



**THE EFFECT OF USING SWELL METHOD ON THE STUDENTS'
ACHIEVEMENT IN WRITING PROCEDURE TEXT AT EIGHTH
GRADE OF MTs BABUL ULUM MEDAN LABUHAN**

A SKRIPSI

**Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfillment of the Requirement for
Sarjana Pendidikan**

BY:

CHRISTINA SURIANI DEBATARAJA

34.15.4.147

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

CHRISTINA SURIANI DEBATARAJA

34.15.4.147

Adviser I

Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

Adviser II

Drs. H. A. Ramadhan, M.A
NIP. 19660115 199403 1 002

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS TRAINING
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MEDAN

2019



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

Jl. Willièm Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : “The Effect of Using SWELL Method on The Students’ Achievement in Writing Procedure Text at Eight Grade of MTs Babul Ulum Medan Labuhan in The Academic Year 2018/2019” oleh Christina Suriani Debataraja , yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

8 Juli 2019 M

12 Syawal 1441 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi

Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum

Maryati Salmiah , S.Pd., M.Hum

NIP. 19750622 200312 2 002

NIP. 19820501 200901 2 012

Anggota Penguji

1. Prof.Dr.Didik Santoso, M.Pd
NIP.19660616 199403 1 006

2. Drs.H.A.Ramadhan, M.A
NIP. 19660115 199403 1 002

3. Yani Lubis S,Ag,M.Hum
NIP. 19700606 200003 1 006

4. Dr. Abdillah, M.Pd
NIP. 19680805 199703 1 002

Mengetahui

Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd

NIP. 19601006 199403 1 002

ABSTRACT

**CHRISTINA SURIANI DEBATARAJA (34154147). THE EFFECT
OF USING SWELL METHOD ON THE STUDENTS' ACHIEVEMENT IN
WRITING PROCEDURE TEXT AT EIGHTH GRADE OF MTS BABUL
ULUM MEDAN LABUHAN**

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah and Teachers' Training, State Islamic University of North Sumatera, Medan 2019.

Keyword : Students' Achievement, Writing Procedure Text, SWELL METHOD

The aim of this research is to know the effectiveness of SWELL method in teaching writing procedure text which was observed and analyzed from students of eighth grade at MTs Babul UluM Medan Labuhan. The method applied in this research was the experimental research design. The population of this study was the students at eighth grade of MTs Babul UluM Medan Labuhan. The sample this study is grade (VIII-1) as the experimental class and (VIII-2) as the control class. Then, the researcher taught in the experimental class was taught by using SWELL method and control class taught by using lecturing method. After treatment, the researcher gave the post-test to both of classes. The result of post-test shows that. After the calculated by using SPSS V 22, t value (8.508) which is higher than t table in the degree significance 5% (1.669). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000< 0.05) meaning that H_0 (Null Hypothesis) was resjected and H_a (Alternative Hypothesis) was accepted. It means that there was the effect of SWELL method on students' achievement in writing procedure text.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficent, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers' Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, the researcher has encountered some difficulties such as collecting the references, finding the data, and especially in analyzing the data. The researcher realized that without much help from numerous people, this thesis wouldn't be finished effectively. That's why obviously I would like to thanks to the following people:

1. Prof. Dr. H. Saidurrahman Harahap, M.A as the rector of State Islamic University of North Sumatera Medan (UIN SU).
2. Dr. H. Amiruddin Siahaan, M.Pd as the Dean of Faculty of Tarbiyah and Teachers' Training State of Islamic University of North Sumatera and all of the administration staff.

3. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the Head master of English Department for the facilities that given to the writer during completing this thesis.
4. Dr. Didik Santoso, M.Pd, as the writer's first adviser who has given his charm, ideas, sugesstion, correction, beneficial opinion, and encouragement in the process of writing this thesis.
5. Drs.H.A.Ramadhan, M.A as the writer's second adviser who has given her guidance,dedication, motivation, and support in the process of writing this thesis.
6. For all of the lecturers in Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera, especially in English Department.
7. Drs. Waluyo as the principal of MTs Babul Ulum Medan Labuhan, all of the staffs and all of VIII grade students who helped the researcher doing this research.
8. My beloved *bapak* (alm) Barita Debataraja and my lovely *mamak* Esmeria Br. Situmorang, my best old sister Lina Roganda Debataraja A.Md, my trusted brother Tony Saputra Debataraja S.Kom, my prettiest sister Melisa Debataraja SP.d , my little young cute sister Wahyuni Debataraja, and my kind cousin Fitriani Gultom also all of my family who always given me advices, suggestions, and spirits, so that I can finish this final task and also their prayer as the greatest power on this earth that makes me easy to do this thesis, big thanks for your endless love.

9. My lope lope geng BBF until jannah . My Honey Fitri Aprilia ,my mamake Hotna Dewi , My kembaran Annur Risky Harahap , my kocik Annisa Humaira , My abang abang Ami Simanjuntak , my dongan Wita Widia
10. My big family PBI 5 ,
11. And for all who helped and gave me spirit when doing this thesis.

Finally, the writer realizes that this paper is far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, 16 Mei 2019

Christina Suriani Debatara

NIM. 34.15.4.147

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

The objective of the teaching English writing for Junior High School is that the students are expected to be able to express their ideas, feelings and information in written form. To achieve this, the students are expected to reveal the meaning in the form of simple short essay by using writing language accurately and acceptably for interacting with surrounding environment in form of procedure and descriptive text.

Writing as one of four language skills is not easy. It should be comprehended well by the student, It is very useful because it can help students express their ideas and their thought in written text. The Students are expected to be able to write type of writing such as recount, narrative and descriptive as one of the basic language skills and productive skill, writing has a very complex process

In writing text, there are many kinds in writing text, such as in this research, the researchers focus on procedure text. Procedure text is one of the text genres that should be mastered by the students in learning English. The purpose of procedure text especially for Junior High School is to tell the students how to do or make something through a sequence of actions or steps. Procedure text is a text that shows a process in something.

In reality, the students' achievement in English writing for Junior High School is low. Based on the researcher's teaching experience on the Ninth Grade

students' at SMP NEGERI 1 PURBA Simalungun . It can be proven that most of the students still had difficulties in writing procedure text. The students also tended to face some difficulties to plant the generic structure and language features of procedure text. The teacher also always taught by using Lecture Method

As an English teacher, we should be creative to find out a good and appropriate way to help students get knowledge , to able to write a paragraph, especially mastery the fourth skills, moreover in an entertaining and enjoyable way so they will not felt boring in the class . A teacher can make writing enjoyable for students by using a variety of activities , approaches , method strategies and techniques . The teacher should be able to choose a suitable method in other to create a better, interesting and communicative teaching and learning process .

The acronym of social- interactive writing for English language learners SWELL method is a method that was applied to improve the student's achievement in writing particularly in writing procedure texts. By using the SWELL method , it is expected that student's achievement in procedure writing ,could be improved because SWELL method provides ' *wh* ' question as the guidance for the student s to get ideas , in which a student would be asked this question to her or his friend and her friend would be given her or his answers and they are discuss it together interactively . By asking that question , it would be given stimulation for the students to generate idea and develop their ideas in the directed way. So it has been easier and enjoyable for the students to write a text .

The SWELL method and procedure text above, the researcher choose SWELL method to teach writing because this method makes the students more confident, active and independent in writing class. In SWELL, The students this kind of pairing hopefully a more proficient student could be a tutor a less more. though the application of SWELL Method, The students are able to transfer their ideas easily, get motivated, get activated, and they could avoid the boredom of Lecture teaching method, besides this method can lead the student to write better. Those were the reasons why the researcher SWELL method to be implemented in writing class of junior high school to be more enthusiastic in learning writing. Here, the researcher wished having a collaborative to apply SWELL method to improved students' writing ability from the explanation above the writer is interested in conducting a research under title ‘*The effect of using SWELL Method on The students' achievement in writing procedure text at Eighth Grade Of MTs Babul Ulum Medan Labuhan*

B. The Identification of the problem

Based on the background of the problem, the low achievement in writing procedure text of the students could be found by the external and internal factors. The internal factors were : 1) The students' interest still low in studying English. 2) The students' achievement in writing procedure text is still low. 3) The students were difficulty in understanding the generic structure and language features of procedure text. The external factors was teacher always use Lecture Method Therefore, the researcher limit the problem.

C. The Limitation of the Problem

Based on the identification of the problem above, there some factors influence the student' writing skill of procedure text . Therefore , the research focuses on the students' achievement in English writing of procedure text by using SWELL method

D. The Research Question

Based on the background of the study , the general question of this research Is there a significant effect of using SWELL Method on the students' achievement in writing procedure text at the eighth grade of MTs Babul Ulum Medan Labuhan?

E. The Objective of the Study

The objective of the study is to derive whether there is a significant effect of using SWELL Method on the students' achievement in writing procedure text at eighth grade of MTs Babul Ulum Medan Labuhan

F. The Significance of the Study

The finding of this research is expected to useful for : 1) The English teacher as an input to increase their ability in teaching writing , 2) The principal as an input to improve the quality of teaching , 3) The other research , this can be used as a reference in conducting the same research for obtaining better research.

CHAPTER II

LITERATURE FRAMEWORK

A. Theoretical Framework

In order to avoid misunderstanding between the researcher and the readers, it is considered to be important to clarify the terms used in this study.

1. Students' Achievement in Writing Procedure Text

a. Achievement

Achievement is result of what an individual has learned from some educational experiences.¹ So, achievement is the result that someone obtained based on experience in education.

Cecco and Crawford said that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance.² Achievement is a person's expectation in facing challenges that have purpose to get the satisfactory result.

The Students achievements is the ability of an individual to successfully apply learned skills in authentic situation , become a life-long learner , independent thinker and productive member of the society . it is concerned with how a student has done in relation to a particular course or program that usually come at the end of the program and deliberately based on the content covered in

¹Greenwald, L V Hedges and Laine. 2009. *The Effect of the School Resources on the Student Achievement*. Journal of English Language.Vol 3. p. 96

²Grissmer et al. 2002.*Improving Student Achievement in language*.(USA : University of Washington).p.55

it. Achievement test indicate how well teaching has succeeded , and where improvements need to be made ³

There are three aspect of Bloom's taxonomy that influences the students' perception of the material taught , i.e. cognitive , affective and psychomotor . cognitive consist of knowledge , comprehension application, synthesis , analysis and evaluation . Affective includes felling and emotional aspects. Psychomotor that concerns with students' skill to do something .this study focuses on psychomotor . Cognitive consists of knowledge , comprehension , application , synthesis , analysis and evaluation. Affective includes felling and emotional aspect psychomotor that concert with students' skill in procedure text . Students must achieve the accomplishment score in procedure writing in other to get progress. It may be concluded that students' achievement in procedure writing is the result of what students have learned while teaching learning process or their progress in writing procedure text in their educational learning

Based on explanation above, it can be concluded that achievement is the result that someone obtained to be success and to get satisfaction from effort and skills in facing challenges based on experience in educational that accepted by authority.

b. Writing

According to Al- Qur'an⁴, writing also an important skill that should be learned and there is verse that states the existence of writing that be stated in Al- Qur'an that is surah Al-Alaq:4-5 :

³Jhon.2001.*College Writing Skill with Reading*. (New York: Mc Grow Hill.) p208

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: “Who has taught (the writing) by the pen the first person to write was prophet ideas (Enoch) has taught man that which he know not”.⁵

From the verse above, it can be concluded that should study to get knowledge. Pen in not a creature. But by pen, people can write many things that get add people knowledge and information.

