough to evaluate.

Based on the indicators above, the whole score will be categorize into the following state.

Table 3.3 Criteria of Students' Achievement

No	Qualitative Form	Quantitative Form
1.	Excellent to very good	90 – 100
2.	Good to average	70 – 89
3.	Fair to good	30 – 69
4.	Very poor	0 – 29

E. Technique of Analyzing Data

The data of this study will be analyzing by using t-test formula because it uses to find out the differences between students' pre-test, and post-test score in each of experimental and control group. Before analyzing the data by using t-test, first will be tasting with normality test using formula Lilliefors and Homogeneity test using formula the comparison of Varians.

A. The Normality Test

The normality test has meaning as data variabel research composed the normal distribution. The data that composed the normal distribution if the number of upper and under the data is same. The normality tests are supplementary to the graphical assessment of normality. The aim of normality test is to know is there the data has normal distribution or not.

The steps of Lilliefors' formula of normality is following:

- a. Creat the Ha and H₀
- b. Account the mean and deviation of data by using formula:

$$\bar{X} = \frac{\sum Xi}{n} \quad \text{dan} \quad S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

- c. Each the data X_1, X_2, \dots, X_n are made standart value of Z_1, Z_2, \dots, Z_n with the formula $Z_{\text{score}} = \frac{Xi - \bar{X}}{S}$, (\bar{X} and S as the mean and deviation of sample).

- d. For each standart coefficient, using absolute normal standard distribution , then account the $F_{(Zi)} = P(z \leq Zi)$.

- e. Then, account the propotion of Z_1, Z_2, \dots, Z_n which smaller or equal to Z_i . If

the propotion stated by $S(z_i)$. So, $S(z_i) = \frac{\text{Banyaknya } Z_1, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$. To

easier of accounting the propotion of data should be sequenced from the smaller to the bigger.

- f. Account the deviation $F(z_i) - S(z_i)$ then determine the absolute value.

- g. Take the higher value among the deviation absolute value. This is called by L_0 . To accept and reject the Nul hypothesis, we should compare between L_0 and L crisis for obvious level $\alpha = 0,05$. Accepted the H_0 if L_0 smallest than L table.

B. The Homogeneity Test

The meaning of homogeneity test is the data compared of a kind between the proportion of homogen data. Homogeneous means the same in structure or composition. This test gets its name from the null hypothesis, where we claim that the distribution of the responses are the same (homogeneous) across groups. The formula of comparison the varians as following :³⁸

$$F_{\text{account}} = \frac{\text{The biggest of Varians}}{\text{The Smallest of Varians}}$$

C. The Reliability Test

A reliable test is consistent and dependable. Sources of unreliability may in the test itself or in the scoring of the test, known respectively as test reliability and rater (or scores) reliability. If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar result; it should have test reliability.³⁹

The test in this study by using writing test form. The scoring of the writing test involve the subjectively, thus find out whether the test is reliable, the writer uses the inter-rater reliability. The formula as following:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

³⁸Indra Jaya & Ardat. *Ibid.*, P. 250-261

³⁹Paul A. Gaeng. *Ibid.* p.386

where:

r : the reliability of the test

N : Number of Students

$\sum x$: sum of rater 1 (OR)

$\sum y$: sum of rater 2 (OR)

D. The Validity of the Test

Validity was the most important consideration in developing and evaluating measuring instrument. An invalid or valid instrument has high validity, the instruments are less valid means to have validity.⁴⁰ The formula applied to find out the validity of the test is:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

x : $X - \bar{X}$

y : $Y - \bar{Y}$

\bar{X} : Skor rata-rata dari X

\bar{Y} : Skor rata-rata dari Y

E. The t - test

To analyze the data, t-test is using. T-test is the statistic analysis that used to know whether there is the significance differences between two Mean Sample or not.⁴¹ The formula of of t-test as following

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1^2 + S_2^2}{N_1 + N_2 - 2}\right)\left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

⁴⁰Suharsimi Arikunto, *Ibid.*, p. 211

⁴¹Sri Wahyuna Saragih. *Statistik Pendidikan*. (Medan : Fakultas Tarbiyah UIN Sumatera Utara, 2017), p.80

Where;

t	= the effect
X_1	= the mean of experimental group
X_2	= the mean of control group .
S_1^2	= standart deviation of Post-test of experimental group
S_2^2	= standart deviation of Post-test of control group
N_1	= the total sample of experimental group
N_2	= the total sample of control group ⁴²

F. Research Procedure

There are some procedures that will use in collecting the data for this research, they are: pre-test, treatment, and post-test. Each of the procedures is described as follows:

1. Pre-test

Pre-test is a test will be giving before the experimental treatment in order to see if the groups are equal.⁴³The pre-test administrated before the treatment. Both experimental and control group are giving the same pre-test. This test using to find the ability of students in writing descriptive text of both groups. The result of the test are administered and compared between two groups if they are in the same of writing descriptive text.

2. Treatment

The treatment conducting after administering the pre-test. The experimental group is teaching by using the Graphic Organizer Technique while the control group with the untreatment, the teacher will explain the definition of descriptive writing, the teacher will explain the types of descriptive writing, the teacher will explain the example of descriptive writing and the teacher will ask them to create

⁴²Sukardi. *Metodologi Penelitian Pendidikan, Kompetensi dan Praktiknya*. (Jakarta: PT Bumi Aksara, 2005),.p.90

⁴³Marguerite G. Lodico, et al, *Ibid.*, P.228

their descriptive writing based on the topic will provide. Both experimental and control groups is teaching with the same material.

3. Post-test

After the treatment completed, both experimental and control group will be giving a post test, using Graphic Organizer Technique and conventional technique. Post test will be conducting to see the effectiveness of the treatment based on the score. The post-test using the same test and the same difficulties with the pre-test.

G. Statistical Hypothesis

Statistical hypothesis will be apply in order to know the result of observation about the sample. It can be construction as follows:

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \geq \mu_y$$

Where :

H_0 : Null hypothesis

H_a : Alternative hypothesis

μ_x : The mean score of students' teach by using Graphic Organizer Technique

μ_y : The mean score of students' teach by using conventional method

CHAPTER IV
FINDINGS AND DISCUSSION

A. Data Description

This study was conducted by applying an experimental research. There were two groups in this research, namely experimental and control group. This research applied a writing test which the total score is 100. The pre test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by applying graphic organizer technique while control group without applying graphic organizer technique.

After conducting the research, the researcher got the data of students' scores in pre test and post test from both experimental and control group.

1. The Score of Pre-Test in Experimental and Control Group

In collecting data of the students' achievement in writing descriptive text in control group by using Teacher Centered Strategy the researcher got the data as following the table.

Table 4.1

The score of Pre Test in Experimental and Control Group

No	X1	X2
1	59	55
2	68	51
3	69	64
4	62	54
5	66	64
6	62	60
7	67	66
8	66	58

9	68	53
10	59	56
11	61	60
12	66	65
13	50	55
14	57	52
15	50	59
16	72	53
17	67	62
18	65	62
19	62	61
20	64	53
21	62	64
22	64	63
23	65	63
24	64	50
25	64	60
26	61	
$\sum n_i=26$	$\sum=1640$	$\sum=1463$

Based on the table above, the researcher explained the score of the data. In the pre test of experimental group, the students who got score 50 was 2 students, 57 was 1 student, 59 was 2 students, 61 was 2 students, 62 was 4 students, 64 was 4 students, 65 was 2 students, 66 was 3 students 67 was 2 students, 68 was 2 students, 69 was 1 student, and 72 was 1 student.

In other hand, the score of the data in pre test of control group, the students who got score 50 was 1 student, 51 was 1 student, 52 was 1 student , 53 was 3 students, 54 was 1 student, 55 was 2 students, 56 was 1 student, 58 was 1 student, 59 was 1 student, 60 was 3 students, 61 was 1 student, 62 was 2 students, 63 was 2 students, 64 was 3 students, 65 was 1 student, and the last score was 66 and only 1 student.

2. The score of Post-Test in Experimental and Control Group

In collecting data of the students' achievement in writing descriptive text by using graphic organizer technique in Experimental group and Control group consistent in Teacher Centered Strategy, the researcher got the data as following the table

Table 4.2
The score of Post-test in Experimental and Control Group

No	X	Y
1	60	56
2	68	52
3	70	64
4	63	56
5	66	64
6	62	62
7	68	67
8	68	60
9	78	55
10	60	56
11	65	60
12	70	65
13	65	55
14	67	53
15	60	60
16	73	60
17	73	63
18	65	64
19	65	65
20	70	56
21	73	65
22	70	65
23	66	65
24	72	57
25	64	61
26	61	
$\sum_{n_1=26}$ $\sum_{n_1=2}$	$\Sigma=1742$	$\Sigma=1506$

Based on the table above, the researcher explained the score of the data. In the post test of experimental group there is raising score when the researcher applying graphic organizer as technique in learning procces, the students who got score 60 was 3 students, 61 was 1 student, 62 was 1 student, 63 was 1 student, 64 was 1 student, 65 was 4 students, 66 was 2 students, 67 was 1 student, 68 was 3 students, 70 was 4 students, 72 was 1 student, 73 was 3 students and 78 was 1 student.

But, in control group was not significance raising score. Such as, there is 1 student got 52 , 53 was 1 student, 55 was 2 students, 56 was 4 students, 57 was 1 student, 60 was 4 students, 61 was 1 student, 62 was 1 student, 63 was 1 student, 64 was 3 students, 65 was 5 students and the last score was 67 and only 1 student who got it.

3. The Analysis of the Test

To findings the result of the research, the researcher was analyzed the score of the test in pre test and post tes from both Experimental and Control.

a. The Analysis of Pre Test in Experimental and Control Group

In this activity, the researcher explained about descriptive text. The researcher asked the students to write a descriptive text about their pet , so they could describe the object completely. The purpose of this activity was to measure the students' achievement in writing descriptive text.

