THE EFFECT OF PARTNER TECHNIQUE ON THE STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXTS AT SMP NEGERI
1 SIBOLANGIT

SKRIPSI

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ABSTRACT

ULFA NURHASANAH, 34154182, THE EFFECT OF PARTNER TECHNIQUE ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT SMP NEGERI 1 SIBOLANGIT.

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Keywords: Writing Descriptive Text, Partner Technique.

This research was aimed to find out the effect partner technique on the students' achievement in writing descriptive text. The subject of this research were the eighth grade of SMP Negeri 1 Sibolangit which consisted of 24 students. This research applied experimental research. The data of this research were quantitative data. The quantitative data were taken from tests. The tests were given to the students in form of pre-test, treatment and the post test. In the finding , researcher analyzing by t-test . After analyzing the data, the researcher got; (1) the students learning by partner technique on the Students' writing Skill got the mean 71,45 and standard deviation was 8,55; (2) The students' learning by conventional method on writing skill got the mean 66,04 and standard deviation was 7,79. The value of $t_{observed}$ was 6,848 and that of t_{table} was 2,013. So the value of $t_{observed}$ was higher than that of t_{table}. It means that there was significant effect of partner technique on the students' achievement in writing descriptive.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication. As an international language, English is very important and has many interrelationships with various aspects of life own by human being.[1] There are four important skills in English. They are reading, speaking, listening and writing. People need to learn writing English for academic purpose. Based on the curriculum 2013, the goal of teaching learning English at Junior High School is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. Writing is one of media communication. It purpose to express ideas, feelings, opinions, or information.

Writing is one of language skills in English that is very important to be mastered. In fact writing is a difficult activity, writing need a hard thinking in producing words, sentences, and paragraphs in the same time, that is why writing is one of important things that must be teach to the students. As Jack C. Richard and Willy A. Renandya said that, writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text.[2] The teacher

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[1]Ernita Daulay, Sri Rahayu and Arie Wahyuningrum. 2014. *A Learning Centred Approach : English for specific Purpose*, (Yogyakarta, Naila Pustaka), p,1

[2]Jack C. Richard and Willy A. Renandya. 2002. *Methodology in Language Teaching : An Anthology of current practice*, (New York, Cambridge University Press), p.303

should teaching writing in class to make the students' skill become good to communicate.

Based on the researcher observation in SMP Negeri 1 Sibolangit, it was found that the students had some difficulties in writing English text. The Eighth Grade students had some errors in writing. The students ability in writing is still low, The students lack of vocabulary mastery, The students still get difficulties to convey their ideas into the text, The students unable to make the correct descriptive text, The students have not motivation and interest in studying English.

There are some factors that can influence the students' achievement in writing descriptive text, the Students lack of vocabulary mastery and the students has no motivation to write, the students cannot write the orientation and description of text. The other problems are the same technique which was always used by the English teacher in every lesson. So, the learning process was monotonous and it could be one of the causes that the students unmotivated in learning English. This condition which made students has difficulties in learning English, especially in writing.

The teachers should be able to select an appropriate teaching technique for some specific skills. Many techniques can be done to improve the students writing ability, such as, question-answer, demonstration, simulation, and discussion. But, in this case the researcher was applied the discussion by partner technique to improve students' writing.

Partner technique can use to support communication successes because the students can more active with their partner for share their ideas better than they do

alone. The purposes of this research are to make the students understand to identify and make the descriptive text. Based on the statement above the researcher assumed that partner technique seems to be a good alternative way to improve the students' achievement in writing descriptive text in SMP Negeri 1 Sibolangit.

B. Identification of the problem

Based on the background above, the problem of study is formulated as follow:

1. The students ability in writing is still low.

2. The students lack of vocabulary mastery.

3. The students still get difficulties to convey their ideas into the text.

4. The students unable to make the correct descriptive text.

5. The students have not motivation and interest in studying English.

C. Research Question

The problems of this study were formulated as follows :

Is there any significant effect of partner technique on the students' achievement in writing descriptive text?

D. Purposes of the Study

The objectives of the research are as follows:

To find out the significant effect of partner technique on the students' ability in writing descriptive text.

E. Limitation of the Study

There are many technique that teacher can use to the students for enchancing the quality and strenght of their writing. In this case, This study focused on the effect of partner technique on the students' achievement in writing descriptive text.

F. Significance of the Study

The finding of the study are expect to be usefull for:

1. The teacher :

   It can be use as reference in term of increasing the students ability to understanding in writing decriptive text.

2. The next researcher :

   For the other researcher, as references to do further research in teaching descriptive writing at junior high school level can get the basic information from this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

Theory may be defined as a set of interrelated statements and propositions that specify the relationships among variables.[3]In theoretical research framework, it is necessary to give information on what the case informs the readers about. It is useful to minimize or avoid misunderstanding between the writer and the readers concerning the topic. In this case, the writer is going to elaborate the references related to the topic which are important for the purpose of this study.

A.1 Writing

Writing is one basic language skills which inform the writer's ideas in written form. According to Eric Gould, Robert Diyanni and Willian Smith they stated that writing is a creative act, the act of writing is creative because it's requires to interpret or make sense of something : a text and an event.[4] It means that writing is not just the way to communicate each other but also as means of ideas and emotional expression.

On the other hand according to Marianne C. Murcia, she stated that writing is the ability to express one's ideas in written form is a second or foreign language.[5] It means that writing is an activity to express our ideas in written form.

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[3] Donald Ary, Lucy Cheser Jacobs, & Asghar Razavieh, *Introduction to Research in Education*. Eight Edition, (Canada : Wadsworth Group, 2010), p. 45

[4]Eric Gould, Robert Diyanni, Willian Smith. 1998.*The Act of Writing*.(Random House Inc(T)).p18

[5] Marianne C. Murcia. 1991.*Teaching English as a Second Foreign Language,* (Boston : Heinle Publishers, p. 233

It purposes ideas feeling opinions, experiences or information in form of written language. Writing as a part of the language skills besides listening, speaking and reading, it must be teach maximally by the teacher to the students. This statement is supported by Al-Qur'an. Allah states in the glorious Al-Qur'an (Al-Qalam : 1) :

ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ

"Nun. By the pen and by the (record) which (men) write".

The word " qalam "is means " write ". It has a big meaning for us as Allah's creature, firstly however, we are the human in this world that has so many information from writing form like our guide of live Al-Qur'an is message from Allah that people read and as a human rules live until now on. If we want to share some information or knowledge can change our condition by ourselves, because writing contains ideas, desires, and expressions that will be expressed.

Beside that, Allah states in the glorious Al-Qur'an (Al-Alaq : 1-5). Allah taught human with a pen, it's means a command also for reading and writing. the writer object is writing aspect but both of reading and writing is to part that e can not separate. In the fourth surah the word "qalam" is mean pen to teach writing. See the surah below :

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning   : Read in the name of your Lord who created. He created man from a clot. Read and your Lord is the most Generous. Who taught by the pen. (writing) Taught man that which he knew not.

Writing is the means of expressive activity as productive written aspect in language skills. So writing is the gathering of idea and performing it into written in a piece of paper. We realized that writing is one of the facilities of science, writing is the real form that we can use to save and keep the knowledge for our future. Because as a muslim we are required to find knowledge. See the hadist below :

عَنْ أَبِي هُرَيْرَةَ رَضِي اللهُ عَنْهُ، عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ نَفَّسَ عَنْ مُؤْمِنٍ كُرْبَةً مِنْ كُرَبِ الدُّنْيَا نَفَّسَ اللهُ عَنْهُ كُرْبَةً مِنْ كُرَبِ يَوْمِ الْقِيَامَةِ، وَمَنْ يَسَّرَ عَلَى مُعْسِرٍ يَسَّرَ اللهُ عَلَيْهِ فِي الدُّنْيَا وَالآخِرَةِ، وَمَنْ سَتَرَ مُسْلِماً سَتَرَهُ اللهُ فِي الدُّنْيَا وَالآخِرَةِ وَاللهُ فِي عَوْنِ الْعَبْدِ مَا كَانَ الْعَبْدُ فِي عَوْنِ أَخِيْهِ. وَمَنْ سَلَكَ طَرِيْقاً يَلْتَمِسُ فِيْهِ عِلْماً سَهَّلَ اللهُ بِهِ طَرِيْقاً إِلَى الْجَنَّةِ، وَمَا اجْتَمَعَ قَوْمٌ فِي بَيْتٍ مِنْ بُيُوْتِ اللهِ يَتْلُوْنَ كِتَابَ اللهِ وَيَتَدَارَسُوْنَهُ بَيْنَهُمْ إِلاَّ نَزَلَتْ عَلَيْهِمُ السَّكِيْنَةُ وَغَشِيَتْهُمُ الرَّحْمَةُ، وَحَفَّتْهُمُ الْمَلاَئِكَةُ، وَذَكَرَهُمُ اللهُ فِيْمَنْ عِنْدَهُ، وَمَنْ بَطَأَ فِي عَمَلِهِ لَمْ يُسْرِعْ بِهِ نَسَبُهُ. [متفق عليه]

Meanings:

From Abu Hurairah radhiallahuanhu, from the Prophet sallallaahu 'alaihi wa sallam said: Whoever resolves the difficulties of a believer from the difficulties of the world, surely Allah will ease his difficulties on the Day of Judgment. And who makes it easy for people who are in trouble Allah will make it easy for him in this world and the hereafter and who covers a Muslim Allah will cover his shame in this world and the hereafter. God always helps His servants as long as His servants help his brothers. Whoever travels the way to gain knowledge, Allah will make it easy for him the way to heaven. A people who gather in one of God's houses read the books of God and study them among them, will surely be revealed to them serenity and bestowed upon them mercy, and they are surrounded by angels and God calls them to creatures on His side. And who is slow to practice, it will not be accelerated by its part. Sahih Muslim number 2699.[6]

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[6] Hadist Arbain An-Nawawi. Sahih Muslim number 2699

Thats means straightening the intention in order to seek knowledge and sincerity in it so as not to abort the reward so that charity and effort are in vain. Asking for help from Allah ta'ala, Always read, then understand it and practice it.