From the definition above, it can be concluded that writing is transferring a spoken language. It is one of the ways to communicate by using written letter, symbol or words that should be understandable in order to share the message effectively. And the primary purpose of writing is communicating ideas, information and making a writing matter needs some processes.

According to Graham and Perin in Pardiyono, writing had two benefits: (1) it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence; and (2) writing as a means extending and deepening students knowledge; it acts as a tool for learning subject matter.⁶

John Langan stated that writing is a process that involves the following steps: (1) Discovering a point-often through prewriting , (2) Developing solid support for the point-often through more prewriting , (3) Organizing the

⁴ Latief Awaluddin, (2010), *Al-Qur'an dan Terjemahan untuk Wanita*, Jakarta: WALI, p. 597

⁵M. Habib Shakir. The Only Quran. Retrieved from (http://www.theonlyquran.com/quran/Al-Alaq/English_M_Habib_Shakir/), Accessed at 15 February 2019.

⁶ Pardiyono, (2007), *Pasti Bisa: Teaching Genre-Based Writing*, Yogyakarta: CV Andi Offset. p. 72

supporting material and writing it out in a first draft , (4) Revising and editing carefully to ensure an effective, error-free paper.

learning this sequence will help you to be confidence when the time comes to write .you will know that you can use prewriting as a way to think on paper and discover gradually just what ideas you want to developed. you will understand that there are four clear-cut goals to aim in your writing-unity, support , organization, and error-free sentences. you will realize that you can use revising to rework a paper until it is strong and effective. and you will be able to edit apaper so that your sentences are clear and error-free.⁷ There are stages in writing process: prewriting, drafting, revising, editing , publishing.

Prewriting is the term given to all of the activities that prepare us to write a first draft. these generally include defining the writing task, gathering material, and planning the first draft. prewriting can help you find a topic and test it by seeing how well it holds up under development. it also helps you generate ideas and allows you to see the connections among those ideas. Your choice of pre writing options should be guided by two factors they are your rhetorical context (purpose and audience) and to your learning style.⁸

Drafting refers to time spent composing a rough draft. ⁹ Drafting is writer-based because you focus on expressing your ideas the best way you can. However, it is also partially reader-based because as you draft you give some thought your reader's needs.¹⁰ Drafting stage is where you really begin writing. The most

⁷John Langan, *English Skills*, (New York: McGraw-Hill Companies, Inc, 2001) seventh edition, p. 17

⁸Donald Pharr and Santi V. Buscemi, *Writing Today* Brief edition, (New York: McGrawHill Companies, Inc, 2005), p.29

⁹UtamiDewi. 2013. *How To Write*. (Medan : La-Tansa Press). p.13

¹⁰Barbara Fine Clouse. 2006. *The Student Writer*, (New York: McGraw Hill). p.76

important thing here is to get words into paper. It is not time to worry about spelling, grammar, punctuation or the best wording.¹¹

Revising is the process of improving the draft . Revising means rewriting a paper, building on what has been done, to make it stronger.¹² Revision (re-vision) means “seeing again.” The revision process calls upon you look again at your work-but this time from your reader’s point of view.¹³

Editing is the process of adding to and refining what you have written, rather than starting again. Editing will make your writing more precise and easier to understand (not necessarily shorter, but clearer).¹⁴

Publishing is the last step that is optimal. If we write for the class assignment, we need not to publish our writing. Nevertheless, we can publish our writing if we want it to be read by the public.¹⁵

Besides that, there are six qualities of good writing are : (1) Ideas. Most interesting writing begins with a good idea an unusual perspective or view-point. This first step toward making your own writing captivating is coming up with interesting ideas to write about. Think about the topics that fascinate you most and that you think will be of interest to others. Then, decide how you can present topic in unique ways , (2) Organization. Once you have some interesting ideas to present in your writing, it is essential to present them in a logical, organized way. Think about your topic and type of writing that you do, and choose the organization that makes the most sense to you . For example, if you are comparing

¹¹Kristine Brown and Susan Hood. 2005. *Writing Matters*. (New York : Cambridge University Press). p. 10

¹²John Langan. 2004. *Sentence Skills Form B*, (USA: McGraw-Hill). p.23

¹³Barbara Fine Clouse. *Opcit*.p.103

¹⁴Anne Whitaker. 2010. *Academic Writing Guide*. (Slovakia: City University of Seattle). p.18

¹⁵ Jonathan Sarwono and Yudhy Purwanto. 2013. *English for Academic Purpose: A Successful Way to Learn Scientific English*. (Yogyakarta :Andi). p.62

and contrasting two items, you may want to present all of the similarities first and then present all of the differences, (3) Voice. Voice refers to all of the qualities that set your writing apart from the work to others.

The qualities include the words use, the way you put your words together, the topics you explore, and more. Focus on developing your voice to give your writing a personal touch , (4) Word choice. Words are the most essential components of writing. Choosing the right word can make a difference to a reader understands what you try to convey the exact meaning you intend and sit up the types of emotions you desire from your audience , (5) Sentence fluency. Use transitions and variety of sentence lengths and structures to product a rhythm in your writing and to ensure that one sentence flows smoothly into the next , (6) Conventions. Make sure that all of your writing follows the conventions of English grammar, usage, mechanics, and spelling.¹⁶

In addition writing has five components in writing assessment namely : (1) Language use : the ability to write correct and appropriate sentence. (2) Mechanic skill : the ability to use correctly those conventions peculiar to the written language. (3) Treatment of content : the ability to think creatively and develop thoughts, excluding all irrelevant information. (4) Judge mental skill : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and other relevant information.¹⁷

¹⁶ Prentice Hall. 2001. *Writing and Grammar (Communication in Action Diamond Level)*. (New Jersey : Prentice Hall). p.3

¹⁷Jeremy Harmer. 2004. *How to Teach Writing*. (England : Longman). p.78

So, the conclusion writing is the most powerful communication tool for human life which written by using tools like pen, pencil, or computer screen that will be expressed in form of letters, symbols, or word even books, journals and class note that have purpose to develop and share our thoughts and ideas for others even for personal life and to remind the lessons that have learned so that the lessons will not lost. In addition, to get the good writing's product we should do the writing process well that consists of; prewriting, drafting, revising and publishing. Besides that, we must know there are six qualities of good writing namely : organization, voice, word choices, sentence fluency and conventions and we must know there are five components in writing assessment namely: language use, mechanic, treatment of content and judge mental skill.

c. Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.¹⁸ It means that procedure text is the text that tell us the way how something is achieved in sequence of steps.

The procedure text will show and explains how it works or how it is operated.¹⁹ This statement explains that procedure text is the text that explains how something operated.

According to Knapp and Watkins , states that the genre of instructing/procedure ,whether spoken or written , pervades our experience of the world. However spoken or written , pervades our experience of the world .

¹⁸ Pardiyo. 2007. *PastiBisa! Teaching Genre-Based Writing*. (Yogyakarta : ANDI). p.66

¹⁹Wayan Dirgayasa. 2012. *Maritime English Writing: A Genre Based Approach*. (Medan: UNIMED PRESS).p.31

However , instructing /procedure involves much more than simple , sequential or procedural texts .The purpose of procedure text is to tell someone what to do or how to do it, this can be achieved a range of textual forms.²⁰

Procedure is any written English text in which the writer describe how something is accomplished through a sequence of action or step .the goal is to describe how something is accomplished . The instruction of steps about jobs should be done well and can be kept in procedural text .²¹

Furthermore, the rhetorical structure in writing procedure text are : (1) Goal : telling about the aim of activity and predict the conclusion might happen. (2) Materials: materials that needed to make something or to the activity. (3) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.²²

Then, Knapp and Watkins state that there are some grammatical features of procedure text such as: (1) Action verb are used in instruction to represent the process involved in the completing a task; for example: spread butter on the bread evenly and put the other loaf or bread on top , (2) Simple present tense. Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives, for example: spread butter on the bread evenly and put the other loaf or bread on top , (3) Adverbs are often used to quality verbs and provide extra information about a task should be complete, for example: spread butter on the evenly , (4) Temporal connectives are used in procedural instruction

²⁰ Knapp, P.&M. Watkins .2005. *Genre Text, Grammar Technologies for Teaching and Assessing Writing* .New York: Mc-Graw-Hill ,p.157

²¹ Siahaan,S.& Kisno S.2008.*Generic Text Structural* .Yogyakarta :GrahaIlmu ,p.81

²² Ruswinarsih. 2015. *The Use of Pictures in Improving Procedure Text Ability of The First Year Students of SMPN 5 Dumai*. Journal of English Language in Indonesia. Vol 3. p.15

to ensure processes are placed in the correct order of time, for example: First, spread butter on the bread evenly; then, put it the lettuce; finally, put the order loaf or bread on top , (5) Conditional connectives are used to provide a premise upon which a command or statement is based, for example: if you spread the butter evenly, there won't be any lump , (6) Modality is used in procedure to lessen or highten the degree of obligation in completing a task, example: you should save your document before closing.²³

Beside grammatical features of procedure text there are three generic structures in writing procedure text ²⁴.

Example of procedure text

Goal : how to make a delicious papaya orange soup

Material / Tools : A Papaya , Some Orange , Some Sugar

Step : First of all , prepare a bowl as place for papaya orange soup. Then cup up the papaya into small slices as you like. Next , Remove peels of the orange and press it. After that mix them into the bowl that you've prepared . Give some sugar according to your taste . And if you want it cool, put in the refrigerator have some ice . Now you have your delicious papaya orange soup

Based on the explanation above , it can be concluded that procedure text is kind of text to explain about how to operate or to make something and the rhetorical structure in writing procedure text are : goal , material/tools and step . Moreover, the grammatical features of procedure text namely : action verb, simple present, adverbs, temporal connectives, conditional connectives, and modality.

²³Peter Knapp and Megan Watkins. *Opcit*.p156-157

²⁴Pardiyono.*Opcit* P.173

In conclusion, the students' achievement in writing procedure text is the result of the students to express their idea in written in form of procedure text.

2. SWELL Method

a. The Definition

SWELL method is a method that is use in teaching writing that will increase the proficiency and confidence of the writers in ESL class.²⁵ By taking into consideration the students' linguistic needs, providing for teacher instruction, and taking a balance approach that focus on fluency and writing mechanics, SWELL method will make student actively participate in discussing with their partner while writing. Moreover, because the students are allow to use their first language in their interaction.