After implementing the test, the researcher assessed the result of the students' writing. From the result she could calculate mean, variant, standart

deviation, standart error mean of the score of students' writing result using the following formula:

Table 4.3

Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and standart Error

Mean (SEM) from pre-test of Experimental (X) and Control Class (Y)

No	X	Y	(x)	(y)	(x ²)	(y ²)	(xy)
1	59	55	-4.1	-3.7	16.81	12.25	14.35
2	68	51	4.9	-7.7	24.01	56.25	-36.75
3	69	64	5.9	5.3	34.81	30.25	32.45
4	62	54	-1.1	-4.7	1.21	20.25	4.95
5	66	64	2.9	5.3	8.41	30.25	15.95
6	62	60	-1.1	1.3	1.21	2.25	-1.65
7	67	66	3.9	7.3	15.21	56.25	29.25
8	66	58	2.9	-0.7	8.41	0.25	-1.45
9	68	53	4.9	-5.7	24.01	30.25	-26.95
10	59	56	-4.1	-2.7	16.81	6.25	10.25
11	61	60	-2.1	1.3	4.41	2.25	-3.15
12	66	65	2.9	6.5	8.41	42.25	18.85
13	50	55	-13.1	-3.7	171.61	12.25	45.85
14	57	52	-6.1	-6.7	37.21	42.25	39.65
15	50	59	-13.1	0.3	171.61	0.25	-6.55
16	72	53	8.9	-5.7	79.21	30.25	-48.95
17	67	62	3.9	3.3	15.21	12.25	13.65
18	65	62	1.9	3.3	3.61	12.25	6.65
19	62	61	-1.1	2.3	1.21	6.25	-2.75
20	64	53	0.9	-5.7	0.81	30.25	-4.95
21	62	64	-1.1	5.3	1.21	30.25	-6.05
22	64	63	0.9	4.3	0.81	20.25	4.05
23	65	63	1.9	4.3	3.61	20.25	8.55
24	64	50	0.9	-8.7	0.81	72.25	-7.65

25	64	60	0.9	1.3	0.81	2.25	1.35
26	61		-2.1		4.41		0
$\sum_{n_1=26}$	$\sum=1640$	$\sum=1463$	$\sum=-0.6$	$\sum=0.5$	$\sum=655.86$	$\sum=580.25$	$\sum=98.95$
$\sum_{n_2=25}$							

The researcher calculated the data based on the steps of the test. The formulation as followed:

The statistic calculation of the data pre-test of variabel X and Y:

a. Mean of variable X and Y

$$Mx = \frac{\sum x}{N}$$

$$My = \frac{\sum y}{N}$$

$$Mx = \frac{1640}{26}$$

$$My = \frac{1463}{25}$$

$$Mx = 63.1$$

$$My = 58.5$$

b. Standard of deviation of variable X and Y

$$SDx = \sqrt{\frac{\sum x^2}{N}}$$

$$SDy = \sqrt{\frac{\sum y^2}{N}}$$

$$SDx = \sqrt{\frac{655.86}{26}}$$

$$SDy = \sqrt{\frac{580.25}{25}}$$

$$SDx = \sqrt{25.23}$$

$$SDy = \sqrt{23.21}$$

$$SDx = 5.02$$

$$SDy = 4.82$$

c. Variant of Variable X and Y

$$Sx = Sx^2 = 5.02^2 = 25.20$$

$$Sy = Sy^2 = 4.82^2 = 23.23$$

d. Calculation of Standard Error Mean (SEM) of X and Y

$$SEMx = \frac{SDx}{\sqrt{Nx-1}}$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}}$$

$$SEMx = \frac{5.02}{\sqrt{26-1}}$$

$$SEMy = \frac{4.82}{\sqrt{25-1}}$$

$$SEM_x = \frac{5.02}{5}$$

$$SEM_y = \frac{4.82}{4.9}$$

$$SEM_x = 1.004$$

$$SEM_y = 0.984$$

e. Calculation of Standart Error Difference Between M_x and M_y ($SEM_x - M_y$) of X and Y

$$SEM - M_y = \sqrt{SEM_x^2 - SEM_y^2} = \sqrt{1.004^2 - 0.984^2} = \sqrt{1.008016 - 0.968256} = \sqrt{0.03976} = 0.20$$

Based on the table above, the average of students from pre- test was still poor and not satisfactory yet. The researcher was aware that most the students in eight grade had difficulty to write appropriate words in the text.

b. The Analysis of Post Test in Experimental and Control Group

The next step of the analysis of the data was doing hypothesis test. Hypothesis test aims to give the answer which proposed by the researcher whether the hypothesis accepted or rejected. The hypothesis test was done by using.

Before deciding the result of hypothesis, the researcher proposed the interpretation toward t_0 (t observation) with procedure having done the field research about the effect of Graphic Organizer Technique on students' achievement in writing descriptive text of students' SMP Ar-Rahman Percut. The researcher had calculated the score in to statistic calculation. The researcher made the calculation tables to get the Mean and Standart Deviation of two variables, the table as follows:

Table 4.4

Worktable for Finding Mean (M), Variant, Standart Deviation (SD) and standart Error Mean (SEM) from post-test of Experimental (X) and Control Class (Y)

No	X	Y	X	Y	x2	y2	xy
1	60	56	-7	-4.24	49	17.9776	29.68
2	68	52	1	-8.24	1	67.8976	-8.24
3	70	64	3	3.76	9	14.1376	11.28
4	63	56	-4	-4.24	16	17.9776	16.96
5	66	64	-1	3.76	1	14.1376	-3.76
6	62	62	-5	1.76	25	3.0976	-8.8
7	68	67	1	6.76	1	456976	6.76
8	68	60	1	-0.24	1	0.0576	-0.24
9	78	55	11	-5.24	121	27.4576	-57.64
10	60	56	-7	-4.24	49	17.9776	29.68
11	65	60	-2	-0.24	4	0.0576	0.48
12	70	65	3	4.76	9	22.6576	14.28
13	65	55	-2	-5.24	4	27.4576	10.48
14	67	53	0	-7.24	0	52.4176	0
15	60	60	-7	-0.24	49	0.0576	1.68
16	73	60	6	-0.24	36	0.0576	-1.44
17	73	63	6	2.76	36	7.6176	16.56
18	65	64	-2	3.76	4	14.1376	-7.52
19	65	65	-2	4.76	4	22.6576	-9.52
20	70	56	3	-4.24	9	17.9776	-12.72
21	73	65	6	4.76	36	22.6576	28.56
22	70	65	3	4.76	9	22.6576	14.28
23	66	65	-1	4.76	1	22.6576	-4.76
24	72	57	5	-3.24	25	10.4976	-16.2
25	64	61	-3	0.76	9	0.5776	-2.28
26	61		-6		36		0
$\frac{\sum_{n_1=26}}{\sum_{n_2=25}}$	$\Sigma=1742$	$\Sigma=1506$	$\Sigma=0$	$\Sigma= -4.9738E-14$	$\Sigma=544$	$\Sigma=470.56$	$\Sigma=47.56$

Where:

x = X - Mx

y = Y - My

N1 = Students of experiment class

N2 = Students of control class

Based on the data above, the writer has calculated the result of $\sum x = 1742$ and $\sum y = 1506$. Then the writer try to find out the mean of variable X and Y with formula:

$$Mx = \frac{\sum x}{N} = \frac{1742}{26} = 67$$

$$My = \frac{\sum y}{N} = \frac{1506}{25} = 60.24$$

Then the writer try to calculate the Standart Deviation of variable X and Y with formula:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{544}{26}} = \sqrt{20.92} = 4.57$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{470,56}{25}} = \sqrt{18.82} = 4.34$$

After gaining the result of $SDx = 4.57$ and $SDy = 4.34$. The writer calculated the variant of variable X and Y (S).

$$Sx = Sx^2 = 4.57 = 20.89$$

$$Sy = Sy^2 = 4.34 = 18.84$$

Then the writer calculated the Standart Errors from Mean of X and Y with formula:

$$SEMx = \frac{SDx}{\sqrt{Nx-1}} = \frac{4.57}{\sqrt{26-1}} = \frac{4.57}{5} = 0.91$$

$$SEMy = \frac{SDy}{\sqrt{Ny-1}} = \frac{4.34}{\sqrt{25-1}} = \frac{4.34}{4.9} = 0.89$$

After gaining the result of $SEMx = 0.91$ and $SEMy = 0.89$. The writer calculated the standart error from mean of differences between variabel X and Y:

$$SEM - My = \sqrt{SEMx^2 - SEMy^2} = \sqrt{0.91^2 - 0.89^2} = \sqrt{0.8281 - 0.7921} = \sqrt{0.036} = 0.18$$

4. The Reliability and Validity Test

In this section, subject of the research were 26 and 25 students of the eighth grade of SMP Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang. The purpose of the researcher is to know the effect of graphic organizer in writing achievement at SMP Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang. The result is obtained the data as follows:

Table 4.5

The research data of the Effect of Graphic Organizer Technique on Students' Achievement in Writing Descriptive Text

X_1 : Teaching using Graphic Organizer as Technique

60	62	65	73	73	61
68	68	70	73	70	
70	68	65	65	66	
63	78	67	65	72	
66	60	60	70	64	

Table 4.6

The research data of the Effect of Graphic Organizer Technique on Students' Achievement in Writing Descriptive Text

Y_1 : Teacher Technique

56	62	60	60	65
52	67	65	63	65
64	60	55	64	65
56	55	53	65	57
64	56	60	56	61

We will prove whether there is a relationship between graphic organizer as variabel X with the writing achievement as variabel Y, step answered:

1. Create H_a and H_0 in the form of a sentences, as follows:

H_0 : There is not an effect of graphic organizer technique on students' achievement in writing descriptive text.

H_a : There is an effect of graphic organizer technique on students' achievement in writing descriptive text.