And in another Hadits our prophet Muhammad (peace be upon him)

عَنْ أَبِي هُرَيْرَةَ عَبْدِ الرَّحْمَنِ بْنِ صَخْرٍ رَضِيَ اللهُ عَنْهُ قَالَ : سَمِعْتُ رَسُوْلَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ يَقُوْلُ : مَا نَهَيْتُكُمْ عَنْهُ فَاجْتَنِبُوْهُ، وَمَا أَمَرْتُكُمْ بِهِ فَأْتُوا مِنْهُ مَا اسْتَطَعْتُمْ، فَإِنَّمَا أَهْلَكَ الَّذِيْنَ مَنْ قَبْلَكُمْ كَثْرَةُ مَسَائِلِهِمْ وَاخْتِلَاْفُهُمْ عَلَى أَنْبِيَائِهِمْ . [رواه البخاري ومسلم

Translation:

From Abu Hurairah Abdurrahman bin Sakhr radhiallahuanhu he said: I heard the Messenger of Allah sallallaahu 'sala wa sallam said: What I forbid you to avoid and what I command you to do as you can. Surely the destruction of those before you is due to their many (useless) questions and their opposition to their prophets. Shahih Bukhari no 7288, Shahih Muslim no 1337[7]

Sharah:

Based on the Hadits above explained that as a human we are only able to part of it so he should do what he is able to do. Allah will not charge someone unless according to the level of ability. the students should remembering or memorizing what they learned, either by wrote. Indeed, man is a place forgotten. Then if he was never repeat the lesson they got, the science has achieve could be lost or they will forget it. Allah will not charge someone unless according to the level of ability. Easy cases do not fail because of difficult cases. Refusing badness takes precedence over bringing benefit. Al Hafiz said: In this hadith there are signs to concern yourself with more important matters that are needed at the time than those that are not yet needed.

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[7] Hadist Arbain An-Nawawi. Shahih Bukhari no 7288, Shahih Muslim no 1337

A.2 The Process of Writing

Writing is not simple, we are able to speak more than to write. Writing is not only the process of linking word into sentence, paragraph and so forth, but also in effective writing, the organisation of the ideas is very important. Writing must have a meaning, to the reader of the audience can understand what content.

According to Brown he describe that undertanding of writing is as follows, writing is a to-step process, first you figure out your meaning and then you put into language. Figures out what you want to say, do not start writing untill you do, make a plan, use an outline, begin writing only after ward.[8]That's means before we write something we must prepare what we want to talk about to make us easy to write and make the reader understand about what we write.

According to George and Julia they stated that description helps the reader, through his or her imagination to visualize a scene or a person, or to understand a sensation or an emotion.[9] That's means with description the reader can see what the writer talking about a thing.

According to Harmer, the process of writing has four main elements.

Planning	Drafting	Editing	Final Verion

Make a planning about what they are going to write. Firstly try and decide topic or idea then the writer writes some sentences, after they plan idea or topic that will be written. Third they read through what they have written to see the information that is not clear, the sentences that are ambiguous or confusing,

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[8] Brown. 2001. *Teaching by Principles*. Sanfansisco: addition wesley Longman.p.337

[9] George E. Wishon and Julia M. Burks. 1980. *Let's Write English*, (New York : Litton Educational Publishing), p.128

checking the individual words and grammatical accuracy. The last is final version. After the writers have edited their draft and have made the changes that are necessary.[10]

According Blanchard and Root, writing is a process to write a paragraph and involves several steps. The step are prewriting, writing, and revising. Prewriting is thinking and writing draft about a topic as a guiding before writing paragraph. Then, arranging the sentences and using signal words and conjunction help the reader to understand the ideas of paragraphs. The last are the writer revises the paragraph by adding new ideas to support the topic and changing the sentences, checking the punctuation, spelling and grammar.[11]

A.3 The types of Writing

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

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

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

c. Narrative Writing, tells story.

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

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[10] Jeremy Harmer. 2004. *How To Teach Writing.*(Essex: Pearson Educated Limited), p.4.

[11] Karen Blanchard and Christina Root. 1951.*Ready to Write: A First Composition Text „Third Edition‟* (United State of America: Longman) page 41-44

A.4 Descriptive Text

Descriptive is delivered from the word "description". The word tells what something looks like, tastes like, sound like or smells like. Its purpose is to give the information about something or someone or to reveal a particular person, place or thing. Description is a part of another piece of writing and is used to inform an audience about how something or someone look or to persuade an audience to see something from the writer's point of view.[12]

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.[13]

Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the author's feeling or brief. Generic structure in descriptive text are simple, there are to parts namely identification and description. Identification, contains information on what things will be explain, and description, contains a wide range of detailed explanations of the things describe how a thing looks like .

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[12] Linda Woodson. 1981. *From cases to composition*, (University of teas : scott, Foresman and Company), p.73

[13] Bachtiar Bima M and Cicik Kurniawan. 2005. *Let`s Talk*, (Bandung: Pakar Raya), p. 15

Example of Decriptive Text about Lion

Lion is a king of jungle. They are wild animals. it is a carnivore and a hunter. it has a strong and big body, it has brown eyes which are protected by very thick lashes. Around his head it has a ring of long hair called a mane. Lion has a big voice that make all of animal in the jungles scare with them. it has four powerful legs to grab or slap down large prey. It's jaws are short and strong with long canine teeth that are used to quickly kill the prey. They hunt some animals, such as buffaloes, zebras, deers, giraffes, elephants, and another animal.

A.5 Students achievement in Writing Descriptive Text

According to Travers, he states that achievement was the result of what an individual has learned from some education experience.[14] On the other hand, according to Smith and Hudgins they said that achievement was to do one best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority.[15]

Based on the opinions above, it can be concluded that achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning,

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[14] John P. Travers. 1970. *Fundamental of Educational Psychology*. Scranton, Writing; Studies in Writing. Dordrecht: Kluwer Academic Publwasher, p.447

[15]Louis M. Smith and Bryce B. Hudgins .1864. *Educational Psychology*, New York: Alfred A. Knopf Inc, p.95

achievement was a success in reaching particular goal/status or standard, especially by effort, skill, and courage.

In writing descriptive text, students should be able to write their text based on the generic structure. They also have to organise their writing well and use a good grammar. Here are some indicators that should be achieve by the students in writing descriptive text. They are:

a. The students are able to identify the generic structure of text.

b. The students are able to writing a descriptive text.

A.6 Partner Technique

In this research the researcher focus on teacher technique to improve the students achievement in writing descriptive text. technique is a specific way to implement the method in a learning process. Technique depends on conditions the ground, the technique may very depending on the teacher and the condition at the time of practice in the field. According to Edward Anthony in Richard books that technique is implementation that which actually takes place in classroom. It is a particular trick, stratagem, or contrivance used to accompalish an immediate objectively.[16]

There are so many techniques in teaching process. In conclusion, technique is an application of teaching strategy in the classroomto accompolish the goal of teaching. In this research, researcher focused on partner technique.

According to Mick Healey, Abbi Flint and Kathy Harringtonthey stated that students as partners is a concept which interweaves through many assessment

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[16] Jack C and Richard Theodore S. Roger. 1986. *Approaches and Method in Language Teaching*, (New York : Cambridge University Press), p.15

and feedback. Students learning and working together to foster engaged student learning and engaging learning and teaching enhancement. In this sense partnership is a relationship in which all participants are actively engaged in and working together and this approach recognises that engaged student learning is positively linked with learning gain and achievement.[17]Partner technique allows the students to discuss their thinking and then share their conversation with their partner to expresstheir idea in writing decriptive text.