By relying more on each other and less on their teacher, they also become more independent thinker and learners. In applying SWELL method there are two main subject as the main actor, they are writer and helper. The helper is the student who is more knowledge able than the writer. Therefore he / she has the function to help the writer in writing activity. The result of students' writing is the collaboration between the writer and the helper

Based on the theory above the researcher concludes that Swell Method is a kind of method for teaching writing by asking to the students to work in pairs (one as writer the other one as helper) to develop an idea to be a paragraph by following six steps of writing procedure including ideas, draft, read, edit, best

²⁵Adelino Teo, SWELL: A Writing Method to help English Language Learners, *EnglishTeaching Forum Vol. 45 No. 4* (2007) p.23

copy and evaluate. The student who is at a higher level or more ability plays the role of a helper. Student who is at a lower writing level is a writer.

b. The Principle

In SWELL, The role of teacher are as facilitator – preparing students how to conduct SWELL –monitor and feedback provider. moreover, it is allowed for students to use their mother tongue for oral discussion and use bilingual dictionaries for translation. who has successfully implemented this method to increase his students' proficiency and confident in writing in his ESL²⁶

c. The Design

Lucas and Katz statement that teachers should ensure that student's native language have a place in the classroom even though the design of the program and teachers' limited linguistic resources suggest an English-only learning environment. They stated that teachers should be receptive to their students' use of their native language, particularly to serve in instructional purposes, and the native language should be used as a tool to establish rapport with students. In this way students' will not only feel comfortable using their native language to work together or exchange social information but will also feel that their native language is respect in their classroom.²⁷

²⁶Adelino Teo. *Opcit.* p.25

²⁷Adelino Teo. *Opcit.* p.20

Susser states that an essential component in writing pedagogy is timely intervention by the teacher so that students can generate ideas for better content or correct grammatical errors at the appropriate time during the writing process.²⁸

In teaching writing by using SWELL method the teacher does not give supervision in the students' activity. The teacher gives them a freedom to express their idea. Lew argues that it is disservices to allow students' learning English to write without the close supervision of teachers, pointing out that student who do not speak Standard English have little confidence that their friends can help them with grammar or usage.

SWELL method use complete structure and directive question beginning with WH-words, such as "who did what to whom?" it will help learners to generate ideas for their writing and to provide the temporary support or "scaffolding". Peregoy and Boyle state that is necessary to permit learners to participate in a complex process before they are able to do so unassisted. Once proficiency is achieve, the scaffold no longer is needed and may be dropped.²⁹

In applying SWELL method, teachers are encouraged to play an active role in their student writing process by choosing a stage for each pair base on the teacher's understanding of their students writing levels. An additional advantage of having the teacher choose a stage for each pair is that the students can focus solely on the writing procedure text without having to worry about whether they chose the appropriate stage.

²⁸Susser B.1994.Process approaches in ESL/EFL writing instruction (*Journal of Second Language Writing* 3) .p 31-47.

²⁹Derewianka, *Exploring How Texts Work* (Newton: Primary English Teaching Association, 2001), p.21.

In SWELL method there are two subjects as the main actor, they are writer and helper. The helper is the student who has more ability and has the function to help the writer in their writing. Because not all of the writers have good ability, so there is a novice writer. To help the novice writer, swell has the writer read and the draft with as much expression and attention to punctuation as possible ,while both the helper and the writer look at the text together . This giving the writer the opportunity to see if the writing is clear to the audience swell method provides four complete questions incorporating these term to help the students better understand their meaning . These question are: (1) Does the helper understand what the writer wants to say ? (idea and meaning) , (2). Does the writing have a clear beginning, middle, and end ? (order) (3) Are the words and sentences correct ? (style) , (4) Is the punctuation correct and in the right place ?³⁰

SWELL adds the editing criterion style in the editing step. Style is defined as “the clarity of sentence” which includes making appropriate word choices and using correct sentence structure. Style is add to help students ensure that their sentences are clearly written in their final draft.

Based on the theory above the researcher concludes that SWELL Method is a kind of method for teaching writing by asking to the students to work in pairs (one as writer the other one as helper) to develop an idea to be a paragraph by following six steps of writing procedure including ideas, draft, read, edit, best copy and evaluate. The student who is at a higher level or more ability plays the role of a helper. Student who is at a lower writing level is a writer.

³⁰Adelino Teo.*Opcit*.p.20

d. The Procedure

The procedure of SWELL Method are : (1) stimulate ideas, (2) writing a draft, (3) reading aloud, (4) editing , (5) best copy, (6) The teacher evaluating the writing draft .

The first step is stimulate ideas .in this phase the writer stimulate ideas , their helpers raise the questions stated above in any other that seems appropriate , or helpers can put forth their own question . As writer respond verbally to the question , they jot down key words and encouraged to add any relevant information they might want to write.

The second step is writing a draft. in this step , the teacher emphasizes that writers do not have to worry much about spelling as they write their first draft. rather , the stress should be on allowing ideas to flow. The teacher should remain flexible , relying on the student's writing development and process to guide them . it may be necessary for the pair to go back one or more stages if they encounter a particularly difficult problem

The third step is reading aloud the writer reads the writing aloud . if a word is read incorrectly the helper provides support if able to do so .

The fourth step is editing . in this phase , helper and writer look at the draft together ,and consider what improvements might be made. Problem words , phrase, sentences could be marked . the writer and helper inspect the draft t more than once, checking the following five SWELL editing criteria (1) meaning .(2) *order* (organization of the separate ideas in the text , organization with in a phrase or sentence , and organization of the order of sentence) (3) *spelling*, (4) *punctuation* (5) *style* (word choice and sentence structure)

The fifth step is best copy . The writer copies out a readable ‘‘ best ‘‘ version of the corrected draft and turns it in to the teacher. the helper may help if necessary , depending on the skill of the writer . Surherland and Topping (1999) point out that the physical act of writing is the least important step in the paired writing method , so it does not matter who does it. the important thing is the quality of thinking and communication in the process .because the best copy represents a joint product of the pair both should have their names on it .

The sixth step is the teacher evaluating the writing draft . In this final step, the teacher meets with the pair and , based on what she or he observes in the product they turned in , provides explicit instruction in writing and grammar or provides other corrective feedback associated with the five editing criteria of step 4 . the pair then review the teacher’s comments together.

e. The Advantages and Disadvantages of SWELL Method

There are several advantages of using swell method according to Teo (2007) , they are: (1) SWELL can help students to understand important components as character , setting , problem and solution in writing , (2) SWELL style help the students ensure that their sentences are clearly written in their final draft , (3) By using SWELL, the student more active and Creative in Learning , (4) Using SWELL , The student are able to transfer their ideas easily get motivated , get activated and they could avoid the boredom of the conventional teaching method , besides this method can lead the student to write better .

Beside the advantages, of SWELL Method is has several disadvantages (1) From the preparation need along time because the teacher must choose , (2)

From the performance need along time because the teacher not only perform or demonstrate the material for one time but more and the students more understand , (3) From the supervision need along time because the teacher must give the best explanation to ask the student to write the goal of the material

B. Relevant Study

The effect of using SWELL Method has been proven by a number of researchers that has been done on the area of teaching learning process . Some of the finding are summarized as follow: (1) Nurainanifitria³¹ .Conducted a research entitled “ *The Use Of SWELL in Teaching Writing Text To Eight Gradesrs*” department student at the University of Indonesia The finding of the research shows that there is significant improvement in both of groups: control and experimental group from pre-text and post-test scores. SWELL is good Method because could become more active and interaction between another students , it can make the students learn more from others

Tanjung and Roza.³² Investigated the effect of using The Effect of SWELL method on the students’ achievement in writing Descriptive toward result study social subject on students of second level in SMP 1 Pariaman . The Research Finding is that there is significant different of the result between students that is taught by using SWELL method with students. SWELL method can help improved the students’ ability and confident , because they sit in group

³¹ Nuraini Fitria, A.2012.“ *The Use Of SWELL in Teaching Writing Text To Eight Gradesrs*”. (<http://jurnal.unimus.ac.id.access>)

³² Prawati.Sri,P.2011.*Teaching Writing Recount text Through SWELL* .M. Susilawati , E . 2010.Teaching Writing Procedure Text Through .”(<http://ejournal.ac.id/8776/434.access>)

and it make them can discuss together in that group . By this method the students enjoy and they are not bored during teaching and learning process

Pujijarningsih. They investigated the research about ‘’Teaching Writing Recount Text though SWELL to the third grades junior high school . The result showed that there was significantly better learning effectiveness in terms of Recount Text.

C. Conceptual Framework

SWELL method is more effective in teaching writing of procedure text than Lecture Method because SWELL method aimed at developing the cognitive as well as the communicative skills of language learners and so the language teachers, researchers , textbook writers and course designers welcomed the Method as cognitive skills play a vital role in today’s competitive environment. For teacher, firstly the teacher will the give the pretest to find how are the scores that the students achieve. Then the teacher will explain the material about procedure text, form the text function , text structure and also grammatical aspects. After that the teacher will apply SWELL method as method in teaching procedure text . After that the teacher divide the student into some groups and the teacher choose the higher and the lower student, this kind of pairing hopefully a more proficient student could be a tutor a less one , through the application of well ,the student are able to transfer their ideas easily Based on the theoritical and conceptual framework, the student’s achievement in writing could be improved by using The SWELL method .

D. Hypothesis

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

(Ha) : There is a significant effect of SWELL method on students' achievement in writing procedure text.

(H₀) : There is no significant effect of SWELL method on students' achievement in writing procedure text

CHAPTER III

METHODOLOGY OF RESEARCH

A. Time and Place of the Study

This research was conducted at Madrasah Tsanawiyah Swasta Babul Ulum Medan Labuhan 2019/2020 academic year. The writer chose the location at MTs. Babul Ulum Medan Labuhan because the school welcome that aimed to improve the teaching learning quality and the location of this study was close to my house so that it was easier to do the research.

B. Population and Sample

a. Population

Population is any group of individual that have one or more characteristics in common that is interest to the research.³³ Its mean that population is a group of individuals of share one or more characteristics from which data can be gathered and analyzed.

In this research the population was second grade of MTs Babul Ulum 2019/2020 year academic which is located on Jl. Pajak Rambai Kel. Martubung Kota Medan . The number of population can be seen as follows

³³Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R&D)*, Alfabeta, p.117

Table 3.1 Number of Population

| No. | Classes | Number of students |
|-----------|---------|--------------------|
| 1. | VIII.1 | 28 |
| 2. | VIII.2 | 28 |
| 3. | VIII.3 | 28 |
| | Total | 84 |

Source of Data : Head master of MTs. Babul Ulum Medan Labuhan Academic Year 2019/2020.

b. Sample

Sample is the process of selecting a number of individual or group (objects of research) for a study such the individual or group (the object of study) is representative of a larger group on the selected object (population).³⁴

In selecting the sample, this study used Random Sampling that used with a lottery technique. The name of each class was written on a piece of paper and then all papers were put in a glass. The glass was shaken and two pieces of paper were taken from the glass. Thus, there are two classes were selected as the sample.