Create H_a and H_0 in the form of statistics as follows:

H_a : $\mu_x = \mu_y$

H_0 : $\mu_x \geq \mu_y$

2. Select the formula to be used, for this example we will use the formula of product moment correlation with through numbers as follows:

$$r_{xy} = \frac{N(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

3. Create a helper table to calculate the correlation.
4. Enter the statistics contained in the table into the formula:

$$r_{xy} = \frac{N(\sum xy)}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{26(47.56)}{\sqrt{(544)(470.56)}}$$

$$r_{xy} = \frac{1236.56}{\sqrt{255984.64}}$$

$$r_{xy} = \frac{1236.56}{505.95}$$

$$r_{xy} = 2.444$$

The last procedure of the calculation is determining the result of coefficient with the formula :

$$\begin{aligned} \text{KP} &= r_{xy}^2 \times 100\% \\ &= 2.444^2 \times 100\% \\ &= 5.973 \times 100\% \\ &= 597.3\% \end{aligned}$$

So, from the calculated above, has successfully we get r_{xy} amounted to 2.444. If we look, the correlation index numbers we have gained was not marked negative. This means that the correlation between the variabel X (Teaching using graphic organizer technique) and the variable Y (Teacher technique) there is a positive correlation between these two variable .

Based on the approximate put forward we can state that the correlation between variables X and Y variables that are correlations were moderate or strong. This we can give a simple interpretation of the r_{xy} , namely that even if there is a positive correlation between variable X and Y , but the correlation is moderate.

Correlation significant test of whether a correlation of 2.444 other than the force on the sample also apply to the entire population, according to formula:

Rule testing if $r_{\text{count}} \geq r_{\text{table}}$ then a significant correlation, if $r_{\text{count}} \leq r_{\text{table}}$ then the correlation is not significant value r_{table} was taken by $dk=n-k$ where n = number of samples 26, k = numbers of variables is 2.

So, the value r_{table} is taken from the value r_{table} for dk 24 at 5% significance level was 0,388 turns $r_{count} \geq r_{table}$. So, that it can be concluded that the relationship relevance of learning styles to students learning outcomes is significant level of 5%.

5. Normality Test and Homogeneity Test

Then, the data analysis of the sample could be decided based on this following:

1. Normality Test

Normality test is done by using liliefors test. To accept or reject hypothesis, we compared (L observation) with (L table) from Liliefors table $\alpha 0,05$

If $L_o < L_t$ = Data has normal distribution (accepted)

If $L_o > L_t$ = Data not have normal distribution (rejected)

Here is some steps that we do the calculation of Normality test:

1. Make a frequency table. Fill column X with the data, column F with amount of frequency, column Fk with the cumulative frequency.
2. Calculate average each data and standart deviation.
3. Column (Zi) is filled by:

$$Z_i = \frac{X - M}{SD}$$

4. F(Zi) table is failed by looking the coefficient in the table of curve normality.

5. $S(Z_i) = \frac{Fcum}{N}$

6. The highest coefficient in F(zi)-S(zi) column is as (L observation)

The next table is worktable of normality test of experiment class and control class

Table 4.7

Worktable of Normality Test of Pre- test in Experiment Class

No.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	50	2	2	-2.61	0.0045	0.08	-0.0755
2	57	1	3	-1.22	0.1112	0.12	0.0088
3	59	2	5	-0.82	0.2061	0.19	0.0161
4	61	2	7	-0.42	0.3372	0.27	0.0672
5	62	4	11	-0.22	0.4129	0.42	-0.0071
6	64	4	15	0.18	0.5714	0.58	-0.0086
7	65	2	17	0.38	0.6480	0.65	-0.002
8	66	3	20	0.58	0.7190	0.77	-0.051
9	67	2	22	0.78	0.7823	0.85	-0.0677
10	68	2	24	0.98	0.8365	0.92	-0.0835
11	69	1	25	1.18	0.8810	0.96	-0.079
12	72	1	26	1.77	0.9616	1	-0.0384
N			26				
M			63.1				
SD			5.02				
S			25.20				
L _o			0.0672				
L _t			0.171				
Conclusion = L _o < L _t ($\alpha = 0, 05$ N=26), so data distribution was normal							

Table 4.8

Worktable of Normality Test of Post- test at Experiment Class

No	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	60	3	3	-1.53	0.0630	0.12	-0.057
2	61	1	4	-1.31	0.0951	0.15	-0.0549
3	62	1	5	-1.09	0.1379	0.19	-0.0521
4	63	1	6	-0.88	0.1894	0.23	-0.0406
5	64	1	7	-0.66	0.2546	0.27	-0.0154
6	65	4	11	-0.44	0.3300	0.42	-0.09
7	66	2	13	-0.22	0.4129	0.5	-0.0871
8	67	1	14	0	0.5000	0.54	-0.04
9	68	3	17	0.22	0.5871	0.65	-0.0629
10	70	4	21	0.66	0.7454	0.81	-0.0646
11	72	1	22	1.09	0.8621	0.85	0.0121
12	73	3	25	1.31	0.9049	0.96	-0.0551
13	78	1	26	2.41	0.9920	1	-0.008
N	26						
M	67						
SD	4.57						
S	20.89						
L _o	0.0121						
L _t	0.171						
Conclusion = $L_o < L_t$ ($\alpha = 0, 05$ N=26), so data distribution was normal							

Table 4.9

Worktable of Normality Test of Pre- test at Control Class

No.	X_i	F_i	F kum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(z_i)-S(z_i)$
1	50	1	1	-1.76	0.0392	0.04	-0.0008
2	51	1	2	-1.56	0.0594	0.08	-0.0206
3	52	1	3	-1.35	0.0885	0.12	-0.0315
4	53	3	6	-1.14	0.1271	0.24	-0.1129
5	54	1	7	-0.93	0.1762	0.28	-0.1038
6	55	2	9	-0.73	0.2327	0.36	-0.1273
7	56	1	10	-0.52	0.3015	0.4	-0.0985
8	58	1	11	-0.10	0.4602	0.44	0.0202
9	59	1	12	0.10	0.5398	0.48	0.0598
10	60	3	15	0.31	0.6217	0.6	0.0217
11	61	1	16	0.52	0.6985	0.64	0.0585
12	62	2	18	0.73	0.7673	0.72	0.0473
13	63	2	20	0.93	0.8238	0.8	0.0238
14	64	3	23	1.14	0.8729	0.92	-0.0471
15	65	1	24	1.35	0.9115	0.96	-0.0485
16	66	1	25	1.56	0.9406	1	-0.0594
N		25					
M		58.5					
SD		4.82					
S		23.23					
L_o		0.0598					
L_t		0.173					
Conclusion = $L_o < L_t$ ($\alpha = 0, 05$ N=25), so data distribution was normal							

Table 4.10

Worktable of Normality Test of Post- test at Control Class

No.	X_i	F_i	F kum	Z_i	$F(Z_i)$	$S(Z_i)$	$F(z_i)-S(z_i)$
1	52	1	1	-1.90	0.0287	0.04	-0.0113
2	53	1	2	-1.67	0.0475	0.08	-0.0325
3	55	2	4	-1.21	0.1131	0.16	-0.0469
4	56	4	8	-0.98	0.1635	0.32	-0.1565
5	57	1	9	-0.75	0.2266	0.36	-0.1334
6	60	4	13	-0.06	0.4761	0.52	-0.0439
7	61	1	14	0.18	0.5714	0.56	0.0114
8	62	1	15	0.41	0.6591	0.6	0.0591
9	63	1	16	0.64	0.7389	0.64	0.0989
10	64	3	19	0.87	0.8078	0.76	0.0478
11	65	5	24	1.10	0.8643	0.96	-0.0957
12	67	1	25	156	0.9406	1	-0.0594
N		25					
M		60.24					
SD		4.34					
S		18.84					
L_o		0.0989					
L_t		0.173					
Conclusion = $L_o < L_t$ ($\alpha = 0, 05$ $N=25$), so data distribution was normal							

Based on the calculation tables above, it could be summarized the normality test of the data from experiment and control class as next following table :

Table 4.11

The Summary of Normality test of The Data

The Summary of Normality test of Pre-test and Post test Data				
Class	L _o		L _t	Conclusion
	Pre-test	Post-test		
Experiment	0.0672	0.0121	0.171	Normal
Control	0.0598	0.0989	0.173	Normal

Based on the table above, it shows that $L_o < L_t$, so it showed the data which got from both samples had normal distribution.

1. Homogeneity Test

Homogeneity test was done by doing Fisher test. It aimed to know whether the sample that used in the research is homogenous or not. The formula is as follows:

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

Where :

S_1^2 = The biggest variant of both variable

S_2^2 = The smallest variant of both variable

Then the homogeneity of the sample could be decided based on this following hypothesis :

If $F_o < f_t$ = data is homogenous

If $F_o > f_t$ = data is not homogenous (heterogenous)

a. Data of research

Analysis data of post-test of both variable:

- Variant of post-test experiment class : 20.89
- Variant of post-test control class : 18.84

$$F_o = \frac{20.89}{18.84} = 1.11$$

The coefficient of from the table of F distribution α 0.05 with numerator degree of freedoms 1 = 26 (N-1=26-1 = 25), and denominator degree of freedom 2 = 25 (N-1=25-1=24). Where F_{table} . so it could be concluded that F_{table} determined at real α =0.05 is 1.975

From the calculation above, it was found that $F_{count} = 1.11$. Then, the coefficient of F_{count} was compared to F_{table} . So, it could be concluded that $F_{count} < F_{table} = 1.11 < 1.975$. It means the samples of post test that used in this research is homogenous or it could be concluded that the data of this research had completed the requirements to be hyphothesized.