Partner technique is a learning strategy in writing to solve the students problem and help the students in learning writing descriptive text with their partner. The strategy build the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from student engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another to writing.[18]

A.8 The Advantages and Disadvantagesof Partner Technique

a. The advantages are :

Partner can improve the students confidence in collaboration to help each other and work together. The students give and share their ideas together. Developing a partners technique is a belief that students should be active participants in the learning process, rather than passive recipients of knowledge.

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[17] Mick Healey, Abbi Flint and Kathy Harrington. 2014. *Engagement through partnership: students as partners in learning and teaching in higher education*. Higher Education Academy, p.7

[18] Huinker and Laughlin. (1996). *Talk You Way into Writing*. In P.C. Elliot and M.J. Kenney (Eds), p. 82.

b. The disadvantages are :

Not all of the students confidence to learn with their partner to give their opinion and can not sharing all of their ideas.A partner technique might not be right for everyone, nor is it possible in every context. It does not aim to be prescriptive, but to call for opening up to the possibilities and exploring the potential that partner can offer.[19]

B. Related to the Study

Here is related to the studies of partner technique :

1. Analysis public private partnership by Jurgita Jakute in department of business administration business and social science Aarhus University. The paper is written by folkuring the deductive, in their words, a top down approach. The paper then down to the analysis of a specific case study in addition, the paper is based on the secondary sciences.[20]

2. Correlation between the studens partnership and their descriptive text writing ability among the eleventh grade of SMP Negeri 1 Onan Ganjang, this study is written by Uci Ramahdani. A students of english department in Medan, she did the investigation to find out the correlation between the applying partner technique and their writing ability. The students need to know the technique and also hope it could improve the students ability to learn english.

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[19] Ibid, p.11

[20] Jurgita Jakute. 2012. Analysis public private partnership in department of business administration business and social science Aarhus University. *http://pure.au.dk/portal/files/48150942/MSc_thesis_Jurgita_Jakutyte.pdf*

C. Conceptual Framework

Writing as defines is one of the most powerful communication tools that are to share our thoughts and ideas for the rest of our life. Based on the researcherobervation in SMP Negeri1 Sibolangit, it was found that the students had some difficulties in writing English text.In this research, writing is focus on the form of descriptive text. To increase students achievement in writing expecially to study descriptive text, the teacher will use partner technique.

Partner technique is one of many ways in improve student writing ability. Partner technique is considered to be efffective way of teaching writing because partner has some advantages such as students participation can increase, academic achievement can increase and motivation and positive attitude toward class can increase. It needs to be more active, because this approach ask the students to find something new (skill and knowledge) in teaching-learning process. The teaching learning focuses on the students, the students must be active.Therefore, it is expect by applying cooperative learning (partner) generates the better result in improving students achievement in writing descriptive text.

D. Hypotesis

Based on the theoretical and conceptual framework above, the following hypothesis were formulated by the researcher :

(H_a)   : There is a significant effect of partner technique on the students' achievement in writing descriptive text.

(H_0)   : There is no significant effect of partner technique on the students' achievement in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Research

The research was conducted at SMP Negeri 1 Sibolangit. The location of research is on Jl.Gereja Desa Sikeben. The researcher chosen of this location because:

1. The problem is found in this school

2. The same research is never be conducted in this place

3. The students lack of vocabulary

4. The students have low ability in writing descriptive text

5. The students have low motivation to learn english, expecially in writing descriptive text

6. The school welcome that aim to improve the teaching learning quality

B. Design of the Research

In this research, the researcher used experimental research method. To collect the data, the sample was divided into two classes. Experimental group was the group that received treatment by partner technique, while the control group was the group that did not received treatment but only received leaturing method.

The procedure of administering the assignment as the instrument of the study was the test administrate to both groups of students before they learn about writing descriptive text. Then, the same assigment administered to both sample groups after they taught about writing descriptive text, the experiment design in this study:

Table3.1

Research Design

Group	Step 1	Step 2	Step 3
Experimental	Pre-test	Treatment by partner technique	Post-test
Control	Pre-test	Treatment by conventional method	Post-test

In this research, there are two variables; they are (1) using partner technique as X variable and (2) Students ability in writing descriptive text as Y variable. Because this research is experimental research, the writer divided the classes into two classes, experimental class and control class.

a. Variable X is using partner technique. The procedures of using partner technique are :

1. The teacher prepares the students to have partner by review their background knowledge about the technique that want the teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

2. The teacher requires students to focus on important aspects such as factual information, or the language used in a particular situation first, and then gave task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.

3. The teacher requires students to practice some particular language points. The range of post viewing activities in writing activity.

b. Variable Y is the students' achievement in writing descriptive texts. Some indicators of the students' achevement in writing descriptive texts are :

1. The students are able to write the content with suitable vocabularies.

2. The students are able to make a good orientation and description.

3. The students are able to use present tense

4. The students are able to use punctuation.

C. Population and Sample

a. Population

Population is the whole of objects that will be researced.[21] The population is the group of research participants who are available for he researcher for the participation in research.[22] The population of the research is the students of grade VIII of SMP Negeri 1Sibolangit in the academic year: 2018/2019. The population can be seen as follows:

Table 3.2

Population of the Research

No	Class	Total Students
1.	VIII-1	30
2.	VIII-2	24
3.	VIII-3	24
Total		78

[21] Salim Syahrum.2007. *Methodologi Penelitian Kuantitatif*. Bandung: Ciptapustaka Media. P.113.

[22] Burke Johnson and Larry Christensen. 2012. *Educational Research*. (London: SAGE Publications Ltd). P. 269.

b. Sample

Sample is part of population will be object of the research.[23] In this study, the researcher was used cluster random sampling. It is more flexible to select groups of individuals as sample than select individuals from a population. Thus, in this study the unit of sampling was not individuals but group of individuals.

The sample was randomly taken by using lottery technique. The classes in the two pieces of paper would be the sample. The classes are VIII-2 and VIII-3. These two classes were divided into two groups, experimental and control group. To chosen where the experimental class and control class, the researcher used interviewed for the English teacher, the english teacher gaves suggestion to the researcher to make VIII-2- A as the control class, and VIII-3 as experiment class, based on the quality of the classes. Class VIII-3 as the experimental group was taught by using partner technique and class VIII-2 as the control group was taught without using partner technique.The sample can be seen as follows:

Table 3.3

Sample of the Research

No	Group	Class	Sample	Treatment
1.	Experimental	VIII-2	24	Partner Technique
2.	Control	VIII-3	24	Conventional Method

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[23] Syahrum dan Salim. 2012.*Metodologi Penelitian Kuantitatif*. (Bandung: Citaputaka Media) p. 113

D. Instrument for the Data Collection

In collecting data, the researcher use technique :

1. Test : The test in this research is written test, by using pretest and posttest in the experimental class and control class. The topic of pretest and posttest is about descriptive text. The students in the experimental and control class was taught by using different method. The students in the experimental class learned descripive text by using partner technique meanwhile the students in the control class learned descriptive text without using partner technique its name leaturing method. This test divided into two test, pre-test and post-test. The test can be seen in appendix IV and V.

a. Pre –test

Before the treatment conducted, a pre-test is administered to the experimental and control the student. In which, they had been given the similar test. furthermore, in the test is conducted to find out the homogenity of the sample. It is used to determine wether the students are relatively equal in writing achievement. This homogencity had been analyzed from the average score of each group.

b. Treatment

In order to find the effectiveness of partner technique in teaching descriptive text. The experimental was taught by partner technique as a technique and the control group was taught without partner technique.

c. Post-test

After conducted the treatment, the post-test was dministered to both experimental group and control group. The result of both groups are evaluated to

find out the effectiveness of partner technique on their ability in writing descriptive text. Post-test was given after treating the students by partner technique. The form of the test is writing descriptive text.

Table 3.4

Assessment of Writing Skill

No	Components	Criteria	Score
1.	**Content**	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	**30-27**
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	**26-22**
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	**21-17**
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate	**16-13**
2.	**Organization**	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	**20- 18**
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	**17-14**

		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	13-10
		Very poor: does not communicate, not organization, or not enough to evaluate.	9-7
3.	**Vocabulary**	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	20-18
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	17-14
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	13-10
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7
4.	**Language use**	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	25-22
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense,	21-18

		number, word order/function, articles, pronouns, preposition but meaning seldom obscured	
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	**17-11**
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	**10-5**
5.	**Mechanical Skill**	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	**5**
		Good to average: occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	**4**
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	**3**
		Very poor: punctuation, capitalization, paragraphing, handwriting, or not enough to evaluate, meaning confused or obscured.	**2**

Table 3.5

Classification of Students' Score[24]

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

E. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. In order to determine the problem, the researcher observed the students' learning process (the students' achievement in writing descriptive text is still low)

2. The researcher was made the research planning through lesson plan.

3. The researcher chosen two classes those are the control and experimental

4. The researcher conducted pre-test for control and experimental class.

5. The researcher was given treatment for experimental class.

6. The researcher conducted post-test from both classes.

7. The researcher analyzes the data collected from, pre-test, and post-test.

8. The researcher concluded the research from the result of the data analysis.

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[24] Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p.245