³⁴Syahrum dan Salim. 2012. *Metodologi Penelitian Kuantitatif*. (Bandung: Citaputaka Media). p. 42

Therefore, the sample of this study is shown in the table below

Table 3.2 Number of Sample

| No. | Groups | Classes | Number Of students |
|-----|-------------------------|---------|--------------------|
| 1. | Experimental Group | VIII.1 | 28 |
| 2. | Control Group | VIII.2 | 28 |
| | The Total Number Sample | | 56 |

C. Research Method

The design of this research was an experimental research design using quantitative approach with Post test only design. According to Aryet at all an experimental design is the general plan for carrying out a study with an active independent variable.³⁵ Experimental design may also be classified according to how well they provide control of the threats to internal validity they are; pre experimental design, true experimental design and quasi experimental design.

The experimental research is the way to find out a causal relationship between two factors that are intentionally made by the researcher by setting a side other factors that influence. Quasy-experimental research design looks the same as true experimental research design, but it lacks the key ingredient random assignment.³⁶ It is the design which does not provide full control. As stated by Ary that full experimental research is not always possible to conduct a random selection of subjects in education research especially learning. This is because

³⁵ Donald Ary. 2010. *Introduction to Research in Education*. (USA : Wadsworth). p. 301

³⁶William M. K. Trochim. 2003. *The Research Methods Base, 2nd Edition*. (Ithaca : N.Y. Cornell Custom Publishing). p. 215

the subjects that have been formed are naturally in groups. Those are group of students in one class.

In addition, it seems to be impossible for the researcher to manage all the students based on her desire. There were two groups in this research; experimental and control group. Kothari stated that control group is the group which is exposed to usual condition while experimental group is a group which is exposed to special condition.³⁷ In this design, the subject could not be randomly assigned to either the experimental or the control group.

Table 3.3 Research Method

| Group | Treatment | Post-test | Class |
|--------------------|------------------------------|------------------|--------------|
| Experimental Group | Using SWELL method . | ✓ | VII-1 |
| Control Group | Without Using SWELL Method . | ✓ | VII-2 |

D. The Procedure of the Study

In order to get the data in this study, two procedures are taken by researcher, namely: treatment (teaching presentation), and post-test.

a. Treatment

The treatment was given in class VIII-1 and class VIII-2. The experimental group in VIII-1 and the control group in VIII-2 are taught by using the same materials but different teaching learning Method . In experimental group , the researcher used SWELL Method on the students` achievement in writing

³⁷C.R.Kothari. 2004. *Research Methodology: Methods and Techniques*, 2nd rev ed, New Delhi : New Age International, p.30

procedure text, and control group was taught by using lecture Method in teaching writing procedure text. Every meeting during 80 minutes.

The procedures treatment in experimental group were : (1). The researcher write the topic on whiteboard “ *How to make a coffee* ”. (2). The researcher gave questions and then the students answered by writing on whiteboard. For example: “what is the coffee made of?”. This answer of the question was answered by the students in writing on the whiteboard , (3) The researcher gave the instruction to ask the students to sit in their group which one group consist 2 students , (4) Then, researcher asked the students to write how to make a coffee , (5) The researcher as supervisor to guide the groups do and finished their task , (6) After the time is up to do the task , the researcher asked one student from each group report their task in writing on the whiteboard , (7) The researcher checked the generic structure and linguistic feature of procedure text and the researcher showed the best result and then the researcher asked all the students to that . For example : Asking to make how to clean the classroom

The procedures treatment in control class : (1). The teacher explained to the students about procedure text and explained about the procedure text along with its parts and characteristics such as generic structure and language features. (2). The students listened and paid attention the explanation and shared ideas about procedure text , (3).The teacher gave one example of procedure text and explained its part. (4). The teacher asked the students to mention the generic structure and language features of procedure text , (5) The students mentioned the generic structure and language feature of example text , (6). The teacher gave

the evaluation. (7). The teacher did evaluated the students' exercises. (8) The students listened and paid attention the teacher instruction and did the exercises.

b. Post-test

After treatment, both experimental group and control group are tested by giving a post-test. The post-test is the same as the pre-test. The post-test is administrated to know The effect of SWELL method on the students' achievement in writing procedure text.

E. Instruments of Collecting Data

This study will be uses test as the instruments of collecting data. Test is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.³⁸

In this research, the test is done in form of essay test to measure students' achievement at the eighth grade of MTs Babul Ulum Medan Labuhan in writing a text. The writing test is constructed by the researches and the writing test is about procedure text.

F. Technique of Analyzing the Data

The researcher used the data from students' tests to find out the result of students' ability in writing procedure text by using SWELL Method which is applied in the experimental class, then without using SWELL Method in the control class. After all students' scores were obtained, next the researcher conducted prerequisite data analysis: normality and homogeneity. The normality

³⁸Suharsimi Arikunto. 1987. *Dasar-dasar Evaluasi Pendidikan*.(Jakarta: PT BumiAksara). p.51

test and homogeneity test were tested by using Lecture method . After analyzed normality test and homogeneity test, the researcher used t-test to find out the differences between students' score that are taken from post-test in experimental class and control class.

Before doing hypothesis test, there are two requirements that have to be done. They are normality and homogeneity test. Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:³⁹

- (1) . Open SPSS program. Input all the data.
- (2) Click Analyze from the top menu, choose descriptive statistics and click explore.
- (3) Move the data from the left box into the box in Dependent List.
- (4). Click plot and make sure that under the boxplots choose none, remove any check lists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.
- (5) Click Continue and OK

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:⁴⁰

- (1). Open SPSS program.
- (2). Input the data in the data view.

³⁹Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

⁴⁰Andrew Garth. *Opcit*.p. 71-72

- (3). Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.
- (4). Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.
- (5). Click the Options tab to open the options dialogue box.
- (6). Give a tick in Homogeneity of variance tests.
- (7). Click continue, and then OK

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: ⁴¹

- (1). Open SPSS 20 program and click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

- (3). Click Data View, insert the data and then, click Analyze, choose Compare Means and click Independent-Samples T-test.

- (4). Move the score into the column of Test Variable (s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values , Click continue and OK.

⁴¹Andrew Garth. *Opcit.* p. 45-46

G. Statistical Hypothesis

The statistical hypothesis in this research is:

$$H_0 : \mu_A = \mu_B$$

$$H_a : \mu_A > \mu_B$$

In which:

A : SWELL Method

B : Lecture Method

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The data of this research were obtained from the result of test from both of class, the experimental class (VIII-1) and the control class (VIII-2). The experimental class and the control class were taught differently. In the experimental class, the students were taught by using SWELL method , meanwhile, in the control class, the students were taught by using Lecture Method . In order to see the effect of students' writing taught by using SWELL Method and by using Lecture method the data were needed to be gathered. The data were collected from the results of post-test that were conducted in the end of the research.

After giving the posttest to experiment group was taught by SWELL method and control class was taught by using Lecture method , so obtained measurement data to English writing as follow:

Table 4.1 Research Result Data

| Statistic Source | Group of Learning Model | |
|------------------|--|------------------------------------|
| | Experimental Class (SWELL Method) | Control Group (Lecture Method) |
| N | 28 | 28 |
| \bar{X} | 75.54 | 55.21 |
| S | 8.035 | 9.983 |

a. The Students' Writing Scores of the Experimental Class

After analyzing the data through statistic description (SPSS 22), the result showed that the students were taught by using SWELL Method got the score range was 65 to 90, the mean of posttest was 75.54, the standard deviation of posttest was 8.035, the lowest score of posttest was 65 and highest score was 90.

It can be shown in this table below :

Table 4.2

The Scores of the Experimental Class

| Students' Number | Initial | Experimental Class |
|------------------|---------|--------------------|
| | | Post-Test |
| 1 | EF | 87 |
| 2 | F | 80 |
| 3 | NM | 68 |
| 4 | AN | 74 |
| 5 | T | 75 |
| 6 | RAWJ | 80 |
| 7 | SR | 74 |
| 8 | MD | 74 |
| 9 | SRP | 87 |

| | | |
|----|-----|----|
| 10 | MH | 90 |
| 11 | NHF | 68 |
| 12 | IS | 77 |
| 13 | GF | 67 |
| 14 | MZ | 70 |
| 15 | RAH | 85 |
| 16 | MA | 67 |
| 17 | MN | 65 |
| 18 | IM | 68 |
| 19 | RS | 65 |
| 20 | AA | 65 |
| 21 | BL | 70 |
| 22 | BA | 90 |
| 23 | AD | 85 |
| 24 | LNP | 75 |
| 25 | TD | 75 |
| 26 | MSK | 74 |
| 27 | TAP | 75 |
| 28 | SF | 90 |

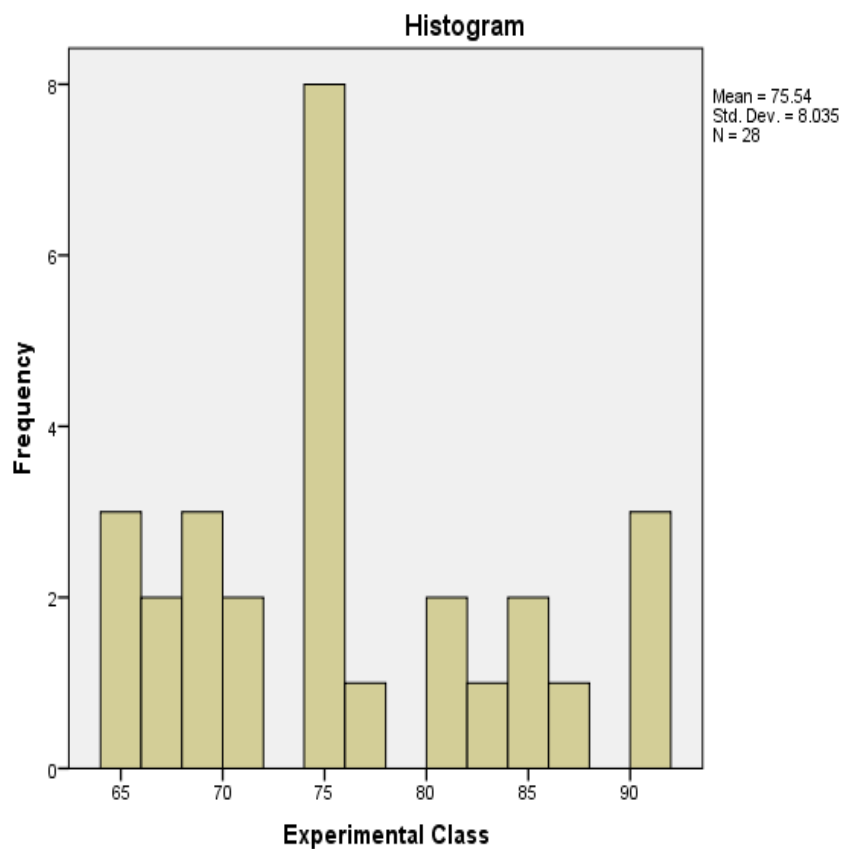
| | | |
|-----------------|--|---------------------|
| $\Sigma n = 28$ | | $\Sigma X_i = 2115$ |
| Average | | 75.54 |
| Min | | 65 |
| Max | | 90 |