6. Hyphothesis Testing

Table 4.12

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

No	Score Post-test	Score Pre-test	Decreases
1	60	59	1
2	68	68	0
3	70	69	1
4	63	62	1
5	66	66	0
6	62	62	0
7	68	67	1
8	68	66	2
9	78	68	10
10	60	59	1
11	65	61	4

12	70	66	4
13	65	50	15
14	67	57	10
15	60	50	10
16	73	72	1
17	73	67	6
18	65	65	0
19	65	62	3
20	70	64	6
21	73	62	11
22	70	64	6
23	66	65	1
24	72	64	8
25	64	64	0
26	61	61	0
Σ			102
Mean			3.92

Table 4.13

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

No	Score Post-test	Score Pre-test	Decreases
1	56	55	1
2	52	51	1
3	64	64	0
4	56	54	2
5	64	64	0
6	62	60	2
7	67	66	1
8	60	58	2
9	55	53	2
10	56	56	0
11	60	60	0
12	65	65	0
13	55	55	0
14	53	52	1
15	60	59	1

16	60	53	7
17	63	62	1
18	64	62	2
19	65	61	4
20	56	53	3
21	65	64	1
22	65	63	2
23	65	63	2
24	57	50	7
25	61	60	1
Σ			43
Mean			1.72

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

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}} \\
 &= \frac{3.92 - 1.72}{\sqrt{\left(\frac{20.89 + 18.84}{26 + 25 - 2}\right)\left(\frac{1}{26} + \frac{1}{25}\right)}} \\
 &= \frac{2.2}{\sqrt{\left(\frac{39.73}{49}\right)(0.08)}} \\
 &= \frac{2.2}{\sqrt{(0.81)(0.08)}} \\
 &= \frac{2.2}{\sqrt{0.0648}} \\
 &= \frac{2.2}{0.25} \\
 &= 8.8
 \end{aligned}$$

Then in order to complete the result of this research, the writer try to find out the coefficient of $t_t \alpha 0.050$ at degree of freedom = $(N_1+N_2-2) = (26+25-2) = 49$ is 2.010 (calculation by Excel). Based on the table, df 49 at significant level is 2.010. So, the result is $8.8 > 2.010$. It means that t_o (t observation) is higher than t_t (t table).

Before deciding the result of hyphothesis, the writer proposed interpretation toward t_o (t observation) with procedure as follows:

1. Formulating alternative hyphothesis (H_a): there are significant mean differences between variable X and Y.
2. Formulating null hyphothesis (H_0): there are not significant mean differences between variable X and Y.

Furthermore, the writer has the assumption as the statistic hyphothesis states:

1. If the result of calculation t_o (t observation) is bigger than t_t (t table), $t_o > t_t$:
The null hyphothesis (H_0) is rejected. It mean that the experiment technique is **accepted**
2. If the result of calculation t_o (t observation) is smaller than t_t (t table), $t_o < t_t$:
The null hyphothesis (H_0) is rejected. It mean that the experiment technique is **rejected**

Based on the result of calculation, the writer obtained value of t_o 8.8 and degree of freedom $df = 49$ ($N_1+ N_2 -2$). To know whether it is significant or not we have to look at the t_{table} . The result of t_t on significant $0.05 = 2.010$. It indicates that $t_o > t_t$ or $8.8 > 2.010$ or $(2.010 < 8.8)$, so the null hyphothesis is rejected and the alternative hyphothesis is accepted. Therefore the writer hyphothesis is

accepted, it means that there is a significant affective of using Graphic Organizer Technique in teaching writing.

B. Findings

In this section, the researcher presents the students' writing achievement before and after taught by using graphic organizer as a technique in the teaching writing. The subject of the research is 26 students in experimental group and 25 students in control group of the eighth grade of SMP Swasta Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang.

Before analyzing the hypothesis, the writer calculated the normality to find the data had normal distribution. In the pre-test of experiment class it can be seen that the Liliefors Observation or $Lo (0.0672) < Lt (0.171)$. It means that data had normal distribution. In the pre-test of control class, it can be seen that the Liliefors Observation or $Lo (0.0598) < Lt (0.173)$. It means that data had normal distribution. It can be concluded that the data of pre-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

In post-test of experiment class, it can be seen that the Liliefors Observation or $Lo (0.0121) < Lt (0.171)$. It means that data had normal distribution. In the post-test of control class it can be seen that the Liliefors Observation or $Lo (0.0986) < Lt (0.173)$. It means that data had normal distribution. It can be concluded that the data of post-test had been used in experiment class and control class were normal and assessed as valid to be used in this research.

After calculating the normality test, the writer counts the mean of pre test in experiment and control group. The mean of pre-test in experiment group was 63.1, and in control group the mean of pre-test was 58.5. And the mean of post-test in experiment group was 67. In control group the mean of post-test was 60.24. The result shows that mean of experiment group was higher than control group.

After variance of experiment and control group was found, the writer was calculated homogeneity test to determined t-test formula. Based on the calculation of homogeneity test, it could be seen that the test is homogenous in both of classes.

The results of t-test shows that t-value is higher than t-table. Thus, in this case, the null hypothesis (H_0) in this research is rejected and alternative hypothesis (H_a) is accepted. It means that the treatment which is given to the experiment group by using graphic organizer technique to improve students' achievement in writing descriptive text is successful.

C. Discussion

There was a significant effect on students' achievement in writing descriptive text by using graphic organizer technique. It was proved by graphic organizer technique have higher score than were taught by Conventional Technique its showed that the result of t_{observed} is 8.8 and t_{table} is 2.010 ($t_{\text{observed}} > t_{\text{table}}$, $8.8 > 2.010$).

It was explained in Chapter II that a graphic organizer technique are visual graphic that pedagogical tools for organizing contents and ideas and facilitating learners' comprehension of newly acquired information. It is are an effective way of giving concepts to explain their ideas to develop their skill in writing skill.

In graphic organizer the researcher select the information teacher intend to present to the students. This may be a chapter, or a story, or a certain concept. Decide what key components are necessary for the students to learn. Create a graphic representation of that information, such as those illustrated.

Based on the explanation above, using graphic organizer as a technique that showed the real effect in teaching writing because it can help the students to improve their ideas in writing achievement at SMP Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang.

CHAPTER V

CLOSING

A. Conclusion

After carrying the experiment, the result shows that the comparison of students' scores of experimental class in SMP Swasta Ar-Rahman Percut Kec. Percut Sei Tuan Kab. Deli Serdang from analysis of data is significant. It means that graphic organizer gives valuable effect in improving students' achievement in writing descriptive text.

The post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 67 while that of control group was 60.24. This meant that in teaching writing, students who were taught by using Graphic Organizer Technique had higher scores than those who were taught without using it.

Based on the findings of the research, it could be concluded that there is a significant effect between the writing achievement that were taught by using Graphic Organizer Technique and those who were taught without using it. This shows that the result of t_{observed} is 8.8 and t_{table} is 2.010 ($t_{\text{observed}} > t_{\text{table}}$, $8.8 > 2.010$). It means that H_0 is rejected and H_a is accepted. So, there is a significant effect of graphic organizer technique on the students' achievement in writing descriptive text.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions as follows:

1. English teachers are recommended to use graphic organizer technique in their teaching learning process in order to affect the students' achievement in writing descriptive text.
2. The researchers who are interested in doing a research related to this study should try to apply graphic organizer technique on different level of learners through different genre to prove the effectiveness of graphic organizer technique on students' achievement in writing descriptive text.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

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APPENDIX I

LESSON PLAN I
(EXPERIMENTAL GROUP)
PRE-TEST

School : SMP Swasta Ar-Rahman Percut
Class : VIII-A
Subject : English
Skill : Writing
Genre : Descriptive Text
Time : 2 x 40 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

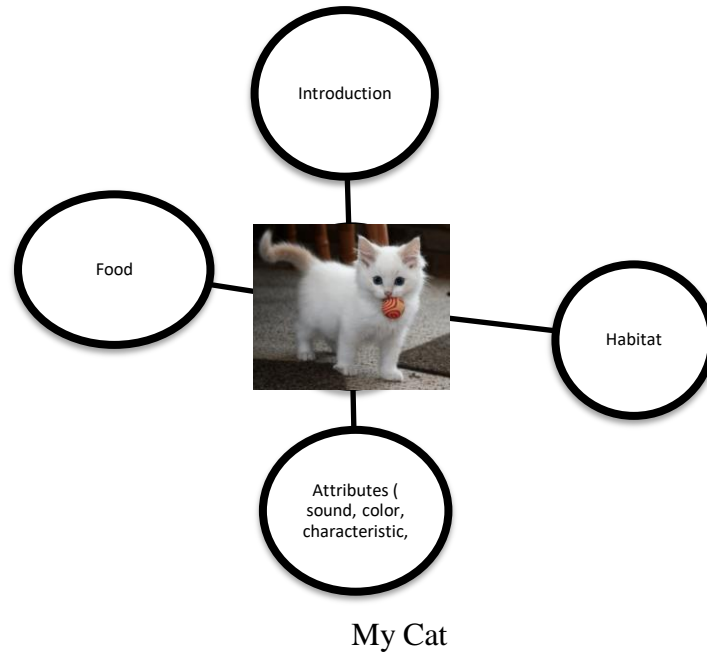
1. Analyze the social functions, generic structures, and language features in descriptive text.
2. Mention the characteristic of person, animal and thing to describe each other.
3. Write the descriptive text by using Graphic Organizer Technique.

D. Objectives

1. Students are able to identify the social functions, generic structures, and language features of descriptive text.
2. Students are able to write the descriptive text by using Graphic Organizer Technique.