The meetings procedures of experimental and control group can be seen as follows:

Table 3.6

Experimental Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	✓ Teacher greet the students ✓ Teacher gave the pre-test	 ✓ Students did pre-test
2.	✓ The teacher gave a learning style questionnaire and asked the students to answer it ✓ The teacher classified the students into group based the students' learning style ✓ The teacher gave brainstorming to the students (asked them to give their opinion about the topic) ✓ The teacher gave the example of descriptive text ✓ Teacher explained about	✓ Students filled the learning style questionnaire ✓ Students' did teacher's instruction ✓ Students responded teacher question ✓ Students read the text given ✓ Students paid

	descriptive text, its language features ✓ Teacher asked the students to analyze the example of descriptive text	attention to the teacher ✓ Students did the teachers' instruction
3.	✓ The teacher ask the students to have a partner. ✓ The teacher persuade the students to discuss the descriptive text for the students ✓ Teacher discussed together how a descriptive text. ✓ Teacher asked the students to make the descriptive text based on the topic given	✓ Students did the teacher`s instruction    ✓ Students paid attention on teacher`s explanation ✓ Students gave attention and ask what they don't understand ✓ Students did the practice
4.	✓ Teacher asked the students to make a descriptive text ✓ Teacher guided and motivated the students	✓ Students did the instruction given ✓ Students follow the teachers' guidance

	✓ The teacher asked students to use Peer-Review to check their work and discuss it together with the teacher	✓ Students' did the instruction and ask what they don't know or unclear
	✓ The teacher gave feedback and correction positively and encouragingly to the content of what the students have written	✓ The students' paid attention to teachers' feedback and correction
5.	✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test	✓ Students paid attention to the direction ✓ Students did the post test

Table 3.7

Control Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	✓ Teacher greet the students ✓ Teacher gave the pre-test	✓ Students did pre-test
2.	✓ The teacher gave the example of descriptive text	✓ Students read the text given

	✓ Teacher explained about descriptive text, its language features ✓ Teacher asked the students to analyze the example of descriptive text given	✓ Students paid attention to the teacher ✓ Students did the teachers' instruction
3.	✓ The teacher gave a descriptive text ✓ The teacher asked the students to try understand about the steps of writing descriptive paragraph	✓ Students read the text given ✓ Students did the practice
4.	✓ Teacher asked students to make a descriptive text individually	✓ Students did the instruction
5.	✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test	✓ Students paid attention to the direction ✓ Students did the post test

F. Technique of Data Analysis

Score analysis is a method of data analysis from experimental design by finding the difference value of post-test and pre-test, moreover the gain score analysis is used if there is interaction / difference between group or group with pre-score. Basically the gain score is the value of the difference in scores and can be tested using t-test.[25]

In this research, the data is obtained from the experimental and control group. The data have been analyzed by using " t- test for independent sample".

The formula of t-test was presented as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum dx2 + \sum dy2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Mx = Mean of experimental group

My = mean of control group

X = deviation square of experimental group

Y = deviation square of experimental group

Nx = total number samples of experimental group

Ny= total number samples of control group

1. Normality

Normality test was held to determine whether normal or abnormal research data or research variables. The steps of liliofors formula of normality is following:

a. creat the Ha and H0

[25]http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-*penelitian-eksperimen.*Accessed on 30 April 2018 at 11.48

b. account the mean variant and deviation of data by using formula:

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

$$S^2 = \frac{n\sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} X_1)^2}{n(n-1)}$$

$$S = \sqrt{\frac{n\sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} X_1)^2}{n(n-1)}}$$

c. each the data XI, X2, X3, ..., Xn are made standart value Z1, Z2, Z3, ..., ..., Zn using the formula. $Z_{score} = \frac{Xi - \bar{x}}{S}$ ($\bar{x}$ and S as the meanand deviantion sample).

d. For each of standart coeficient using absolute normal standart distribution then calculated odds F (Zi) = P (Z ≤Zi)

e. Then account the propotion of $Z_1, Z_2, \ldots\ldots Z_n$ which smaller or equal to Z_I . if the propotion stated by S (zi). So, S(zi) = $\frac{banyaknya\ Z_1, Z_2, \ldots\ldots Z_n\ yang \leq Zi}{n}$

f. Calculate F (Zi) –S (Zi) and define the absolute price Determine the largest price of the difference F (Zi) –S (Zi) asLo.[26]

2. Homogenity

Homogeneity Test was used to determine whether the sample variance has the same or homogeneous variance, test of homogeneity was used with the following formula

$$F_{account} = \frac{the\ biggest\ of\ varians}{the\ smallest\ of\ varians}$$

[26]Jaya Indra, (2013) Penerapan Statistik Untuk Pendidikan, Bandung: Citapustaka Media Perintis, p. 107

Criteria for testing Ho is rejected if $F \geq F0,05(v1, v2)$ where $F\ 0,05(v1, v2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$ whereas the v1 and v2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

3.Validity

Validity was defined as the extent to which an instrument measured what it claimed to measure.[27]For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD (Standar Kompetensi dan Kompetensi Dasar).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

A.1 Description of the Data

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[27]Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen. (2010). Introduction to Research in Education 8thedition. op.cit.,p.225

The data of this research were collected from the eighth grade students of SMP Negeri 1 Sibolangit. There were two classes namely VIII-2 and VIII-3, partner technique was used in VIII-3 and Conventional method was used in VIII-2. A test was given to the students to get the data about the differences of the students' achievement in writing descriptive text by using partner technique and without using partner technique.

A.2 Data Presentation

In this research there is data presentation presented by the researcher. The data consisted of information of students' achievement in writing descriptive text gathered by using pre-test and post-test.

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

a. Students' Writing Score On Pre-Test and Post-Test

Table 4.1

The Score of Pre-Test and Post-Test in Experimental Class

No	Score Pre-Test	Score Post-Test
1	55	75
2	50	60
3	45	55
4	40	65
5	70	80
6	50	65
7	65	75
8	50	70
9	55	70
10	50	75
11	45	60
12	65	80
13	40	65
14	45	75
15	45	60
16	75	85
17	60	75

18	75	60
19	55	80
20	65	75
21	70	80
22	50	75
23	80	85
24	60	70
Total	1360	1715
Mean	56,66666667	71,45833333
Min	40	55
Ma**x**	80	85

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,66 while in post-test is 71,45. The lowest score in pre-test is 40 and the highest score in pre-test 80. While in post-test, the lowest score is 55 and the highest score is 85 points.

Table 4.2

The Score of Pre-Test and Post-Test in Control Class

No	Students' Name	Pre-Test	Post-Test
1	AAT	40	65

2	BG	45	55
3	CLT	50	60
4	CLBB	50	60
5	DF	60	65
6	DPB	40	70
7	DN	50	65
8	EYBS	65	75
9	JIP	55	60
10	JLS	40	55
11	JJA	45	60
12	JBR	55	70
13	KMBB	45	60
14	MBS	55	65
15	MI	45	55
16	NVSBB	55	80
17	RABT	45	60
18	SP	40	65
19	SBB	45	65
20	TBG	70	75

21	VSP		50	70
22	YBT		70	80
23	YRH		65	80
24	Y		60	70
	Total		1240	1585
	average		51,66667	66,04166667
	Minimal		40	55
	Maximal		70	80

From the table above, it can be shown that the average of the pre-test in control class is 51,66 while in pre-test is 66,04. The lowest score in pre-test is 40 and the highest score in pre-test is 70. While in post-test, the lowest score is 55 and the highest score is 80 points.

1. Normality Testing

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

Table 4.3

Frequency Distribution of Pre-test in Experimental Group

No	Xi	fi	xi2	fi.xi	fi.xi2
1	40	2	1600	80	3200

2	45	4	2025	180	8100
3	50	5	2500	250	12500
4	55	3	3025	165	9075
5	60	2	3600	120	7200
6	65	3	4225	195	12675
7	70	2	4900	140	9800
8	75	2	5625	150	11250
9	80	1	6400	80	6400
		24	33900	1360	80200

Based on the data, the result of $F_iX_i^2$ is 80200 and F_iX_i is 1360. Then the following was the calculation of mean, variant and standard deviation.

a. **Mean**

$$(\bar{x}) = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1360}{24} = \textbf{56,66}$$

b. **Varian**

$$S^2 = \frac{n\sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} X_1)^2}{n(n-1)}$$

$$= \frac{24 x 80200 - (1360)^2}{24(24-1)}$$

$$= \frac{1924800 - 1849600}{552}$$

$$= \frac{75200}{552}$$

$$= \textbf{136,23}$$

c. Standar Deviation

Deviation standard was found by drawing root of variants that was

$$\sqrt{136,23} = 11,67$$

Table 4.4

Normality Testing of Pre Test in Experimental Group

NO	x	Zi	F(Zi)	s(Zi)	F(Zi)-S(Zi)
1	40	-2,99867	0,001356	0,083333	0,081978
2	45	-0,99956	0,158763	0,25	0,091237
3	50	-0,57118	0,28394	0,458333	0,174393
4	55	-0,14279	0,443227	0,583333	0,140107
5	60	0,285588	0,612403	0,666667	0,054264
6	65	0,713969	0,762377	0,791667	0,02929
7	70	1,14235	0,873346	0,875	0,001654
8	75	1,570732	0,941878	0,958333	0,016456
9	80	1,999113	0,977202	1	0,022798