**Table 4.3 The Frequency Distribution of Students' Scores of
Experimental Class**

| No | Score Range | Absolute Frequency | Relative Frequency |
|--------------|--------------------|---------------------------|---------------------------|
| 1 | 65 – 68 | 8 | 28 |
| 2 | 69 – 72 | 2 | 7 |
| 3 | 73 – 76 | 8 | 28 |
| 4 | 77 – 80 | 3 | 11 |
| 5 | 81 – 84 | 1 | 4 |
| 6 | 85 – 88 | 3 | 11 |
| 7 | 89 – 92 | 3 | 11 |
| Total | | 28 | 100 |

The score frequency distribution histogram of the students' achievement in English writing were taught by using SWELL Method can be showed in the following figure:

Figure I. The Frequency Distribution of the Experimental Class



b. The Students' Writing Scores of the Control Class

After analyzing the data through SPSS 22, the result showed that the students were taught by using Lecture Method got the score range was 45 to 75, the mean of posttest was 55.21, the standard deviation of posttest was 9.963, the lowest score of posttest was 45 and the highest score was 75. It can be seen from the table below :

Table 4.4 The Score of the Control Class

| Students’ Number | Initial Name | Control Class |
|-----------------------------|---------------------|----------------------|
| | | Post-Test |
| 1 | AP | 70 |
| 2 | YAS | 55 |
| 3 | IZ | 56 |
| 4 | DA | 55 |
| 5 | KS | 45 |
| 6 | ZA | 45 |
| 7 | PP | 46 |
| 8 | ZA | 75 |
| 9 | FW | 46 |
| 10 | ZY | 60 |
| 11 | IPS | 65 |
| 12 | AP | 45 |
| 13 | MYA | 53 |
| 14 | AR | 60 |
| 15 | MR | 65 |

| | | |
|-----------------|-----|---------------------|
| 16 | MSM | 50 |
| 17 | MAS | 60 |
| 18 | MAQ | 50 |
| 19 | MRD | 60 |
| 20 | NA | 45 |
| 21 | NHA | 50 |
| 22 | FW | 45 |
| 23 | RF | 70 |
| 24 | RR | 75 |
| 25 | SH | 45 |
| 26 | WS | 65 |
| 27 | AS | 45 |
| 28 | ZK | 45 |
| $\Sigma n = 28$ | | $\Sigma X_1 = 1546$ |
| Average | | 55.21 |
| Min | | 45 |
| Max | | 75 |

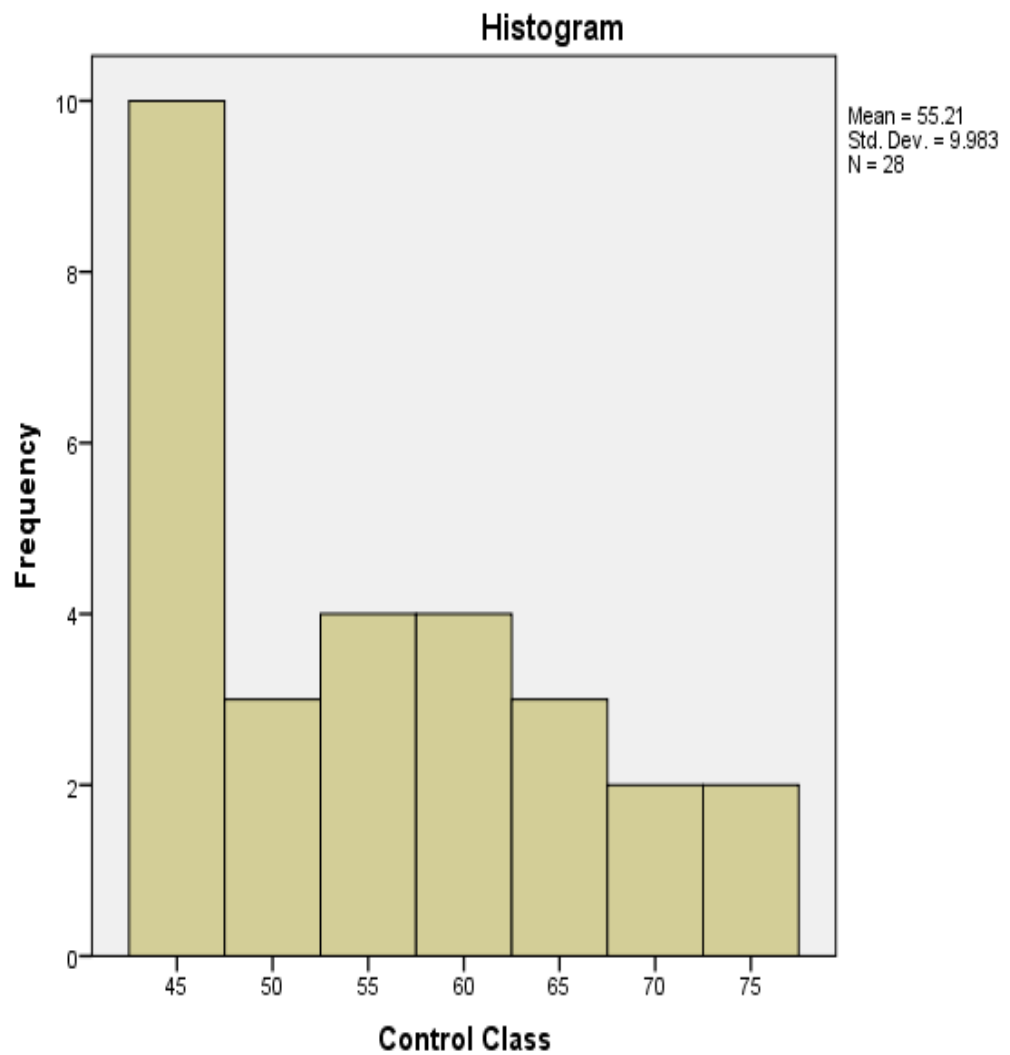
Table 4.5 The Frequency Distribution of Students Scores of the Control

Class

| No | Score Range | Absolute Frequency | Relative Frequency |
|--------------|--------------------|-------------------------------|---------------------------|
| 1 | 45 – 49 | 10 | 36 |
| 2 | 50 – 54 | 4 | 15 |
| 3 | 55 – 59 | 3 | 10 |
| 4 | 60 – 64 | 4 | 15 |
| 5 | 65 – 69 | 3 | 10 |
| 6 | 70 – 74 | 2 | 7 |
| 7 | 75 – 79 | 2 | 7 |
| Total | | 28 | 100 |

The score frequency distribution histogram of students' achievement in English writing were taught by using lecture method can be showed in the following figure:

Figure II. The Frequency Distribution of the Control Class



2 . Analysis Requirement Testing

a. Normality Testing

T_O test the normality of the data , lilliefors formula is used .The result is the data is normal because $L_o < L_t$. Normality testing can be seen in table

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------------------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Post Test Experiment | .169 | 28 | .038 | .918 | 28 | .030 |
| Post Test Control | .179 | 28 | .022 | .876 | 28 | .003 |

a. Lilliefors Significance Correction

b. Homogeneity Testing

After doing the normality testing , the researcher did the homogeneity testing that would be calculated by using SPSS V 20 in order to test the homogeneity of the both classes, experiment class and control class. The researcher used Slevene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.6 Homogenous Testing

Post Test Experimental and Control

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.282 | 7 | 18 | .313 |

The result of the data in Table 4.5 showed that the significance of post-test between experiment class and control class was 0.313. Therefore, the data of post-test was homogenous because it was higher than 0.05.

3. Hypothesis Testing

After measuring the normality and homogeneity test, then the researcher tested the hypothesis of this research by using t-test in SPSS V 22 to know the significant difference between the students' achievement in writing procedure text in experimental class and the students' achievement in writing procedure text in control class. The researcher used the data of the post-test of experiment and control classes, and gained score from both classes. The t-test result of post test scores both control and experiment class are presented in the following figure below:

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 2.370 | .130 | 8.391 | 54 | .000 | 20.321 | 2.422 | 15.466 | 25.177 |
| Equal variances not assumed | | | 8.391 | 51.640 | .000 | 20.321 | 2.422 | 15.461 | 25.182 |

Figure III. The t-test result of post-test score both control and experiment class

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class ($M = 75.54$ and $SD = 8.035$) and control class ($M = 55.21$ and $SD = 9.983$).

The result of t_o was compared $t_{observed}$ and t_{table} to know whether using SWELL method in teaching writing procedure text is effective to increase students' achievement in writing procedure text or not. Reviewing to the data in Table 4.10, it shows the result of $t_{observed} = 8.391$ with the Sig. (2-tailed) = 0.000. And $t_{observed}$ of 0.05 (5%) as the significance level is 1.669 with 64 the degree of freedom (df). It can be found that $t_{observed} = 8.391 > t_{table} = 1.641$ and the significance (2-tailed) is $0.000 < 0.05$. It means that SWELL method is effective toward students' achievement in writing procedure text. .

Hypothesis testing becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of SWELL method on the students' achievement in writing procedure text ? The conclusion is obtained as follows:

H_a : There is a significance difference of students' achievement in writing procedure text between the students who are taught by SWELL method and students who are taught without using SWELL method

H_o : There is no significant difference of students' achievement in writing procedure text between students who are taught by SWELL method and the students who are taught without using SWELL method .

And then, the criteria of hypotheses test as follow: H_a is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) < 0.05 . , H_o is accepted if $t_o < t_{table}$, or if the Sig. (2-tailed) > 0.05 .

Based on the result of posttest of experiment class and control class, it can be found that the $t_{observed} = 8.504 > t_{table} = 1.669$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.000 < 0.05$. To sum up, the $t_{observed} > t_{table}$ and

the Sign. (2-tailed) < 0.05 , it means that H_a is accepted. So, it can be concluded that SWELL method is more effective than lecturing method in teaching in writing procedure text.

B. Discussion

The result of finding research showed that there was a significant difference between students' achievement in writing procedure text who learn by using SWELL Method

Based on quantitative data could be that the mean of the posttest in experimental class was 75,54 with the standard deviation was 8.83 while the mean of the posttest in control class was 54.93 with standard deviation was 9.289. It means that there is an difference about 37,5%. In other words, the students' achievement in writing procedure text more effective by using SWELL Method In addition, based on calculation of the t-test that H_0 was rejected and H_a was accepted. The result of the data from the test was post-test the students that were thought by SWELL Method had been higher score and those who were thought by presentation practice production had been lower.

To sum up the data of the research had been conducted based on the procedures. As the research finding and discussion above, there is significance by using SWELL Method toward the students' achievement in writing procedure text.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research findings it can be conclude that the student writing of the procedure text taught by using SWELL method is more better than taught by using lecturing method .