E. Teaching Material

1. Giving test about descriptive text by using Graphic Organizer Technique
2. Example of descriptive text (My pet)



I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. Kitty looks very cute and sweet with her white soft fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Sheet of Graphic Organizer

G. Learning Strategy

Cooperative Learning

H. Source

Internet

I. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	<ol style="list-style-type: none"> 1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the meeting. 	10'
2	Main Activities	
	<ol style="list-style-type: none"> 1. Teacher gives the test to write descriptive text with topic "My Cat". 2. Teacher asks the students to write descriptive text by using Graphic Organizer Technique. 3. Teacher collect the exercise. 4. Teacher discuss it together. 	50'
3	Closing	
	<ol style="list-style-type: none"> 1. Teacher conclude the material of the lesson today. 2. Teacher closes the class with do'a and remind the students to study at home. 	10'

J. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

LESSON PLAN II
(EXPERIMENTAL GROUP)
TREATMENT

School : SMP Swasta Ar-Rahman Percut

Class : VIII-A

Subject : English

Skill : Writing

Genre : Descriptive Text

Time : 2 x 40 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

1. Analyze the generic structures, social functions and language features in descriptive text.
2. Mention the characteristic of person, animal and thing to describe each other.
3. Construct a Graphic Organizer based on the text given.

D. Objectives

1. Students are able to analyze the social functions, generic structures, and language features of descriptive text.

2. Students are able to write the descriptive text by using Graphic Organizer Technique.

E. Teaching Material

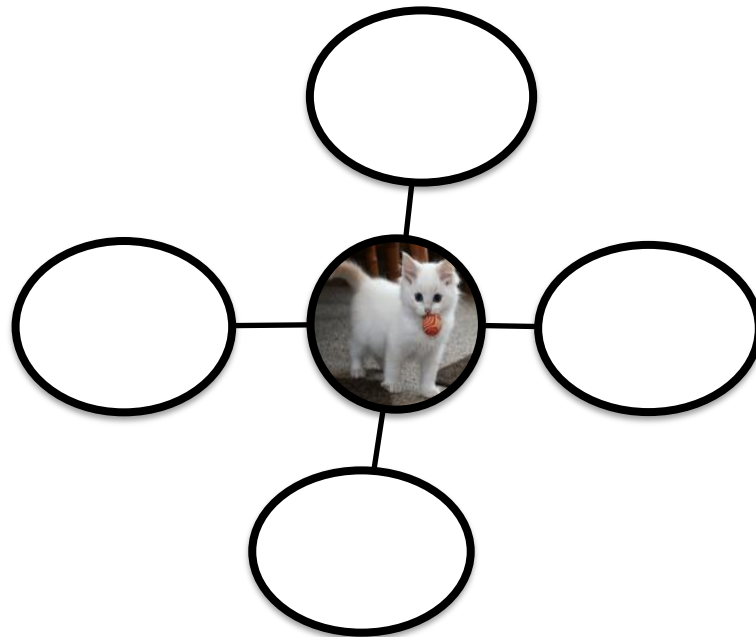
1. Generic Structures, and language features of descriptive text.
2. Procedur in Graphic Organizer
3. Example of Descriptive Text about “My Cat”

My Cat

I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. Kitty looks very cute and sweet with her white soft fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

Test instrumen : Fill in the Graphic Organizer Technique about the characteristic based on the text given.



F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Sheet of Graphic Organizer

G. Learning Strategy

1. Cooperative Learning
2. Graphic Organizer Technique

Source :

Internet

H. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	<ol style="list-style-type: none"> 1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the meeting. 	10'
2	Main Activities	
	<ol style="list-style-type: none"> 1. Teacher discuss the previous lesson about the generic structure and language features of descriptive text. 2. Teacher explains the procedure of Graphic Organizer Technique. 3. Teacher gives the examples of descriptive text. 4. Teacher gives the students piece of paper Graphic Organizer. 5. Teacher discuss it together. 	50'
3	Closing	
	<ol style="list-style-type: none"> 1. Teacher conclude the material of the lesson today. 2. Teacher closes the class with do'a . 	10'

I. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

LESSON PLAN III
(EXPERIMENTAL GROUP)
POST-TEST

School : SMP Swasta Ar-Rahman Percut
Class : VIII-A
Subject : English
Skill : Writing
Genre : Descriptive Text
Time : 2 x 40 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

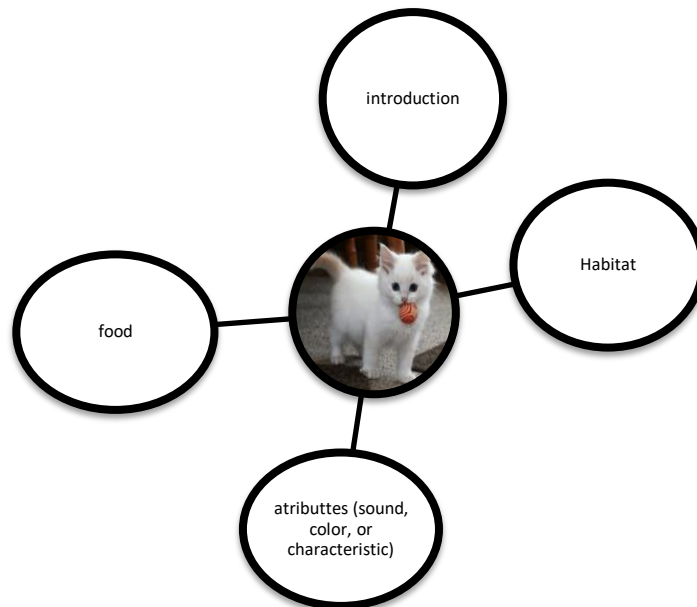
Write a descriptive text by using Graphic Organizer based on the text given.

D. Objectives

Students are able to write the descriptive text by using Graphic Organizer Technique.

E. Teaching Material

Graphic Organizer Technique given by teacher about “My Pet”



Test Instrument :

Write a descriptive text about “My Cat” based on the ideas stated in the Graphic Organizer Technique

F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Sheet of Graphic Organizer Technique

G. Learning Strategy

Graphic Organizer Technique

H. Source :

Internet

I. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	<ol style="list-style-type: none"> 1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the 	10'

	meeting.	
2	Main Activities	
	<ol style="list-style-type: none"> 1. Teacher gives the students piece of paper Graphic Organizer Technique. 2. Teacher gives a topic (my chicken) 3. Teacher asks the students to make descriptive text by using Graphic Organizer Technique. 4. Teacher collect the exercise. 	50'
3	Closing	
	<ol style="list-style-type: none"> 1. Teacher conclude the material of the lesson today. 2. Teacher closes today's meeting 	10'

J. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

Percut, 2018

Know by,

Head Master

English Teacher

Researcher

Zainuddin Hasibuan, M. Si

Suchroni Panjaitan S.Pd

Yusnaini

APPENDIX II**LESSON PLAN I
(CONTROL GROUP)
PRE-TEST**

School	: SMP Swasta Ar-Rahman Percut
Class	: VIII-C
Subject	: English
Skill	: Writing
Genre	: Descriptive Text
Time	: 2 x 30 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

1. Analyze the social functions, generic structures, and language features in descriptive text.
2. Mention the characteristic of person, animal and thing to describe each other.

D. Objectives

1. Students are able to identify the social function, generic structure, and language features of descriptive text.

2. Students are able to write the descriptive text by using conventional method.

E. Teaching Material

Giving test about descriptive text (My Cat)

My Cat

I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. Kitty looks very cute and sweet with her white soft fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Paper

G. Learning Strategy

Conventional method

H. Source :

Internet

I. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the meeting.	5'
2	Main Activities	
	1. Teacher asks the students to take piece of paper. 2. Teacher gives a topic (my cat) 3. Teacher asks the students to make descriptive text. 4. Teacher collect the exercise.	50'
3	Closing	
	1. Teacher conclude the material of the lesson today. 2. Teacher closes the class with do'a and remind the students to study at home.	5'

J. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

**LESSON PLAN II
(CONTROL GROUP)
TREATMENT**

School : SMP Swasta Ar-Rahman Percut

Class : VIII-C

Subject : English

Skill : Writing

Genre : Descriptive Text

Time : 2 x 30 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

1. Analyze the social functions, generic structures, and language features in descriptive text.
2. Mention the characteristic of person, animal and thing to describe each other.
3. Make the outline based on the text given.

D. Objectives

1. Students are able to identify the social function, generic structure, and language features of descriptive text.
2. Students are able to write the descriptive text by using conventional method.

E. Teaching Material

1. Descriptive Text

a. Social Function:

- 1) It uses clear and concise language.
- 2) It uses the effective verb.
- 3) It uses figurative language.

b. Generic Structure

- 1) Identification : Identifies phenomenon that will be describe.
- 2) Description : Describe about parts, qualities, or characteristics of something or someone in detail.

c. Language Features

- 1) Using present tense and past tense to describe something in the past.
- 2) Using relating verbs in giving information.
- 3) Using adjective, adverb, and verbal phrase.

2. Example of descriptive text (My Pet)

My Cat

I have a lovely cat. I found this cat about 1 year ago in front of my house. It was a little cat who has no house and I could not find her mother so that I decided to take care of it. I named this cat Kitty. Kitty is the one and only cat that I like because it is very cute.

Kitty is about one year old now. It is a persian cat with a very clear bright white fur. It has very smooth fur and the fur is longer than any other cats that I have ever seen. Kitty looks very cute and sweet with her white soft fur. I also regularly bath it twice a week so that Kitty will be healthy and is not vulnerable of any disease. I feed it regularly with a special food for cats. I also give Kitty a little bowl of milk three times in a week so that it becomes healthy and well-cared.

F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Paper

G. Learning Strategy

Conventional method

H. Source

Internet

I. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the meeting.	5'
2	Main Activities	
	1. Teacher explains about descriptive text (generic structure and language features). 2. Teacher gives the examples of descriptive text.	50'
3	Closing	
	1. Teacher conclude the material of the lesson today. 2. Teacher closes the class with do'a and remind the students to study at home.	5'

J. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

**LESSON PLAN III
(CONTROL GROUP)
POST-TEST**

School : SMP Swasta Ar-Rahman Percut
Class : VIII-C
Subject : English
Skill : Writing
Genre : Descriptive Text
Time : 2 x 40 minutes

A. Standard Competence

To express the meaning of written functional text short essay in forms of descriptive to interaction in proximate environment.

B. Basic Competence

Arrange the descriptive text in orally and written, short simple text, related to person, animal, thing, and understanding the social function, generic structure, and language features as correctly and contextual.