LO	0,174393

LT	0,190

From the table above, 0,174 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.190 the value of Lilliefors.

a. **Finding Zscore**

$$Zi= \frac{x-mean}{s}$$

1. $Zi = \frac{40-55,56}{11,67} = -2,99$

2. $Zi = \frac{45-55,56}{11,67} = 0,99$

3. $Zi = \frac{50-55,56}{11,67} = -0,57$

4. $Zi = \frac{55-55,56}{11,67} = -0,14$

5. $Zi = \frac{60-55,56}{11,67} = 0,28$

6. $Zi = \frac{65-55,56}{11,67} = 0,71$

7. $Zi = \frac{70-55,56}{11,67} = 1,14$

8. $Zi = \frac{75-55,56}{11,67} = 1,57$

9. $Zi = \frac{80-55,56}{11,67} = 1,99$

b. **Finding S(Z$_i$)**

$$S(Zi) = \frac{f\ kum}{n}$$

1. $S(Zi) = \frac{f\ kum}{n} = \frac{2}{24} = 0,08$

2. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{6}{24} = 0{,}25$

3. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{11}{24} = 0{,}45$

4. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{14}{24} = 0{,}58$

5. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{16}{24} = 0{,}66$

6. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{19}{24} = 0{,}79$

7. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{21}{24} = 0{,}87$

8. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{23}{24} = 0{,}95$

9. $S(Z_i) = \dfrac{f\ kum}{n} = \dfrac{24}{24} = 1$

From the table above, it can be seen that Liliefors observation or L_o = 0.174 with n = 24 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.190. So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

Table 4.5

Frequency Distribution of Post Test in Experimental Group

No	Xi	fi	xi2	fi.xi	fi.xi2
1	55	1	3025	55	3025
2	60	4	3600	240	14400
3	65	3	4225	195	12675
4	70	3	4900	210	14700

5	75	7	5625	525	39375
6	80	4	6400	320	25600
7	85	2	7225	170	14450
		24	35000	1715	124225

Based on the data above, the result of $F_iX_i^2$ is 124225 and F_iX_i is 1715.

Then the following was the calculation of mean, variant and standard deviation.

a. **Mean** : $\bar{x} = \dfrac{\sum FiXi}{\sum Fi}$

$\bar{x} = \dfrac{1715}{24} = 71{,}45$

b. **Varian**

$S^2 = \dfrac{n\sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} X_1)^2}{n(n-1)}$

$S^2 = \dfrac{(24).(124225)-(1715)^2}{24(24-1)}$

$= \dfrac{39915}{552}$

$= 72{,}30$

c. **Standar Deviation**

Deviation standard was found by drawing root of variants that was

$\sqrt{72,30} = 8{,}53$

After getting the calculation of mean, variant and deviation standard, then the next step was to find out the normality of the test. The calculation of normality reading comprehension can be seen in the following table:

Table 4.6

Normality Testing of Post Test in Experimental Group

NO	X	Zi	F(Zi)	s(Zi)	F(Zi)-S(Zi)
1	55	-1,9292	0,026853	0,041667	0,014814
2	60	-1,34311	0,089617	0,208333	0,118716
3	65	-0,75703	0,224516	0,333333	0,108817
4	70	-0,17094	0,432135	0,458333	0,026199
5	75	0,415144	0,660982	0,75	0,089018
6	80	1,001231	0,841642	0,916667	0,075024
7	85	1,587317	0,94378	1	0,05622

Lo	0,118716
Ltable	0.190

From the table above, 0.118 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0.190 the value of Lilliefors.

a. **Finding Zscore**

$$Zi= \frac{x-mean}{s}$$

1. $Zi= \frac{55-71,45}{8,53} = -1,92$

2. $Z_i = \dfrac{60 - 71{,}45}{8{,}53} = -1{,}34$

3. $Z_i = \dfrac{65 - 71{,}45}{8{,}53} = -0{,}75$

4. $Z_i = \dfrac{70 - 71{,}45}{8{,}53} = -0{,}17$

5. $Z_i = \dfrac{75 - 71{,}45}{8{,}53} = 0{,}41$

6. $Z_i = \dfrac{80 - 71{,}45}{8{,}53} = 1{,}01$

7. $Z_i = \dfrac{85 - 71{,}45}{8{,}53} = 1{,}58$

b. **Finding $S(Z_i)$**

$$S(Z_i) = \frac{f\ kum}{n}$$

1. $S(Z_i) = \dfrac{1}{24} = 0{,}04$

2. $S(Z_i) = \dfrac{5}{24} = 0{,}20$

3. $S(Z_i) = \dfrac{8}{24} = 0{,}33$

4. $S(Z_i) = \dfrac{11}{24} = 0{,}45$

5. $S(Z_i) = \dfrac{18}{24} = 0{,}75$

6. $S(Z_i) = \dfrac{22}{24} = 0{,}91$

7. $S(Z_i) = \dfrac{24}{24} = 1$

From the table above, with n = 24 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.190. It was known that the coefficient of L_o (0.139) < L_t (0.173). So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

Table 4.7

Frequency Distribution of Pre Test in Control Group

NO	Xi	Fi	xi2	fi.xi	fi.xi2
1	40	4	1600	160	6400
2	45	6	2025	270	12150
3	50	4	2500	200	10000
4	55	4	3025	220	12100
5	60	2	3600	120	7200
6	65	2	4225	130	8450
7	70	2	4900	140	9800
	Total	24	21875	1240	66100

from the table above , 1240 got from the total of FiXi (Frequency of Score in Pre Test Times Score of Pre Test). 66100 got from the total of FiXi^2 (Frequency of Score in Pre Test and Score of Pre Test TimesTwo).

a. **Mean** : $\bar{x} = \dfrac{\sum FiXi}{\sum Fi}$

$$x = \frac{1240}{24} = 51,66$$

b. **Varian**

$$S^2 = \frac{n \sum_{i=1}^{n} x_i^2 - (\sum_{i=1}^{n} X_1)^2}{n(n-1)}$$

$$S^2 = \frac{(24).(66100) - (1240)^2}{24(24-1)}$$

$$= \frac{48800}{552} = 88,40$$

c. **Standar Deviation**

Deviation standard was found by drawing root of variants that was

$$\sqrt{88,40} = 9,40$$

Table 4.8

Normality Testing of Pre Test in Control Group

No	x_i	Z_i	f_{zi}	s_{zi}	$f_{zi}-s_{zi}$
1	40	-1,24081	0,107337	0,166667	0,059329
2	45	-0,70904	0,239151	0,416667	0,177516
3	50	-0,17726	0,429652	0,583333	0,153681
4	55	0,354518	0,638525	0,75	0,111475
5	60	0,886295	0,812271	0,833333	0,021063
6	65	1,418072	0,921915	0,916667	0,005249
7	70	1,949849	0,974403	1	0,025597

lo	0,177516
lt	0,190

From the table above , 0.177 got from the higher score Standard Normal Distribution minus The Calculation of Proportion Frequency Kumulatif divided the Total of Students. 0,190 the value of Lilliefors.

1. **Finding Z score**

$$Z_i = \frac{x - mean}{s}$$

1. $Z_i = \dfrac{40 - 51{,}66}{9{,}40} = -1{,}24$

2. $Z_i = \dfrac{45 - 51{,}66}{9{,}40} = -0{,}70$

3. $Z_i = \dfrac{50 - 51{,}66}{9{,}40} = -0{,}17$

4. $Z_i = \dfrac{55 - 51{,}66}{9{,}40} = 0{,}35$

5. $Z_i = \dfrac{60 - 51{,}66}{9{,}40} = 0{,}88$

6. $Z_i = \dfrac{65 - 51{,}66}{9{,}40} = 1{,}41$

7. $Z_i = \dfrac{70 - 51{,}66}{9{,}40} = 1{,}94$

2. **Finding $S(Z_i)$**

$S(Z_i) = \dfrac{f\,kum}{n}$

1. $S(Z_i) = \dfrac{4}{24} = 0{,}16$

2. $S(Z_i) = \dfrac{10}{24} = 0{,}41$

3. $S(Z_i) = \dfrac{14}{24} = 0{,}58$

4. $S(Z_i) = \dfrac{18}{24} = 0{,}75$

5. $S(Z_i) = \dfrac{20}{24} = 0{,}83$

6. $S(Z_i) = \dfrac{22}{24} = 0{,}91$

7. $S(Z_i) = \dfrac{24}{24} = 1$

From the table above, with n = 24 and at real level α= 0.05 from the list of critical value of Liliefors table L_t = 0.190. It was known that the coefficient of L_o (0.118) < L_t (0.190). So it can be concluded that the data distribution of the student's ability in writing skill is **normal.**

Table 4.9

Frequency Distribution of Post Test in Control Group

No	Xi	fi	xi2	fi.xi	fi.xi2
1	55	3	3025	165	9075
2	60	6	3600	360	21600
3	65	6	4225	390	25350
4	70	4	4900	280	19600
5	75	2	5625	150	11250
6	80	3	6400	240	19200
		24	27775	1585	106075

Based on the data above, the result of $F_iX_i^2$ is 106075 and F_iX_i is 1585.