The result of post-test both experimental class and control class was conducted after doing the treatment. Based on the data, it can be seen that there is a significant different between the experimental class and control class. The researcher was compared t_{count} and t_{table} to know whether using SWELL Method in teaching writing procedure text is more effective to get the good result of students' achievement in writing procedure text.

As the conclusion of the whole chapters, it could be interpreted that students' achievement in writing procedure text is better taught by SWELL Method than Lecturing Method , especially for the eight-grade students of MTs Babul Ulum Medan Labuhan.

B. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the students' achievement in writing procedure text between students are taught by using SWELL Method and they who are taught by presentation practice production approach. Moreover, this

research implies that the use of SWELL method is needed in teaching writing specially procedure text.

Students are motivated and relaxed in learning writing when they are taught by using SWELL Method . Therefore, implies that the use of SWELL method can keep students' interest and help them to master writing procedure text.

In summary, the use of SWELL method during the research can affect the students' achievement in writing procedure text. Therefore, the application of SWELL method needs to be applied continuously in teaching writing. It is because the use of SWELL method can be affective learning to help the students' enthusiastic increased so that the standard competence of learning process can be achieved

C. Suggestion

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are suggestion to use SWELL method in their teaching learning process in order to affect the students' achievement in writing procedure text. Secondly, the researchers who are interested in doing a research related to this study should try to apply SWELL method on different level of learners through different genre to prove the effectiveness of SWELL method on the students' achievement in writing. Finally, the researcher considers that the study still need validity from the next researcher that has the similar topic with this study.

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APPENDIX I

LESSON PLAN FOR EXPERIMENTAL CLASS

| | |
|------------------|-------------------|
| School | : MTs. Babul Ulum |
| Subject | : English |
| Class / Semester | : VIII-1 / 2 |
| Type Text | : Procedure Text |
| Meeting | : 1 & 2 |
| Time | : 4 x 40 minutes |

A. Standard Competence :

6. Writing

Expressing the meaning in written functional text and short simple essay in procedure form.

B. Basic Competence :

6.2. Expressing the meaning and rhetorical steps of short simple essay by using the variations of written text accurately, fluently and responding to interact surrounding the environment in procedure form.

C. Indicators :

6.2.1. Explain the procedure text

6.2.2. Identifying the generic structure of procedure text

6.2.3. Identifying the social function and grammatical feature of procedure text.

6.2.4. Write procedure text with their own word.

D. Goal of the Study

1. The students are able to explain about the procedure text.
2. The students are able to identify the generic structure of procedure text.
3. The students are able to identify the social function and language feature of procedure text.
4. The students are able to write the procedure text.

E. Material

1. Definition

Procedure text is the text that explains and describes about the way to operate and instruct how something achieved in sequence of steps.

2. Generic Structure

Generic Structures of procedure text are :

- a) Goal : telling about the aim of activity and predict the conclusion might happen.
- b) Materials: materials that needed to make something or to the activity.

- c) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

3. Language Features

- a. Action verb. Example: spread butter on the bread evenly and put the other loaf or bread on top.
- b. Using Simple present tense. For example: spread butter on the bread evenly and put the other loaf or bread on top.
- c. Adverbs of manner : Example: spread butter on the bread **evenly**.
- d. Temporal connectives. For example: **First**, spread butter on the bread evenly; **then**, put it the lettuce; **finally**, put the order loaf or bread on top.
- e. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.
- f. Modality. Example: you should spread butter on the bread evenly.

4. Example

HOW TO MAKE A KITE

Materials :

- 3 pieces of cane
- Thread
- Large sheet of strong paper (e.g. tissue)
- Pencil
- Scissors
- Paint and paint brush

- Glue
- Strong string

Steps :

✓ **The frame**

- ✓ Firstly, Dampen the cane to make flexible
- ✓ Carefully, bend the cane to desired shape then tie securely with thread.

✓ **The Covering**

- ✓ Lay the frame on sheet of paper
- ✓ Then, Trace around frame with pencil
- ✓ After that, Cut covering approximately 1 cm larger than the out line.
- ✓ Paint bird is dry covering (e.g. bowl)
- ✓ When paint is dry, place the frame on unpainted side.
- ✓ The last, fold edges of covering over the frame carefully and glue them down.

✓ **The Bridle**

- ✓ First, cut 3 pieces of string, each 20 cm long.
- ✓ And then, secure one end of each string tightly to frame at the shoulders and tail of the bird.
- ✓ Finally, tie the other ends in a knot.

F. Method of Learning

SWELL METHOD

G. Learning of Activity

Teaching Procedures In Experimental Group

| NO | Teacher's Activities in Applying SWELL Method | Students' Activities In Applying SWELL Method |
|----|--|--|
| 1 | Opening : <ul style="list-style-type: none">• Greet the students• Ask the students about their day• Check the attendance list | <ul style="list-style-type: none">• Greet the teacher• Tell the teacher about their day• Listen to the teacher quietly |
| 2 | Main Activities <ul style="list-style-type: none">• Teacher give brainstorming about procedure text• Teacher divided students into some pairs and give them flowchart of SWELL method• Teacher explain the concept of procedure text such as definition , general structure and language features• Teacher explain about the chart that have been given to the students and | <ul style="list-style-type: none">• Students answer teachers' questions• Students sit with their friend in pairs• Students listen to the teacher explanation• Students listen teachers' instruction• Pairs of students write a procedure text based on |

| | | |
|---|--|---|
| | <p>guide the students to do that</p> <ul style="list-style-type: none"> • Teacher ask the students to write a procedure text and guide them to do that by using SWELL method • The teacher ask to show their work to the teacher to give some comment and corrective feedback (Draft) • Teacher give comment and corrective feed back • Teacher ask students to collect their writing and check their work • (Teacher Evaluate) | <p>the teachers' instruction</p> <p>(Ideas)</p> <ul style="list-style-type: none"> • Students show their work to the teacher • The students read their work (Read) • The Pair pay attention to the teacher explanation and discuss it (Edit) • Students collect their writing |
| 3 | <p>Closing</p> <ul style="list-style-type: none"> • Review and conclude what they have learned • Close the meeting and motivates students to learn more about the lesson at home | <ul style="list-style-type: none"> • Student do the task • Students collect their task of writing text |

H. Sources

- English book for Junior High School Students.
- Dictionary

I. Assessment

1. Technique for assessment : Written
2. Instrument : Test

Rubric Assessment for Writing Procedure Text :

| No | Creteria | Indicator | Score | Score Maximum |
|------------------------|-----------|---|-------|------------------|
| 1. Generic Structure | | | | |
| 1. | Goal | <ul style="list-style-type: none">States the purpose or goal | 10 | 10 |
| 2. | Materials | <ul style="list-style-type: none">List the material required | 10 | 10 |
| 3. | Steps | <ul style="list-style-type: none">States method or instruction in correct sequence | 40 | 40 |
| 2. Linguistic Features | | | | |
| 4. | Grammar | <ul style="list-style-type: none">Use of imperative or commands sentences (e.g.: cut, dont mix) | 5 | 20 |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | | |
| 5. | | <ul style="list-style-type: none">Using english words in common | 10 | 20 |
| | | <ul style="list-style-type: none">Good in translation | 5 | |
| | | <ul style="list-style-type: none">Using appropriate words | 5 | |
| Total | | | | 100 |

Knowing

Medan,

2019

The principle of MTs. Babul Ulum

English Teacher

Drs. Waluyo

Agus, S.PdI

Researcher

Christina Suriani Debataraja

LESSON PLAN FOR EXPERIMENTAL CLASS

School : MTs. Babul Ulum

Subject : English

Class / Semester : VIII-1 / 2

Type Text : Procedure Text

Meeting : 3 & 4

Time : 4 x 40 minutes

A. Standard Competence :

6. Writing

Expressing the meaning in written functional text and short simple essay in procedure form.

B. Basic Competence :

6.2. Expressing the meaning and rhetorical steps of short simple essay by using the variations of written text accurately, fluently and responding to interact surrounding the environment in procedure form.

C. Indicators :

- 6.2.1. Explain the procedure text
- 6.2.2. Identifying the generic structure of procedure text
- 6.2.3. Identifying the social function and grammatical feature of procedure text.
- 6.2.4. Write procedure text with their own word.

D. Goal of the Study

- 5. The students are able to explain about the procedure text.
- 6. The students are able to identify the generic structure of procedure text.
- 7. The students are able to identify the social function and language feature of procedure text.
- 8. The students are able to write the procedure text.

E. Material

5. Definition

Procedure text is the text that explains and describes about the way to operate and instruct how something achieved in sequence of steps.

6. Generic Structure

Generic Structures of procedure text are :

- d) Goal : telling about the aim of activity and predict the conclusion might happen.

e) Materials: materials that needed to make something or to the activity.

f) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

7. Language Features

g. Action verb. Example: spread butter on the bread evenly and put the other loaf or bread on top.

h. Using Simple present tense. For example: spread butter on the bread evenly and put the other loaf or bread on top.

i. Adverbs of manner : Example: spread butter on the bread **evenly**.

j. Temporal connectives. For example: **First**, spread butter on the bread evenly; **then**, put it the lettuce; **finally**, put the order loaf or bread on top.

k. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.

l. Modality. Example: you should spread butter on the bread evenly.

8. Example

HOW TO MAKE OMELET

Materials :

- Egg
- Salt and spice
- Cooking oil
- Frying pan

- Small bowl
- Fork
- Spatula
- Plate

Steps :

- ✓ First, crack the egg
- ✓ And the next, Put it on a small bowl
- ✓ Then, add a pinch of salt and spice and stir it with fork until it liquefy
- ✓ Heat the cooking oil in a pan
- ✓ After that, wait for a few minutes and slowly pour the egg mixed into the frying pan
- ✓ Next, cooking flip the omelet with a spatula for an even cook.
- ✓ The last, put the omelet on a plate and it ready to serve.

HOW TO MAKE INDOMIE FRIED NOODLE

Materials :

- One pack of instant noodle
- Water

Steps :

- ✓ First, boil two glasses of water in a pan.
- ✓ Then, open the package of indomie fried noodles.

- ✓ While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.
- ✓ After the water is boiled , drain the noodles.
- ✓ Next, throw away the water.
- ✓ Then, pour the noodles into the bowl.
- ✓ After that, mix the noodles with the seasoning, sauce and the other ingredients.
- ✓ Now, your indomie fried noodles are ready.