C. Indicators

Write a descriptive text by using conventional method.

D. Objectives

Students are able to write the descriptive text by using conventional method.

E. Teaching Material

Write a descriptive text about "My Cat"

F. Media

1. English Dictionary
2. Whiteboard and marker
3. Picture
4. Paper

G. Learning Strategy

Conventional method

H. Source : Internet

I. Teaching and Learning Process

No	Activities	Time allocation
1	Opening	
	<ol style="list-style-type: none"> 1. Teacher greets the students, check attendance list, and do'a. 2. Teacher explains what the class is going to do in the meeting. 	5'
2	Main Activities	
	<ol style="list-style-type: none"> 1. Teacher asks the students to write descriptive text based on the picture. 2. Teacher ask the students to collect their answer sheet. 	50'
3	Closing	
	<ol style="list-style-type: none"> 1. Teacher conclude the material of the lesson today. 2. Teacher closes the class with do'a and remind the students to study at home. 	5'

J. Assessment :

No	Criteria	Score
1	Content	30
2	Organization	20
3	Vocabullary	20
4	Language	25
5	Mechanic	5
Total		100

Percut, 16 July 2018

Know by,

Head Master

English Teacher

Researcher

Zainuddin Hasibuan, M. Si

Suchroni Panjaitan S.Pd

Yusnaini

APPENDIX III

Pre – Test and Post – Test

a. Control Group

Pre – Test

Name : _____

Class : _____

Instruction :

Write a descriptive text about “My Cat”

Post – Test

Name : _____

Class : _____

Instruction :

Write a descriptive text about “My Cat”

APPENDIX IV

Pre – Test and Post – Test

b. Experimental Group

Pre – Test

Name : _____

Class : _____

Instruction :

Write a descriptive text about “My Cat”

Post – Test

Name : _____

Class : _____

Instruction :

1. Before you write, brainstorm your ideas about “My Cat” in the Graphic Organizer.
2. Take your brainstorming of the draft and write a descriptive text about “My Cat”.

APPENDIX V

Scoring The Test

1. Content	
Score	Criteria
30 – 27	Excellent to Very Good: knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.
26 – 22	Good Average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic; but lacks details.
21 – 17	Fair to Poor: limited knowledge of subject; little substance; inadequate development of topic
16 – 13	Very Poor: does not show knowledge of subject; non-substantive; not pertinent; not enough to evaluate.
2. Organization in Descriptive Text	
20 – 18	Excellent to Very Good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive. Applying chronological order: identification, and description.
17 – 14	Good to Average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing. Applying Chronological order: identification, description.
13 – 10	Fair to Poor: non-fluent; ideas confused or disconnected; lacks logical but incomplete sequencing. Applying chronological order: identification, description.

9 – 7	Very Poor : does not communication; no organization; or not enough to evaluate. No applying chronological order: identification, description.
3. Vocabulary	
20 – 18	Excellent to Very Good: sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
17 – 14	Good to Average: adequate range; occasional errors of word/idiom form, choice and usage <i>but meaning not obscured</i> .
13 – 10	Fair to Poor limited range; frequent errors of word/idiom form, choice, usage; <i>meaning confused or obscured</i> .
9 – 7	Very Poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
4. Language Use	
25 – 22	Excellent to Very Good: effective complex constructions; few errors of agreement, tense, number, word order/ function, articles, pronouns and prepositions. Using adverb of time; action verb and present tense well.
21 – 18	Good to Average: effective but simple constructions; minor problem in complex; several errors of agreement, tense, number, word order/ function, articles, pronouns and prepositions <i>but meaning seldom obscured</i> . Using adverb of time; action verb and present tense with a few mistakes.

17 – 11	Fair to Poor: major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-in, deletions; <i>meaning confused or obscured</i> . Using adverb of time, action verb and present tense with many mistakes.
10 – 5	Very Poor: virtually no mastery of sentence construction rules; dominated by errors; does not communicate; or not enough to evaluate. Using adverb of time, action verb and present tense wrongly.
5. Mechanics	
05	Excellent to Very Good: demonstrates mastery of conventions; few errors of spelling punctuation, capitalization, paragraph.
04	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> .
03	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; <i>meaning confused or obscured</i>
02	Very Poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting is illegible, or not enough to evaluate.

APPENDIX VI

Students' Initial And Real Name Of Experimental Group (VIII-A)

No	Initial Name	Real Name
1	AP	Ardelia putri
2	BZ	Badi'u Zaman
3	CK	Canda Kinanti
4	DSLPL	Diva sekawan lia putri
5	FSS	Fadillah sekar sari
6	HF	Habib fadila
7	HW	Hardi wijaya
8	HW	Harta wijaya
9	HP	Herman prayotto
10	INST	Irfan Nst
11	IV	Ivan renaldi
12	JA	Jessica amanda
13	MG	M. Gnailani Athari
14	MH	M.Hafiz
15	MJD	M. Jihan Danu
16	NA	Nanang Ardiansyah

17	NM	Nanda Meyhinta
18	NANST	Nurul Aini Nst
19	NT	Nurhalimah Tussadiyah
20	RHL	Ruwiyana Hafizah Lubis
21	SAP	Sean Aryuda Pratama
22	SK	Siti Khodijah
23	SDS	Surya Didi Suprpto
24	SPS	Syarif Pramanda S.
25	VA	Vina Anggraini
26	YW	Yusrianda W

APPENDIX VII**Students' Initial And Real Name Of Control Group (VIII-C)**

No	Initial Name	Real Name
1	AS	Aditya Saputra
2	A	Ageng
3	AMH	Agus Mahendra Harahap
4	AB	Ahmad Basith
5	APF	Ayu Putri Fauziah
6	BP	Budi Pratama
7	CLH	Cindy Laila Hanum
8	DP	Dimas Pratama
9	GK	Gusti Kurniawan
10	HA	Hafizh Ansari
11	KSS	Karin Syahana Siregar
12	LF	Lidya Fransisca
13	MHT	Mahawi Hafizah Tumangger
14	MA	M. Andriansyah
15	MP	M. Pahrurrozi
16	MZF	Mhd. Zaki Fauzan
17	NA	Nur Azizah
18	NA	Nurul Ain A.w
19	N	Nurhasanah
20	SDP	Suhar Damaya Pradiva

21	SHR	Syahrian Haris R.
22	TSNA	Tri Suci Nur Aini
23	WNP	Windari Nailah Putri
24	Z	Zulkarnaen
25	Z	Zulfahirah

APPENDIX VIII**The score of Pre Test in Experimental and Control Group**

No	Experimental	Control
1	59	55
2	68	51
3	69	64
4	62	54
5	66	64
6	62	60
7	67	66
8	66	58
9	68	53
10	59	56
11	61	60
12	66	65
13	50	55
14	57	52
15	50	59
16	72	53
17	67	62
18	65	62
19	62	61
20	64	53
21	62	64
22	64	63
23	65	63
24	64	50
25	64	60
26	61	
$\sum n_i=26$	$\Sigma=1640$	$\Sigma=1463$

APPENDIX IX

The score of Post Test in Experimental and Control Group

no	X	Y
1	60	56
2	68	52
3	70	64
4	63	56
5	66	64
6	62	62
7	68	67
8	68	60
9	78	55
10	60	56
11	65	60
12	70	65
13	65	55
14	67	53
15	60	60
16	73	60
17	73	63
18	65	64
19	65	65
20	70	56
21	73	65
22	70	65
23	66	65
24	72	57
25	64	61
26	61	
$\sum_{n_1=26}$ $\sum_{n_1=2}$	$\Sigma=1742$	$\Sigma=1506$

APPENDIX X

Z_i and S(Z_i) of Pre and Post test Experimental Group

A. Pre test Experimental Group

1) Finding Z score

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

$$Z_i 1 = \frac{50 - 63.1}{5.02} = -2.61$$

$$Z_i 2 = \frac{57 - 63.1}{5.02} = -1.22$$

$$Z_i 3 = \frac{59 - 63.1}{5.02} = -0.82$$

$$Z_i 4 = \frac{61 - 63.1}{5.02} = -0.42$$

$$Z_i 5 = \frac{62 - 63.1}{5.02} = -0.22$$

$$Z_i 6 = \frac{64 - 63.1}{5.02} = 0.18$$

$$Z_i 7 = \frac{65 - 63.1}{5.02} = 0.38$$

$$Z_i 8 = \frac{66 - 63.1}{5.02} = 0.58$$

$$Z_i 9 = \frac{67 - 63.1}{5.02} = 0.78$$

$$Z_i 10 = \frac{68 - 63.1}{5.02} = 0.98$$

$$Z_i 11 = \frac{69 - 63.1}{5.02} = 1.18$$

$$Z_i 12 = \frac{72 - 63.1}{5.02} = 1.77$$

2) Finding S(Z_i)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$1. \frac{2}{26} = 0.08$$