Then the following was the calculation of mean, variant and standard deviation.

a. **Mean :** $\bar{x} = \dfrac{\sum FiXi}{\sum Fi}$

$x = \dfrac{1585}{24} = 66{,}04$

b. **Varian**

$$S^2 = \frac{n \sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} X_1 \right)^2}{n(n-1)}$$

$$S^2 = \frac{(24).(106075) - (1585)^2}{24(24-1)}$$

$$= \frac{33575}{552} = 60{,}82$$

c. Standar Deviation

Deviation standard was found by drawing root of variants that was

$$\sqrt{60,82} = 7,79$$

Table 4.10

Normality Testing of Post Test in Control Group

No	Xi	zi	fzi	Szi	fzi-szi
1	55	-1,41578	0,07842	0,125	0,04658
2	60	-0,77467	0,219267	0,375	0,155733
3	65	-0,13356	0,446874	0,625	0,178126
4	70	0,507544	0,694113	0,791667	0,097553
5	75	1,148653	0,87465	0,875	0,00035
6	80	1,789761	0,963254	1	0,036746

lo	0,178126
lt	0,190

From the above table it was found that Lo = 0.178. Based on the list critics value of Lilifors table with n = 24 and at real level α 0.05 = 0.190 from the list critical value of Liliefors table Lt = 0.190 Therefore, it was known that the coefficient of Lo (0.178) < Lt (0.190) so it can be concluded that the data distribution of post test of the control class was **normal.**

a. Finding Zscore

$$Z_i = \frac{x - mean}{s}$$

$$Z_i = \frac{55 - 66,04}{7,79} = -1,41$$

$$Z_i = \frac{60 - 66,04}{7,79} = -0,77$$

$$Z_i = \frac{65 - 66,04}{7,79} = -0,13$$

$$Z_i = \frac{70 - 66,04}{7,79} = 0,50$$

$$Z_i = \frac{75 - 66,04}{7,79} = 1,14$$

$$Z_i = \frac{80 - 66,04}{7,79} = 1,78$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{f\ kum}{n}$$

$$S(Z_i) = \frac{3}{24} = 0,12$$

$$S(Z_i) = \frac{9}{24} = 0,37$$

$$S(Z_i) = \frac{15}{24} = 0,62$$

$$S(Z_i) = \frac{19}{24} = 0,79$$

$$S(Z_i) = \frac{21}{24} = 0,87$$

$$S(Z_i) = \frac{24}{24} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0.178$ with n = 24 and at real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.190$. It was known that the coefficient of L_o (0.178) < L_t (0.190). So it can be concluded that the data distribution of the student's ability in speaking skill is **normal.**

2. Homogenity Testing

a. Homogenity Testing of Pre test

$$F_{obs} = \frac{S1^2}{S2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samplest of pre test found that:

S^2_{ex} = 136, 23   N=24

S^2_{co} = 88,40   N=24

So: $F_{obs} = \frac{136,23}{88,40} = 1.54$

Then the coefficient of F_{obs} 1. = 1.54 is compared with Ftable, where Ftable is determined at real α = 0,05 and the same numerator dk = N-1 = 24-1 that was exist dk numerator 23, the denominator dk = n-1 (24-1= 23). Then Ftable can be calculated F(0.05=1.679). So Fobs < Ftable or (1.54 < 1.98) so it can be concluded that the variant is **homogenous.**

b. Homogenity Testing of Post test

$$F_{obs} = \frac{S1^2}{S2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samplest of pre test found that:

S^2_{ex} = 72,30   N=24

S^2_{co} = 60,82   N=24

So: $F_{obs} = \dfrac{72,30}{60,82}$ = 1,18

Then the coefficient of F_{obs} = 1,18 is compared with Ftable, where Ftable is determined at real α = 0,05 and the same numerator dk = N-1 = 24-1 that was exist dk numerator 23, the denominator dk = n-1 (24-1= 23). Then Ftable can be calculated F(0.05=1.98). So Fobs < Ftable or (1.18 < 1.98) so it can be concluded that the variant is **homogenous**.

3. Hypothesis Testing

Table 4.11

Mean Of Post-Test And Pre-Test In Experimental Group

No	Score Post-Test	Score Pre-Test	Decrease
1	75	55	20
2	60	50	10
3	55	45	10
4	65	40	25
5	80	70	10
6	65	50	15
7	75	65	10
8	70	50	20

9	70	55	15
10	75	50	25
11	60	45	15
12	80	65	15
13	65	40	25
14	75	45	30
15	60	45	15
16	85	75	10
17	75	60	15
18	60	75	-15
19	80	55	25
20	75	65	10
21	80	70	10
22	75	50	25
23	85	80	5
24	70	60	10
	1715	1360	355
	71,45833333	56,66666667	14,79167

From the table above , it can be seen that 1715 got from the total of score post test. 1360 got from the total of score pre test. 355 got from D (The total of Score Post Test minus Score Pre-Test).

Table 4.12

Mean Of Post-Test And Pre-Test In Control Group

No	Score Post-Test	Score Pre-Test	Decrease
1	65	40	25
2	55	45	10
3	60	50	10
4	60	50	10
5	65	60	5
6	70	40	30
7	65	50	15
8	75	65	10
9	60	55	5
10	55	40	15
11	60	45	15
12	70	55	15
13	60	45	15
14	65	55	10

15	55	45	10
16	80	55	25
17	60	45	15
18	65	40	25
19	65	45	20
20	75	70	5
21	70	50	20
22	80	70	10
23	80	65	15
24	70	60	10
	1585	1240	345
	66,04166667	51,66666667	14,375

From the table above , it can be seen that 1585 got from the total of score post test. 1240 got from the total of score pre test. 345 got from D (The total of Score Post Test minus Score Pre-Test). 90 got from the total of score post test divided the total of students. 66,04 got from the total of pre test divided the total of students. 51,66 got from the total of decrease divided the total of students.

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

Experiment group: $X_1 = 71,45$ $S_1^2 = 8,53$ n= 24

Control group : $X_2 = 66{,}04$ $\qquad$ $S_2^2 = 7{,}79$ $\quad$ n= 24

With:

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

$$S^2 = \frac{(24-1)8{,}53 + (24-1)7{,}79}{24+24-2}$$

$$S^2 = \frac{(23)8{,}53 + (23)7{,}79}{46}$$

$$S^2 = \frac{196{,}19 + 179{,}17}{46}$$

$$S^2 = \frac{375{,}36}{46} = 8{,}16$$

$$= \sqrt{8{,}16} \quad = 2{,}85$$

So: $\overline{x}$

$$t_{count=} \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{count=} \frac{71{,}45 - 66{,}04}{2{,}85\sqrt{\frac{1}{24} + \frac{1}{24}}}$$

$$t_{count=} \frac{5{,}41}{0{,}79}$$

$$t_{count=} 6{,}848$$

From the calculation of the data, the value of $t_{observed}$ was = 6,848. the testing hyphotesis is conducted in order to find out wether that hyphotesis is accepted or rejected. The basis testing hyphptesis is that the H_a is accepted if the $t_{observed>}t_{table.}$ In this study the calculation of the scores uses t-test for degree of freedom 46 (df= N+N-2) at the level of significant 0,05 that the critical value is. 2,013 so, it can be seen that $t_{table} = 2{,}013$

After the scores were calculated, it was found that in this study the

$t_{observed}$ is higher than t_{table} . It can be seen as follow $t_{observed>}t_{table}$ (α = 0,05) with df 46= 6,848 > 2,013

A. Discussion

There was a significant difference on students' achievement in writing descriptive text by using partner technique. The students that were taught by partner technique was higher score than were taught by conventional method.

It was explained in Chapter II that partner technique is learning approach which has purpose to make students become more active in learning writing. The approach is that it provides the classroom teacher with a coherent and defensible framework within which children can be taught to writing.

From the calculation above it found that $t_{observed}$ = 6,848 where as the t_{table} = 2,013. It shows that students' achievement in partner technique was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in writing that were taught by partner technique. its means that the students' achievement in writing skill that were taught by partner technique was better than taught by conventional method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the researcher concludes that there is a significant effect of applying partner technique on the students' achievement in writing descriptive text. This can seen from the calculation of t-test at the level of significance 0,05. $t_{observed}$ (6,848) is higher than t_{table} (2,013). The alternative hypothesis, thus, which formulated as : there is a significant effect of partner technique on the students` achievement in writing is accepted.