F. Method of Learning

SWELL METHOD

G. Learning of Activity

Teaching Procedures In Experimental Group

| NO | Teacher's Activities in Applying SWELL Method | Students' Activities In Applying SWELL Method |
|----|---|--|
| 1 | Opening : <ul style="list-style-type: none"> • Greet the students • Ask the students about their day • Check the attendance list | <ul style="list-style-type: none"> • Greet the teacher • Tell the teacher about their day • Listen to the teacher quietly |
| 2 | Main Activities <ul style="list-style-type: none"> • Teacher give brainstorming about procedure text | <ul style="list-style-type: none"> • Students answer teachers' questions |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Teacher divided students into some pairs and give them flowchart of SWELL method • Teacher explain the concept of procedure text such as definition , general structure and language features • Teacher explain about the chart that have been given to the students and guide the students to do that • Teacher ask the students to write a procedure text and guide them to do that by using SWELL method • The teacher ask to show their work to the teacher to give some comment and corrective feedback (Draft) • Teacher give comment and corrective feed back • Teacher ask students to collect their writing and check their work • (Teacher Evaluate) | <ul style="list-style-type: none"> • Students sit with their friend in pairs • Students listen to the teacher explanation • Students listen teachers' instruction • Pairs of students write a procedure text based on the teachers' instruction (Ideas) • Students show their work to the teacher • The students read their work (Read) • The Pair pay attention to the teacher explanation and discuss it (Edit) • Students collect their writing |
|--|--|--|

| | | |
|---|--|--|
| 3 | <p>Closing</p> <ul style="list-style-type: none"> Review and conclude what they have learned Close the meeting and motivates students to learn more about the lesson at home | <ul style="list-style-type: none"> Student do the task Students collect their task of writing text |
|---|--|--|

H. Sources

- English book for Junior High School Students.
- Dictionary

I. Assessment

- Technique for assessment : Written
- Instrument : Test

Rubric Assessment for Writing Procedure Text :

| No | Creteria | Indicator | Score | Score Maximum |
|-----------------------------|-----------|--|-------|---------------|
| 3. Generic Structure | | | | |
| J. | Goal | <ul style="list-style-type: none"> States the purpose or goal | 10 | 10 |
| K. | Materials | <ul style="list-style-type: none"> List the material required | 10 | 10 |
| L. | Steps | <ul style="list-style-type: none"> States method or instruction in correct sequence | 40 | 40 |

| 4. Linguistic Features | | | | |
|------------------------|---------|---|----|-----|
| M. | Grammar | <ul style="list-style-type: none">• Use of imperative or commands sentences (e.g.: cut, dont mix) | 5 | 20 |
| | | <ul style="list-style-type: none">• Use of | 5 | |
| | | <ul style="list-style-type: none">• Use of | 5 | |
| | | <ul style="list-style-type: none">• Use of | | |
| N. | | <ul style="list-style-type: none">• Using english words in common | 10 | 20 |
| | | <ul style="list-style-type: none">• Good in translation | 5 | |
| | | <ul style="list-style-type: none">• Using appropriate words | 5 | |
| Total | | | | 100 |

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LESSON PLAN FOR EXPERIMENTAL CLASS

School : MTs. Babul Ulum

Subject : English

Class / Semester : VIII-1 / 2

Type Text : Procedure Text

Meeting : 5 & 6

Time : 4 x 40 minutes

A. Standard Competence :

6. Writing

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B. Basic Competence :

6.2. Expressing the meaning and rhetorical steps of short simple essay by using the variations of written text accurately, fluently and responding to interact surrounding the environment in procedure form.

C. Indicators :

6.2.1. Explain the procedure text

6.2.2. Identifying the generic structure of procedure text

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Procedure text is the text that explains and describes about the way to operate and instruct how something achieved in sequence of steps.

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- h) Materials: materials that needed to make something or to the activity.
- i) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

3. Language Features

- a. Action verb. Example: spread butter on the bread evenly and put the other loaf or bread on top.
- b. Using Simple present tense. For example: spread butter on the bread evenly and put the other loaf or bread on top.
- c. Adverbs of manner : Example: spread butter on the bread **evenly**.
- d. Temporal connectives. For example: **First**, spread butter on the bread evenly; **then**, put it the lettuce; **finally**, put the order loaf or bread on top.
- e. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.
- f. Modality. Example: you should spread butter on the bread evenly.

4. Example

HOW TO MAKE A CUP OF TEA

Materials :

- Sugar
- Tea bags
- Glass
- Spoon
- Water

Steps :

- First pour sugar into glass and put tea bags into it.
- and then boil water,
- next, pour water in cup and pull tea bags until the water become red.
- Finally , you can enjoy your tea.

HOW TO MAKE MANGO JUICE

Materials :

- A spoon of sugar
- A mango
- A half glass of water

Steps :

- First, peel the mango and clean it
- Next, cut the mango into pieces and put them into the juicer
- Then, put the water, ice and sugar
- After that, turn on the juice and wait about 20 seconds
- Finally, pour the mango juice into the glass and ready to drink.

F. Method of Learning

SWELL Method

G. Learning of Activity

Teaching Procedures In Experimental Group

| NO | Teacher's Activities in Applying SWELL Method | Students' Activities In Applying SWELL Method |
|----|---|--|
| 1 | Opening : <ul style="list-style-type: none">• Greet the students• Ask the students about their day• Check the attendance list | <ul style="list-style-type: none">• Greet the teacher• Tell the teacher about their day• Listen to the teacher |

| | | |
|---|--|---|
| | | quietly |
| 2 | <p>Main Activities</p> <ul style="list-style-type: none"> • Teacher give brainstorming about procedure text • Teacher divided students into some pairs and give them flowchart of SWELL method • Teacher explain the concept of procedure text such as definition , general structure and language features • Teacher explain about the chart that have been given to the students and guide the students to do that • Teacher ask the students to write a procedure text and guide them to do that by using SWELL method • The teacher ask to show their work to the teacher to give some comment and corrective feedback (Draft) • Teacher give comment and corrective feed back • Teacher ask students to collect their writing and check their work | <ul style="list-style-type: none"> • Students answer teachers' questions • Students sit with their friend in pairs • Students listen to the teacher explanation • Students listen teachers' instruction • Pairs of students write a procedure text based on the teachers' instruction (Ideas) • Students show their work to the teacher • The students read their work (Read) • The Pair pay attention to the teacher explanation and discuss it (Edit) |

| | | |
|---|--|--|
| | <ul style="list-style-type: none"> • (Teacher Evaluate) | <ul style="list-style-type: none"> • Students collect their writing |
| 3 | <p>Closing</p> <ul style="list-style-type: none"> • Review and conclude what they have learned • Close the meeting and motivates students to learn more about the lesson at home | <ul style="list-style-type: none"> • Student do the task • Students collect their task of writing text |

H. Sources

- a. Source : English book for Junior High School Students.

I. Assessment

5. Technique for assessment : Written
6. Instrument : Test

Rubric Assessment for Writing Procedure Text :

| No | Creteria | Indicator | Score | Score Maximum |
|-----------------------------|-----------|--|-------|---------------|
| 5. Generic Structure | | | | |
| 1. | Goal | <ul style="list-style-type: none"> • States the purpose or goal | 10 | 10 |
| 2. | Materials | <ul style="list-style-type: none"> • List the material required | 10 | 10 |

| | | | | |
|------------------------|---------|---|----|-----|
| 3. | Steps | <ul style="list-style-type: none">States method or instruction in correct sequence | 40 | 40 |
| 6. Linguistic Features | | | | |
| 4. | Grammar | <ul style="list-style-type: none">Use of imperative or commands sentences (e.g.: cut, dont mix) | 5 | 20 |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | | |
| 5. | | <ul style="list-style-type: none">Using english words in common | 10 | 20 |
| | | <ul style="list-style-type: none">Good in translation | 5 | |
| | | <ul style="list-style-type: none">Using appropriate words | 5 | |
| Total | | | | 100 |

Knowing

Medan,

2019

The principle of MTs. Babul Ulum

English Teacher

Drs. Waluyo

Agus, S.PdI

Researcher

Christina Suriani Debataraja

APPENDIX II

LESSON PLAN FOR CONTROL CLASS

| | |
|------------------|-------------------|
| School | : MTs. Babul Ulum |
| Subject | : English |
| Class / Semester | : VIII-2 / 2 |
| Type Text | : Procedure Text |
| Meeting | : 1 & 2 |
| Time | : 4 x 40 minutes |

A. Standard Competence :

6. Writing

Expressing the meaning in written functional text and short simple essay in procedure form.

B. Basic Competence :

6.2. Expressing the meaning and rhetorical steps of short simple essay by using the variations of written text accurately, fluently and responding to interact surrounding the environment in procedure form.

C. Indicators :

6.2.1. Explain the procedure text

6.2.2. Identifying the generic structure of procedure text

6.2.3. Identifying the social function and grammatical feature of procedure text.

6.2.4. Write procedure text with their own word.

D. Goal of the Study

9. The students are able to explain about the procedure text.

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

11. The students are able to identify the social function and language feature of procedure text.

12. The students are able to write the procedure text.

E. Material

1. Definition

Procedure text is the text that explains and describes about the way to operate and instruct how something achieved in sequence of steps.

2. Generic Structure

Generic Structures of procedure text are :

- a) Goal : telling about the aim of activity and predict the conclusion might happen.
- b) Materials: materials that needed to make something or to the activity.

- c) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

3. Language Features

- a. Action verb. Example: spread butter on the bread evenly and put the other loaf or bread on top.
- b. Using Simple present tense. For example: spread butter on the bread evenly and put the other loaf or bread on top.
- c. Adverbs of manner : Example: spread butter on the bread **evenly**.
- d. Temporal connectives. For example: **First**, spread butter on the bread evenly; **then**, put it the lettuce; **finally**, put the order loaf or bread on top.
- e. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.
- f. Modality. Example: you should spread butter on the bread evenly.

4. Example

HOW TO MAKE A KITE

Materials :

- 3 pieces of cane
- Thread
- Large sheet of strong paper (e.g. tissue)
- Pencil
- Scissors
- Paint and paint brush

- Glue
- Strong string

Steps :

- ✓ **The frame**
- ✓ Firstly, Dampen the cane to make flexible
- ✓ Carefully, bend the cane to desired shape then tie securely with thread.
- ✓ **The Covering**
- ✓ Lay the frame on sheet of paper
- ✓ Then, Trace around frame with pencil
- ✓ After that, Cut covering approximately 1 cm larger than the out line.
- ✓ Paint bird is dry covering (e.g. bowl)
- ✓ When paint is dry, place the frame on unpainted side.
- ✓ The last, fold edges of covering over the frame carefully and glue them down.
- ✓ **The Bridle**
- ✓ First, cut 3 pieces of string, each 20 cm long.
- ✓ And then, secure one end of each string tightly to frame at the shoulders and tail of the bird.
- ✓ Finally, tie the other ends in a knot.

F. Method of Learning

Lecture Method

G. Learning of Activity

- Teacher gives brainstorming about the topic that would be learnt, it is procedure text.
- Teacher explained to the students about procedure text and explained about the procedure text along with its parts and characteristics such as generic structure and language features.
- Teacher gives one example of procedure text and explains its part.
- Teacher asked the students to mention the generic structure and language features of example text.
- Teacher gives the evaluation.
- Teacher will evaluate the students' exercises.

H. Sources

- b. Source : English book for Junior High School Students.