$$2. \frac{3}{26} = 0.12$$

$$3. \frac{5}{26} = 0.19$$

4. $\frac{7}{26} = 0.27$

5. $\frac{11}{26} = 0.42$

6. $\frac{15}{26} = 0.58$

7. $\frac{17}{26} = 0.65$

8. $\frac{20}{26} = 0.77$

9. $\frac{22}{26} = 0.85$

10. $\frac{24}{26} = 0.92$

11. $\frac{25}{26} = 0.96$

12. $\frac{26}{26} = 1$

B. Post test Experimental Group

1) Finding Z score

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

$$Z_i 1 = \frac{60-67}{4.57} = -1.53$$

$$Z_i 2 = \frac{61-67}{4.57} = -1.31$$

$$Z_i 3 = \frac{62-67}{4.57} = -1.09$$

$$Z_i 4 = \frac{63-67}{4.57} = -0.88$$

$$Z_i 5 = \frac{64-67}{4.57} = -0.66$$

$$Z_i 6 = \frac{65-67}{4.57} = -0.44$$

$$Z_i 7 = \frac{66-67}{4.57} = -0.22$$

$$Z_i 8 = \frac{67-67}{4.57} = 0$$

$$Z_i 9 = \frac{68-67}{4.57} = 0.22$$

$$Z_i 10 = \frac{70-67}{4.57} = 0.66$$

$$Z_i 11 = \frac{72-67}{4.57} = 1.09$$

$$Z_i 12 = \frac{73-67}{4.57} = 1.31$$

$$Z_i 13 = \frac{78-67}{4.57} = 2.41$$

2) Finding S(Zi)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

1. $\frac{3}{26} = 0.12$

2. $\frac{4}{26} = 0.15$

3. $\frac{5}{26} = 0.19$

4. $\frac{6}{26} = 0.23$

5. $\frac{7}{26} = 0.27$

6. $\frac{11}{26} = 0.42$

7. $\frac{13}{26} = 0.5$

8. $\frac{14}{26} = 0.54$

9. $\frac{17}{26} = 0.65$

10. $\frac{21}{26} = 0.81$

11. $\frac{22}{26} = 0.85$

12. $\frac{25}{26} = 0.96$

13. $\frac{26}{26} = 1$

APPENDIX XI

Z_i and S(Z_i) of Pre and Post test Control Group

A. Pre test Control Group

1) Finding Z score

$$\text{Formula : } Z_i = \frac{X_i - \bar{x}}{s}$$

$$Z_i 1 = \frac{50 - 58.5}{4.82} = -1.76$$

$$Z_i 2 = \frac{51 - 58.5}{4.82} = -1.56$$

$$Z_i 3 = \frac{52 - 58.5}{4.82} = -1.35$$

$$Z_i 4 = \frac{53 - 58.5}{4.82} = -1.14$$

$$Z_i 5 = \frac{54 - 58.5}{4.82} = -0.93$$

$$Z_i 6 = \frac{55 - 58.5}{4.82} = -0.73$$

$$Z_i 7 = \frac{56 - 58.5}{4.82} = -0.52$$

$$Z_i 8 = \frac{58 - 58.5}{4.82} = -0.10$$

$$Z_i 9 = \frac{59 - 58.5}{4.82} = 0.10$$

$$Z_i 10 = \frac{60 - 58.5}{4.82} = 0.31$$

$$Z_i 11 = \frac{61 - 58.5}{4.82} = 0.52$$

$$Z_i 12 = \frac{62 - 58.5}{4.82} = 0.73$$

$$Z_i 13 = \frac{63 - 58.5}{4.82} = 0.93$$

$$Z_i 14 = \frac{64 - 58.5}{4.82} = 1.14$$

$$Z_i 15 = \frac{65 - 58.5}{4.82} = 1.35$$

$$Z_i 16 = \frac{66 - 58.5}{4.82} = 1.56$$

2) Finding S(Zi)

$$S(Z_i) = \frac{F_{Kum}}{N}$$

1. $\frac{1}{25} = 0.04$

2. $\frac{2}{25} = 0.08$

3. $\frac{3}{25} = 0.12$

4. $\frac{6}{25} = 0.24$

5. $\frac{7}{25} = 0.28$

6. $\frac{9}{25} = 0.36$

7. $\frac{10}{25} = 0.4$

8. $\frac{11}{25} = 0.44$

9. $\frac{12}{25} = 0.48$

10. $\frac{15}{25} = 0.6$

11. $\frac{16}{25} = 0.64$

12. $\frac{18}{25} = 0.72$

13. $\frac{20}{25} = 0.8$

14. $\frac{23}{25} = 0.92$

15. $\frac{24}{25} = 0.96$

16. $\frac{25}{25} = 1$

B. Post test Control Group

1) Finding Z score

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

$$Z_i 1 = \frac{52 - 60.24}{4.34} = -1.90$$

$$Z_i 2 = \frac{53 - 60.24}{4.34} = -1.67$$

$$Z_i 3 = \frac{55 - 60.24}{4.34} = -1.21$$

$$Z_i 4 = \frac{56 - 60.24}{4.34} = -0.98$$

$$Z_i 5 = \frac{57 - 60.24}{4.34} = -0.75$$

$$Z_i 6 = \frac{60 - 60.24}{4.34} = -0.06$$

$$Z_i 7 = \frac{61 - 60.24}{4.34} = 0.18$$

$$Z_i 8 = \frac{62 - 60.24}{4.34} = 0.41$$

$$Z_i 9 = \frac{63 - 60.24}{4.34} = 0.64$$

$$Z_i 10 = \frac{64 - 60.24}{4.34} = 0.87$$

$$Z_i 11 = \frac{65 - 60.24}{4.34} = 1.10$$

$$Z_i 12 = \frac{67 - 60.24}{4.34} = 1.56$$

2) Finding S(Zi)

$$S(Z_i) = \frac{F \text{ Kum}}{N}$$

$$1. \frac{1}{25} = 0.04$$

$$2. \frac{2}{25} = 0.08$$

$$3. \frac{4}{25} = 0.16$$

$$4. \frac{8}{25} = 0.32$$

5. $\frac{9}{25} = 0.36$

6. $\frac{13}{25} = 0.52$

7. $\frac{14}{25} = 0.56$

8. $\frac{15}{25} = 0.6$

9. $\frac{16}{25} = 0.64$

10. $\frac{19}{25} = 0.76$

11. $\frac{24}{25} = 0.96$

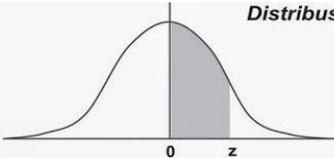
12. $\frac{25}{25} = 1$

APPENDIX XII

TABLE DISTRIBUTION NORMAL BAKU 0-Z

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

Distribusi 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

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

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00103	0.00100
-2.9	0.0019	0.0018	0.0018	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014	0.0014
-2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020	0.0019
-2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027	0.0026
-2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037	0.0036
-2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049	0.0048
-2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066	0.0064
-2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087	0.0084
-2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110
-2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146	0.0143
-2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188	0.0183
-1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239	0.0233
-1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301	0.0294
-1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0401	0.0392	0.0384	0.0375	0.0367
-1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465	0.0455
-1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571	0.0559
-1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.0735	0.0721	0.0708	0.0694	0.0681
-1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838	0.0823
-1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003	0.0985
-1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190	0.1170
-1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401	0.1379
-0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635	0.1611
-0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894	0.1867
-0.7	0.2420	0.2388	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177	0.2148
-0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2482	0.2451
-0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810	0.2776
-0.4	0.3446	0.3409	0.3372	0.3336	0.3300	0.3264	0.3228	0.3192	0.3156	0.3121
-0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520	0.3483
-0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897	0.3859
-0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286	0.4247
-0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681	0.4641

APPENDIX XIII

THE CRITICAL VALUE LILLIEFORS 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	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX XIV

Nilai Kritis Korlasi Product Moment Pearson

Nilai Kritis Korlasi Product Moment Pearson								
dk=n-2	Probabilitas 1 ekor							
	0,10	0,05	0,025	0,01	0,005	0,0025	0,001	0,0005
	Probabilitas 2 ekor							
	0,20	0,10	0,05	0,02	0,01	0,01	0,002	0,001
1	0,951	0,988	0,997	1,000	1,000	1,000	1,000	1,000
2	0,800	0,900	0,950	0,980	0,990	0,995	0,998	0,999
3	0,687	0,805	0,878	0,934	0,959	0,974	0,986	0,991
4	0,608	0,729	0,811	0,882	0,917	0,942	0,963	0,974
5	0,551	0,669	0,754	0,833	0,875	0,906	0,935	0,951
6	0,507	0,621	0,707	0,789	0,834	0,870	0,905	0,925
7	0,472	0,582	0,666	0,750	0,798	0,836	0,875	0,898
8	0,443	0,549	0,632	0,715	0,765	0,805	0,847	0,872
9	0,419	0,521	0,602	0,685	0,735	0,776	0,820	0,847
10	0,398	0,497	0,576	0,658	0,708	0,750	0,795	0,823
11	0,380	0,476	0,553	0,634	0,684	0,726	0,772	0,801
12	0,365	0,458	0,532	0,612	0,661	0,703	0,750	0,780
13	0,351	0,441	0,514	0,592	0,641	0,683	0,730	0,760
14	0,338	0,426	0,497	0,574	0,623	0,664	0,711	0,742
15	0,327	0,412	0,482	0,558	0,606	0,647	0,694	0,725
16	0,317	0,400	0,468	0,543	0,590	0,631	0,678	0,708
17	0,308	0,389	0,456	0,529	0,575	0,616	0,662	0,693
18	0,299	0,378	0,444	0,516	0,561	0,602	0,648	0,679
19	0,291	0,369	0,433	0,503	0,549	0,589	0,635	0,665
20	0,284	0,360	0,423	0,492	0,537	0,576	0,622	0,652
21	0,277	0,352	0,413	0,482	0,526	0,565	0,610	0,640
22	0,271	0,344	0,404	0,472	0,515	0,554	0,599	0,629
23	0,265	0,337	0,396	0,462	0,505	0,543	0,588	0,618
24	0,260	0,330	0,388	0,453	0,496	0,534	0,578	0,607
25	0,255	0,323	0,381	0,445	0,487	0,524	0,568	0,597
26	0,250	0,317	0,374	0,437	0,479	0,515	0,559	0,588
27	0,245	0,311	0,367	0,430	0,471	0,507	0,550	0,579
28	0,241	0,306	0,361	0,423	0,463	0,499	0,541	0,570
29	0,237	0,301	0,355	0,416	0,456	0,491	0,533	0,562
30	0,233	0,296	0,349	0,409	0,449	0,484	0,526	0,554
35	0,216	0,275	0,325	0,381	0,418	0,452	0,492	0,519
40	0,202	0,257	0,304	0,358	0,393	0,425	0,463	0,490
45	0,190	0,243	0,288	0,338	0,372	0,403	0,439	0,465
50	0,181	0,231	0,273	0,322	0,354	0,384	0,419	0,443
60	0,165	0,211	0,250	0,295	0,325	0,352	0,385	0,408
70	0,153	0,195	0,232	0,274	0,302	0,327	0,358	0,380
80	0,143	0,183	0,217	0,257	0,283	0,307	0,336	0,357
90	0,135	0,173	0,205	0,242	0,267	0,290	0,318	0,338
100	0,128	0,164	0,195	0,230	0,254	0,276	0,303	0,321
150	0,105	0,134	0,159	0,189	0,208	0,227	0,249	0,264
200	0,091	0,116	0,138	0,164	0,181	0,197	0,216	0,230
300	0,074	0,095	0,113	0,134	0,148	0,161	0,177	0,188
400	0,064	0,082	0,098	0,116	0,128	0,140	0,154	0,164
500	0,057	0,073	0,088	0,104	0,115	0,125	0,138	0,146
1000	0,041	0,052	0,062	0,073	0,081	0,089	0,098	0,104