B. Suggestion

In relation to the conclusion, the researcher points out come suggestion as followings:

1. For the English teacher it is good to motivate the teachers, especially English teacher to teach the students by using partner technique, to make the learning activity not monotonous and enjoyable

2. The students are facilitated to have their optimal practices in learning by partner technique.

3. Other researchers who intend to use partner technique in teaching learning process. the result of this research can give information or reference about implementation of partner technique on the student's achievement in writing descriptive text.

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RENCANA PELAKSANAAN PEMBELAJARAN
(EXPERIMENTAL CLASS)

Satuan Pendidikan   :   SMPN 1 SIBOLANGIT

Kelas/Semester   :   VIII-3/ I (SATU)

Mata Pelajaran   :   Bahasa Inggris

Alokasi Waktu   :   8 x 45 menit (4x pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.

KI 3 : Memahami, menerapkan menganalisis pengetahuan (faktual,konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

1.2 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cintadamai, dalam melaksanakankomunikasi fungsional.	1.2.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 1.2.2 Mengakui ketika membuat kesalahan.
1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana, sesuai dengan konteks penggunaannya.	1.3.1 Mengidentifikasi fungsi sosial teks descriptive 1.3.2 Mengidentifikasi struktur teks descriptive dengan konteks penggunaannya.
1.4 Menangkap makna teks descriptive lisan dan tulis berbentuk sederhana.	1.4.1 Menentukan struktur teks descriptive dengan benar 1.4.2 Menulis descriptive teks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain,Mengakui ketika membuat kesalahan
3. Mengidentifikasi struktur dan unsur kebahasaan teks descriptive
4. Menulis teks descriptive

D. MATERI PEMBELAJARAN

Fungsi sosial :

Descriptive text is a text to decribe an object.

Struktur teks:

Orientation and Description

Unsur Kebahasaan :

Language features of narrative text:

- Using specific participants such as the name of person, place, etc.
- Using present tense and Using adjective: *beautiful, big,* etc.

*Topik :*Animal

E. METODE PEMBELAJARAN

    Metode   : Diskusi dan Penugasan dengan Partner Technique

    Model Pembelajaran   : Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN

    Media dan Alat   : Whiteboard dan board marked

    Sumber belajar   : Internet

G.LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang descriptive text kepada peserta didik. **Motivasi** • Peserta didik diberi penjelasan tentang manfaat mempelajari descriptive text dalam kehidupan sehari-hari **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati descriptive text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan descriptive text • **Mengeksplorasi:** • Menggali informasti tentang descriptive text. **Mengasosiasi:**	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	• Menyimpulkan materi tentang descriptive text **Mengkomunikasikan** • Menuliskan descriptive text • Menyerahkan tugas menulis descriptive text	
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru melakukan penilaian tugas aktivitas peserta didik • Guru menjelaskan kegiatan pertemuan berikutnya.	10 menit

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari descriptive text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati descriptive text di dalam kehidupan sehari-hari **Menanya** • Bertanya tentang pengertian , tujuan serta struktur teks yang	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	berhubungan dengan descriptive text **Mengkomunikasikan** • Guru membimbing peserta didik untuk menulis descriptive text dengan partner technique. • Peserta didik menyerahkan tugas menulis descriptive text.	
Penutup	• Guru membimbing peserta didik menyimpulkan materi • Guru melakukan penilaian jawaban tugas yang diberikan	10 menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari descriptive text. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran. • Peserta didik menyimak pembelajaran.	10 menit
Inti	**Mengamati :** • Mengamati descriptive text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang descriptive text **Mengkomunikasikan** • Guru membimbing peserta didik untuk menulis descriptive	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	text dengan partner technique. • Peserta didik menyerahkan tugas menulis descriptive text	
Penutup	• Guru membimbing peserta didik menyimpulkan materi • Guru melakukan penilaian jawaban dari tugas yang diberikan	10 menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari descriptive text. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati descriptive text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang descriptive text **Mengkomunikasikan** • Guru membimbing peserta didik untuk menulis descriptive text dengan partner technique. • Peserta didik menyerahkan tugas menulis descriptive text	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi	

Kegiatan	Deskripsi	Alokasi Waktu
	• Guru melakukan penilaian jawaban tugas individu peserta didik	10 menit

H. ASSESSMENT

1. On going assessment: Teacher guides the students to write a simple/short descriptiv etext
   a. Product assessment: Form: writing text
   b. assessment(See appendix III)

Sibolangit, Agustus 2019

Mengetahui

Kepala Sekolah

UPT SATUAN PENDIDIKAN FORMAL

SMPN 1 Sibolangit   Guru Mata Pelajaran

Sairin Pardosi, M.Pd   Laris Sinulingga

NIP. 19620206 199212 1 002

Researcher

Ulfa Nurhasanah

NIM. 34154182

RENCANA PELAKSANAAN PEMBELAJARAN
(CONTROL CLASS)

Satuan Pendidikan   :   SMPN 1 Sibolangit

Kelas/Semester   :   VIII-2 / I (satu)

Mata Pelajaran   :   Bahasa Inggris

Alokasi Waktu   :   8 x 45 menit (4x pertemuan)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaan.

KI 3 :Memahami, menerapkan menganalisis pengetahuan (faktual,konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1 Mengungkapkan rasa syukur ataskesempatan dapat belajar bahasa Inggris

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks descriptive sederhana.	3.10.1 Mengidentifikasi fungsi, struktur sosial, unsur kebahasaan teks descriptive
4.15 Menangkap makna teks descriptivelisandan tulis berbentuk cerita pendeksederhana.	4.15.1 Menulis teks descriptive.

F. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Mengidentifikasi fungsi sosial,struktur,unsur kebahasaan teks descriptive
3. Menulis teks descriptive

4. MATERI PEMBELAJARAN

Fungsi sosial : Descriptive text is text to describe an object.

Struktur teks:

Orientation and decription.

Unsur Kebahasaan :

Language features of descriptive text:

- focuson specific person, place, etc.
- Using present tense
- Using adjective: beautiful, big, tall, etc

*Topik :*Animal

5. METODE PEMBELAJARAN

Metode   : Penugasan

Model Pembelajaran   : Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN

Mediadan alat   : Whiteboard and board marked

Sumber belajar   : Internet

G.LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang descriptive text **PemberianAcuan** • Guru menyampaikan tujuan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru serta buku panduan yang berhubungan dengan descriptive text . • **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks mengenai descriptive text. **Mengasosiasi:** • Menulis text descriptive sesuai dengan judul yang diberikan oleh guru • Mempresentasikan hasil penulisan mengenai text descriptive di	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	depan kelas. **Mengkomunikasikan** • Menuliskan descriptive text • Menyerahkan tugas menulis descriptive text sesuai judul yang diberikan guru.	
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran • Guru melakukan penilaian jawaban tugas peserta didik	10 menit

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang descriptive text **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Siswa mengamati guru	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru serta buku panduan yang berhubungan dengan descriptive text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian ,	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	tujuan serta struktur teks yang berhubungan dengan descriptive text. **Mengasosiasi:** • Menulis text descriptive sesuai dengan judul yang diberikan dengan conventional method. **Mengkomunikasikan** • Menyerahkan tugas menulis descriptive text sesuai judul yang diberikan guru. • Mempresentaikan hasil tugas menulis secara lisan di depan kelas	
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru melakukan penilaian jawaban tugas peserta didik	10 menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang descriptive text **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru tentang descriptive text.	70 menit

Kegiatan	Deskripsi	Alokasi Waktu
	Menanya	
	• Memberikan komentar dan bertanya tentang descriptive text.	
	Mengasosiasi:	
	• Menulis text descriptive sesuai dengan judul yang diberikan dengan conventional method.	
	Mengkomunikasikan	
	• Menyerahkan tugas menulis descriptive text sesuai judul yang diberikan guru.	
	• Mempresentaikan hasil tugas menulis secara lisan di depan kelas	
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran.	
	• Guru melakukan penilaian jawaban tugas individu peserta didik	10 menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi**	
	• Mengucapkan salam, berdo'a, mengabsen dan mengkondisikan kelas.	
	Apersepsi	10 menit
	• Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang descriptive text	
	Pemberian Acuan	

Kegiatan	Deskripsi	Alokasi Waktu
	• Guru menyampaikan tujuan pembelajaran	
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru mengenai descriptive text. **Menanya** • Memberikan komentar dan bertanya tentang descriptive text. **Mengasosiasi:** • Menulis text descriptive sesuai dengan judul yang diberikan dengan conventional method. **Mengkomunikasikan** • Menyerahkan tugas menulis descriptive text sesuai judul yang diberikan guru. • Mempresentaikan hasil tugas menulis secara lisan di depan kelas	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran • Guru melakukan penilaian jawaban tugas mandiri peserta didik	10 menit

H. ASSESSMENT

2. On going assessment: Teacher guides the students to write a simple/short descriptive text

3. Product assessment:

   a. Form: writing text

   b. Type: Essay

   c. Assessment Criteria (See appendix III)

Sibolangit, 03 Agustus 2019

Mengetahui
Kepala Sekolah
UPT SATUAN PENDIDIKAN FORMAL
SMPN 1 Sibolangit   Guru Mata Pelajaran

Sairin Pardosi, M.Pd   Laris Sinulingga
NIP. 19620206 199212 1 002

Researcher

Ulfa Nurhasanah
NIM 34154182

Appendix III

<div align="center">

PRE TEST

</div>

Name :

Class :

Please make a descriptive text based on the picture!