APPENDIX XV

TABLE OF DISTRIBUTION

(Bilangan Dalam Daftar Menyatakan:

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
2	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
3	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
4	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
5	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
6	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
7	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
8	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
9	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
10	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
11	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
12	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
13	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
14	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
15	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
16	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
17	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	2,88	2,82	2,80	2,77	2,76	2,73	2,72	2,71	2,71
18	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
19	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
20	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
21	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
22	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	3,66	3,62	3,60
23	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
24	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
25	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	2,22	2,21	2,21
26	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	3,16
27	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
28	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
29	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
30	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
31	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
32	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
33	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	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	1,96
34	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
35	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
36	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
37	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
38	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
39	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
40	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
41	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
42	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
43	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
44	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
45	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	1,92	1,88	1,84	1,82	1,79	1,77	1,76
46	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
47	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
48	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
49	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
50	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	2,75	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	3,84	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	1,49	1,48
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96	2,86	2,77	2,70	2,64	2,54	2,46	2,35	2,26	2,17	2,08	2,02	1,94	1,91	1,85	1,80	1,78
44	4,06	3,21	2,82	2,58	2,43	2,31	2,23	2,16	2,10	2,05	2,01	1,98	1,92	1,88	1,81	1,76	1,72	1,67	1,63	1,58	1,56	1,52	1,50	1,48
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94	2,84	2,75	2,68	2,62	2,52	2,44	2,32	2,24	2,12	2,06	2,00	1,92	1,88	1,82	1,78	1,75
46	4,05	3,20	2,81	2,57	2,42	2,30	2,22	2,14	2,09	2,04	2,00	1,97	1,91	1,87	1,80	1,75	1,71	1,65	1,62	1,57	1,54	1,51	1,48	1,46
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92	2,82	2,73	2,66	2,60	2,50	2,42	2,32	2,22	2,11	2,04	1,98	1,90	1,86	1,80	1,76	1,72
48	4,04	3,19	2,80	2,56	2,41	2,30	2,21	2,14	2,08	2,03	1,99	1,96	1,90	1,86	1,79	1,74	1,64	1,61	1,56	1,53	1,50	1,47	1,45	1,44
	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	2,10	2,02	1,96	1,88	1,84	1,78	1,73	1,70
50	4,03	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,98	1,95	1,90	1,85	1,78	1,74	1,69	1,63	1,60	1,55	1,52	1,48	1,46	1,44
	7,17	5,06	4,20	3,72	3,44	3,18	3,02	2,88	2,78	2,70	2,62	2,56	2,46	2,39	2,26	2,18	2,10	2,00	1,94	1,86	1,82	1,76	1,71	1,68
55	4,02	3,17	2,78	2,54	2,38	2,27	2,18	2,11	2,05	2,00	1,97	1,93	1,88	1,83	1,76	1,72	1,67	1,61	1,58	1,52	1,50	1,46	1,43	1,41
	7,12	5,01	4,16	3,65	3,37	3,15	2,98	2,85	2,75	2,66	2,59	2,53	2,43	2,35	2,23	2,15	2,00	1,96	1,90	1,82	1,78	1,71	1,66	1,64
60	4,00	3,15	2,76	2,52	2,37	2,25	2,17	2,10	2,04	1,99	1,95	1,92	1,86	1,81	1,75	1,70	1,65	1,59	1,56	1,50	1,48	1,44	1,41	1,39
	7,08	4,98	4,13	3,65	3,34	3,12	2,95	2,82	2,72	2,63	2,56	2,50	2,40	2,32	2,20	2,12	2,03	1,93	1,87	1,79	1,74	1,68	1,63	1,60
65	3,99	3,14	2,75	2,51	2,36	2,21	2,15	2,08	2,02	1,98	1,94	1,90	1,85	1,80	1,73	1,68	1,63	1,57	1,54	1,49	1,46	1,42	1,39	1,37
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79	2,70	2,61	2,54	2,47	2,37	2,30	2,18	2,09	2,00	1,90	1,84	1,76	1,71	1,64	1,60	1,56
70	3,98	3,13	2,74	2,50	2,35	2,22	2,14	2,07	2,01	1,97	1,93	1,89	1,84	1,79	1,72	1,67	1,62	1,56	1,53	1,47	1,45	1,40	1,37	1,35
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77	2,67	2,59	2,51	2,45	2,35	2,28	2,15	2,07	1,98	1,88	1,82	1,74	1,69	1,63	1,56	1,53
80	3,96	3,11	2,72	2,48	2,33	2,21	2,12	2,05	1,99	1,95	1,91	1,88	1,82	1,77	1,70	1,65	1,60	1,54	1,51	1,45	1,42	1,38	1,35	1,32
	6,96	4,88	4,01	3,58	3,25	3,04	2,87	2,74	2,64	2,55	2,48	2,44	2,32	2,24	2,11	2,03	1,94	1,84	1,78	1,70	1,65	1,57	1,52	1,49
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,88	1,85	1,79	1,75	1,68	1,63	1,57	1,51	1,48	1,42	1,39	1,34	1,30	1,28
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,69	2,59	2,51	2,43	2,36	2,26	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1,51	1,46	1,43
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01	1,95	1,90	1,86	1,83	1,77	1,72	1,65	1,60	1,55	1,49	1,45	1,39	1,36	1,31	1,27	1,25
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65	2,56	2,47	2,40	2,33	2,23	2,15	2,03	1,94	1,85	1,75	1,68	1,59	1,54	1,46	1,40	1,37
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00	1,94	1,89	1,85	1,82	1,76	1,71	1,64	1,59	1,54	1,47	1,44	1,37	1,34	1,29	1,25	1,22
	6,81	4,75	3,91	3,44	3,13	2,92	2,76	2,62	2,53	2,44	2,37	2,30	2,20	2,12	2,00	1,91	1,82	1,72	1,66	1,56	1,51	1,43	1,37	1,33
200	3,89	3,01	2,65	2,41	2,25	2,14	2,05	1,98	1,92	1,87	1,80	1,74	1,69	1,63	1,57	1,52	1,45	1,42	1,35	1,32	1,26	1,22	1,19	1,17
	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	2,46	2,37	2,29	2,23	2,12	2,04	1,92	1,84	1,74	1,64	1,57	1,47	1,42	1,32	1,24	1,19
1000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95	1,89	1,81	1,80	1,76	1,70	1,65	1,58	1,53	1,47	1,41	1,36	1,30	1,26	1,19	1,13	1,08
	6,68	4,62	3,80	3,34	3,04	2,82	2,66	2,53	2,44	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
	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	1,52	1,46	1,40	1,35	1,28	1,24	1,11
																								1,00
																								1,00

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

APPENDIX XVI

Documentations



fig 1. The researcher give pre test paper to the students of experimental group



fig 2. The researcher give the treatment to the students of experimental group



fig 3. Students of experimental group doing the post test



fig 4. The researcher giving pre test to the students of control group



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 Lampiran : -
 Hal : Izin Riset

Medan, 04 Juni 2018

Yth.Ka. SMP SWASTA AR-RAHMAN PERCUT

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 : YUSNAINI
 T.T/Lahir : Pematang Johar, 01 Januari 1995
 NIM : 34143111
 Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMP SWASTA AR-RAHMAN PERCUT guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE EFFECT OF GRAPHIC ORGANIZER TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT"

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

Wassalam

An. Dekan
 Ketua Jurusan PBI

 Sholihatul Hamidah Dly, M.Hum
 22 200312 2 002

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



Yayasan Hajjah Rachmah Nasution
SMP AR-RAHMAN PERCUT
SEKOLAH MENENGAH PERTAMA (SMP)
 AKREDITASI : A NSS : 202070112000 NPSN : 10260835

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SURAT KETERANGAN PENELITIAN
Nomor : 07/SMP-AR/E.7/2018

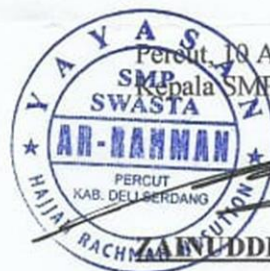
Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Pertama Swasta Ar-Rahman Percut dengan ini menerangkan bahwa :

Nama : YUSNAINI
 NIM : 34143111
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama tersebut di atas telah melakukan Penelitian untuk penyusunan skripsi dengan judul **"The Effect Of Graphic Organizer Technique On Students' Achievement In Writing Descriptive Text"** di SMP Swasta Ar-Rahman Percut, yang dilaksanakan pada tanggal 16 s.d. 26 Juli 2018.

Demikian surat keterangan penelitian ini dibuat, untuk dapat dipergunakan seperlunya.

Percut, 10 Agustus 2018
 Kepala SMP Swasta Ar-Rahman,

M. SI. ABUDDIN HASIBUAN, M.Si.



Name _____

Text Structure Reflection

C.023.SS1c

Title: _____

Description