Appendix IV

<div align="center">

POST TEST

</div>

Name :

Class   :

Please make a descriptive text based on the picture!

Appendix V

Instrument of Scoring

Content	
30-27	Excellent to Very Good : knowledgeable, substantive through development of topic sentences relevant to assigned topic.
26-22	Good to Average : some knowledge of subject adequate range-limited development of topic sentences – mostly relevant to topic, but lacks detail.
21-17	Fair to Poor : limited knowledge of subject – little substance – inadequate development topic.
16-13	Very Poor : does not show knowledge of subject – non substantive-not pertinent or not enough to evaluate.
Organization	
20-18	Excellent to Very Good : fluent expression – ideas stated/supported – succinct – well organized – logical sequencing – cohesive.
17-14	Good to Average : somewhat choppy – loosely organized but main ideas stand up – limited support – logical but incomplete sequencing.
13-10	Fair to Poor : Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
9-7	Very Poor : does not communicate – no organization – or not enough to evaluate.

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, usage but meaning not obscured.
13-10	Fair to Poor : limited range – frequent error of word/idiom forms, choice, usage – meaning confused or obscured.
9-7	Very Poor : does not communicate – no organization – or not enough to evaluate.
Language use	
25-22	Excellent to Very Good : Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronoun, precision.
21-19	Good to Average : effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured.
17-11	Fair to Poor : major problems in simple/complex construction – frequent errors of agreement, tense, number, word order/function, articles, pronouns, preposition, and/aor fragments, delection – meaning confused or abscured.

10-5	Very Poor : virtually no mastery of sentence cconstruction rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanics	
5	Excellent to Very Good : demonstrate mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
4	Good to Average : occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	Fair to Poor : frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting – meaning confused or obscured.
2	Very Poor : no mastery of conventions dominated by errors of spelling, punstuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate.

THE STUDENTS` INITIAL AND REAL NAME
AT EXPERIMENTAL CLASS (VIII-3)

NO	INITIAL NAMES	REAL NAME
1	AS	Alfredo Sembiring
2	AS	Alfrenda Sembiring
3	BS	Briliant Suramana
4	BR	Boy Rasmana
5	CH	Calvin Herianto
6	DS	Diva Sonia
7	ES	Ela Sinta
8	FA	Fika Amelia
9	HN	Hepprya Nataline
10	HB	Haikal Babreta
11	JP	Jointa Panata
12	JEF	Jusdry Eki Firmansyah
13	KBB	Karolina Br.Barus
14	MVF	Maria Vera Febrina
15	MM	Marsya Margareta
16	RN	Rizky Novendra
17	RBB	Rosmalya Br.Barus
18	SV	Selvia Vebiola
19	TBT	Tesalonika Br.Tarigan
20	YS	Yogi Sembiring
21	YP	Yoga Pratama
22	YSR	Yoshika Salsa R.
23	DFA	Dinda Febri Arwida
24	MR	Muhammad Raihan

Appendix VII

THE STUDENTS` INITIAL AND REAL NAME
AT CONTROL CLASS (VIII-2)

NO	INITIAL NAMES	REAL NAME
1.	AAT	Alberto A. Tarigan
2.	BG	Bobby Gratianus
3.	CLT	Carleson L. Tobing
4.	CLBB	Curmin L. Br. Barus
5.	DF	Dema Febriani
6.	DPB	Dheni Permana Barus
7.	BN	Dikky Natalis
8.	EYBS	Elma Yosa Br. Sitepu
9.	JIP	Janes Iskal Prayoga
10.	JLS	Jeremiya L. Sinukaban
11.	JJA	Jesen Jhon Ariston
12.	JBR	Johannes B. Rumapea
13.	KMBB	Keysia M. Br.Bangun
14.	MBS	Michael B.Sembiring
15.	MI	Moris Irvanta
16.	NVSBB	Nadya Vita S. Br.Barus
17.	RABT	Ria Anjelina Br.Tarigan
18.	SP	Sindy Perbina
19.	SBB	Sopianta Br.Barus
20.	TBG	Trimurti Br.Ginting
21.	VSP	Veronika S. Putri
22.	YBT	Yeheskiel B.Tarigan
23.	YRH	Yofita R. Husugian
24.	Y	Yoga

Appendix VIII

The Students Score in Post-Test and Pre-Test Experiment and Control Class

1. **The Students Score in Pre-Test Experiment**

No	Content	Organiation	Vocabulary	Language Use	Mechanic	Total Pre-Test Experiment
1	15	17	13	17	3	65
2	15	17	13	17	3	65
3	15	15	12	15	3	60
4	15	15	12	15	3	60
5	15	15	12	15	3	60
6	15	10	7	15	3	50
7	15	10	7	15	3	50
8	15	17	13	17	3	65
9	15	13	9	15	3	55
10	15	10	5	13	2	45
11	15	10	5	13	2	45
12	15	13	9	15	3	55
13	15	15	12	15	3	60
14	15	13	9	15	3	55
15	15	10	7	15	3	50
16	15	13	9	15	3	55
17	15	10	5	13	2	45
18	15	13	9	15	3	55
19	15	10	5	13	2	45
20	15	10	7	15	3	50
21	15	10	7	15	3	50
22	15	13	9	15	3	55
23	15	17	13	17	3	65
24	15	15	12	15	3	60

2. The Students Score in Post-Test Experiment

No	Content	Organiation	Vocabulary	Language Use	Mechanic	Total Post-Test Experiment
1	25	20	16	19	5	85
2	25	20	16	19	5	85
3	22	20	15	19	4	80
4	22	20	15	19	4	80
5	20	17	13	17	3	70
6	20	18	15	19	3	75
7	15	17	13	17	3	65
8	25	20	16	19	5	85
9	20	18	15	19	3	75
10	20	18	15	19	3	75
11	20	18	15	19	3	75
12	22	20	15	19	4	80
13	22	20	15	19	4	80
14	20	18	15	19	3	75
15	20	18	15	19	3	75
16	22	20	16	19	5	80
17	20	17	13	17	3	70
18	15	17	13	17	3	65
19	20	17	13	17	3	70
20	22	20	15	19	4	80
21	22	20	15	19	4	80
22	20	18	15	19	3	75
23	27	20	18	20	5	90
24	25	20	16	19	5	85

3. The Students Score in Pre-Test Control Class

No	Content	Organiation	Vocabulary	Language Use	Mechanic	Total Pre-Test Control
1	20	17	13	17	3	70

2	15	15	12	15	3	60
3	15	10	5	13	2	45
4	15	15	12	15	3	60
5	15	10	7	15	3	50
6	15	10	7	15	3	50
7	20	18	15	19	3	75
8	15	10	7	15	3	50
9	15	13	9	15	3	55
10	15	13	9	15	3	55
11	15	13	9	15	3	55
12	15	17	13	17	3	65
13	15	10	5	13	2	45
14	15	10	5	13	2	45
15	15	10	5	13	2	45
16	22	20	15	19	4	80
17	20	18	15	19	3	75
18	15	10	7	15	3	50
19	15	13	9	15	3	55
20	15	17	13	17	3	65
21	20	17	13	17	3	70
22	15	15	12	15	3	60
23	20	17	13	17	3	70
24	15	15	12	15	3	60

4. The Students Score in Post-Test Control Class

No	Content	Organiation	Vocabulary	Language Use	Mechanic	Total Post-Test Control
1	20	18	15	19	3	75
2	20	17	13	17	3	70
3	15	10	7	15	3	50

4	15	17	13	17	3	65
5	15	15	12	15	3	60
6	15	13	9	15	3	55
7	22	20	15	19	4	80
8	20	17	13	17	3	70
9	20	18	15	19	3	75
10	20	17	13	17	3	70
11	20	17	13	17	3	70
12	20	17	13	17	3	70
13	15	13	9	15	3	55
14	15	13	9	15	3	55
15	15	13	9	15	3	55
16	25	20	18	20	5	85
17	22	20	15	19	4	80
18	15	15	12	15	3	60
19	20	17	13	17	3	70
20	20	17	13	17	3	70
21	20	18	15	19	3	75
22	20	18	15	19	3	75
23	25	20	16	19	5	85
24	20	17	13	17	3	70

Appendix IX

TABLE OF F DISTRIBUTION

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

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

Appendix X

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,022	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$	$\dfrac{0,736}{\sqrt{n}}$

Appendix XI

DOCUMENTATION