I. Assessment

7. Technique for assessment : Written
8. Instrument : Test

Rubric Assessment for Writing Procedure Text :

| No | Creteria | Indicator | Score | Score Maximum |
|------------------------|-----------|---|-------|------------------|
| 7. Generic Structure | | | | |
| 1. | Goal | <ul style="list-style-type: none">States the purpose or goal | 10 | 10 |
| 2. | Materials | <ul style="list-style-type: none">List the material required | 10 | 10 |
| 3. | Steps | <ul style="list-style-type: none">States method or instruction in correct sequence | 40 | 40 |
| 8. Linguistic Features | | | | |
| 4. | Grammar | <ul style="list-style-type: none">Use of imperative or commands sentences (e.g.: cut, dont mix) | 5 | 20 |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | | |
| 5. | | <ul style="list-style-type: none">Using english words in common | 10 | 20 |
| | | <ul style="list-style-type: none">Good in translation | 5 | |
| | | <ul style="list-style-type: none">Using appropriate words | 5 | |
| Total | | | | 100 |

Knowing

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English Teacher

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LESSON PLAN FOR CONTROL CLASS

School : MTs. Babul Ulum

Subject : English

Class / Semester : VIII-2 / 2

Type Text : Procedure Text

Meeting : 3 & 4

Time : 4 x 40 minutes

A. Standard Competence :

6. Writing

Expressing the meaning in written functional text and short simple essay in procedure form.

B. Basic Competence :

6.2. Expressing the meaning and rhetorical steps of short simple essay by using the variations of written text accurately, fluently and responding to interact surrounding the environment in procedure form.

C. Indicators :

6.2.1. Explain the procedure text

6.2.2. Identifying the generic structure of procedure text

6.2.3. Identifying the social function and grammatical feature of procedure text.

6.2.4. Write procedure text with their own word.

D. Goal of the Study

13. The students are able to explain about the procedure text.

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

15. The students are able to identify the social function and language feature of procedure text.

16. The students are able to write the procedure text.

E. Material

1. Definition

Procedure text is the text that explains and describes about the way to operate and instruct how something achieved in sequence of steps.

2. Generic Structure

Generic Structures of procedure text are :

- a) Goal : telling about the aim of activity and predict the conclusion might happen.
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- c) Steps: consisting steps in sequential order to complete the procedure of making or doing something. Every steps are written in form of imperative or command.

3. Language Features

- a. Action verb. Example: spread butter on the bread evenly and put the other loaf or bread on top.
- b. Using Simple present tense. For example: spread butter on the bread evenly and put the other loaf or bread on top.
- c. Adverbs of manner : Example: spread butter on the bread **evenly**.
- d. Temporal connectives. For example: **First**, spread butter on the bread evenly; **then**, put it the lettuce; **finally**, put the order loaf or bread on top.
- e. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.
- f. Modality. Example: you should spread butter on the bread evenly.

4. Example

HOW TO MAKE OMELET

Materials :

- Egg
- Salt and spice
- Cooking oil
- Frying pan

- Small bowl
- Fork
- Spatula
- Plate

Steps :

- ✓ First, crack the egg
- ✓ And the next, Put it on a small bowl
- ✓ Then, add a pinch of salt and spice and stir it with fork until it liquefy
- ✓ Heat the cooking oil in a pan
- ✓ After that, wait for a few minutes and slowly pour the egg mixed into the frying pan
- ✓ Next, cooking flip the omelet with a spatula for an even cook.
- ✓ The last, put the omelet on a plate and it ready to serve.

HOW TO MAKE INDOMIE FRIED NOODLE

Materials :

- One pack of instant noodle
- Water

Steps :

- ✓ First, boil two glasses of water in a pan.
- ✓ Then, open the package of indomie fried noodles.

- ✓ While waiting for the water to boil, pour the seasoning: chili sauce, soya sauce and oil into a bowl.
- ✓ After the water is boiled , drain the noodles.
- ✓ Next, throw away the water.
- ✓ Then, pour the noodles into the bowl.
- ✓ After that, mix the noodles with the seasoning, sauce and the other ingredients.
- ✓ Now, your indomie fried noodles are ready.

F. Method of Learning

Lecture Method

G. Learning of Activity

- Teacher gives brainstorming about the topic that would be learnt, it is procedure text.
- Teacher explained to the students about procedure text and explained about the procedure text along with its parts and characteristics such as generic structure and language features.
- Teacher gives one example of procedure text and explains its part.
- Teacher asked the students to mention the generic structure and language features of example text.
- Teacher gives the evaluation.
- Teacher will evaluate the students' exercises.

H. Sources

c. Source : English book for Junior High School Students.

I. Assessment

9. Technique for assessment : Written

10. Instrument : Test

Rubric Assessment for Writing Procedure Text :

| No | Creteria | Indicator | Score | Score Maximum |
|-------------------------|-----------|---|-------|------------------|
| 9. Generic Structure | | | | |
| 1. | Goal | <ul style="list-style-type: none">States the purpose or goal | 10 | 10 |
| 2. | Materials | <ul style="list-style-type: none">List the material required | 10 | 10 |
| 3. | Steps | <ul style="list-style-type: none">States method or instruction in correct sequence | 40 | 40 |
| 10. Linguistic Features | | | | |
| 4. | Grammar | <ul style="list-style-type: none">Use of imperative or commands sentences (e.g.: cut, dont mix) | 5 | 20 |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | 5 | |
| | | <ul style="list-style-type: none">Use of | | |
| 5. | | <ul style="list-style-type: none">Using english words in common | 10 | 20 |
| | | <ul style="list-style-type: none">Good in translation | 5 | |
| | | <ul style="list-style-type: none">Using appropriate words | 5 | |
| Total | | | | 100 |

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LESSON PLAN FOR CONTROL CLASS

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|------------------|-------------------|
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| Subject | : English |
| Class / Semester | : VIII-2 / 2 |
| Type Text | : Procedure Text |
| Meeting | : 5 & 6 |
| Time | : 4 x 40 minutes |

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6. Writing

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- e. Conditional connectives. For example: if you spread the butter evenly, there won't be any lump.

- f. Modality. Example: you should spread butter on the bread evenly.

4. Example

HOW TO MAKE A CUP OF TEA

Materials :

- Sugar
- Tea bags
- Glass
- Spoon
- Water

Steps :

- First pour sugar into glass and put tea bags into it.
- and then boil water,
- next, pour water in cup and pull tea bags until the water become red.
- Finally , you can enjoy your tea.

HOW TO MAKE MANGO JUICE

Materials :

- A spoon of sugar
- A mango
- A half glass of water

Steps :

- First, peel the mango and clean it
- Next, cut the mango into pieces and put them into the juicer

- Then, put the water, ice and sugar
- After that, turn on the juice and wait about 20 seconds
- Finally, pour the mango juice into the glass and ready to drink.

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Lecture Method

F. Learning of Activity

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11. Technique for assessment : Written

12. Instrument : Test

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| 11. Generic Structure | | | | |
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| Total | | | | 100 |

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APPENDIX III

INSTRUMENT TEST

POST TEST

Test for Control Class

Tell me how to clean your classroom.

(Beritahu saya bagaimana cara membersihkan kelas mu).

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX IV

THE CRITICAL VALUE LILIFORS TEST

TABLE OF LILIEFORS (L)

| $n \backslash \alpha$ | 0.01 | 0.05 | 0.10 | 0.15 | 0.20 |
|-----------------------|--------|--------|--------|--------|--------|
| 4 | 0.4129 | 0.3754 | 0.3456 | 0.3216 | 0.3027 |
| 5 | 0.3959 | 0.3427 | 0.3188 | 0.3027 | 0.2893 |
| 6 | 0.3728 | 0.3245 | 0.2982 | 0.2816 | 0.2694 |
| 7 | 0.3504 | 0.3041 | 0.2802 | 0.2641 | 0.2521 |
| 8 | 0.3331 | 0.2875 | 0.2649 | 0.2502 | 0.2387 |
| 9 | 0.3162 | 0.2744 | 0.2522 | 0.2382 | 0.2273 |
| 10 | 0.3037 | 0.2616 | 0.2410 | 0.2273 | 0.2171 |
| 11 | 0.2905 | 0.2506 | 0.2306 | 0.2179 | 0.2080 |
| 12 | 0.2812 | 0.2426 | 0.2228 | 0.2101 | 0.2004 |
| 13 | 0.2714 | 0.2337 | 0.2147 | 0.2025 | 0.1932 |
| 14 | 0.2627 | 0.2257 | 0.2077 | 0.1959 | 0.1869 |
| 15 | 0.2545 | 0.2196 | 0.2016 | 0.1899 | 0.1811 |

| $n \backslash \alpha$ | 0.01 | 0.05 | 0.10 | 0.15 | 0.20 |
|-----------------------|--------|--------|--------|--------|--------|
| 16 | 0.2477 | 0.2128 | 0.1956 | 0.1843 | 0.1758 |
| 17 | 0.2408 | 0.2071 | 0.1902 | 0.1794 | 0.1711 |
| 18 | 0.2345 | 0.2018 | 0.1852 | 0.1747 | 0.1666 |
| 19 | 0.2285 | 0.1965 | 0.1803 | 0.1700 | 0.1624 |
| 20 | 0.2226 | 0.1920 | 0.1764 | 0.1666 | 0.1589 |
| 21 | 0.2190 | 0.1881 | 0.1726 | 0.1629 | 0.1553 |
| 22 | 0.2141 | 0.1840 | 0.1690 | 0.1592 | 0.1517 |
| 23 | 0.2090 | 0.1798 | 0.1650 | 0.1555 | 0.1484 |
| 24 | 0.2053 | 0.1766 | 0.1619 | 0.1527 | 0.1458 |
| 25 | 0.2010 | 0.1726 | 0.1589 | 0.1498 | 0.1429 |
| 26 | 0.1985 | 0.1699 | 0.1562 | 0.1472 | 0.1406 |
| 27 | 0.1941 | 0.1665 | 0.1533 | 0.1448 | 0.1381 |
| 28 | 0.1911 | 0.1641 | 0.1509 | 0.1423 | 0.1358 |
| 29 | 0.1886 | 0.1614 | 0.1483 | 0.1398 | 0.1334 |
| 30 | 0.1848 | 0.1590 | 0.1460 | 0.1378 | 0.1315 |
| 31 | 0.1820 | 0.1559 | 0.1432 | 0.1353 | 0.1291 |
| 32 | 0.1798 | 0.1542 | 0.1415 | 0.1336 | 0.1274 |
| 33 | 0.1770 | 0.1518 | 0.1392 | 0.1314 | 0.1254 |
| 34 | 0.1747 | 0.1497 | 0.1373 | 0.1295 | 0.1236 |
| 35 | 0.1720 | 0.1478 | 0.1356 | 0.1278 | 0.1220 |
| 36 | 0.1695 | 0.1454 | 0.1336 | 0.1260 | 0.1203 |
| 37 | 0.1677 | 0.1436 | 0.1320 | 0.1245 | 0.1188 |
| 38 | 0.1653 | 0.1421 | 0.1303 | 0.1230 | 0.1174 |
| 39 | 0.1634 | 0.1402 | 0.1288 | 0.1214 | 0.1159 |
| 40 | 0.1616 | 0.1386 | 0.1275 | 0.1204 | 0.1147 |
| 41 | 0.1599 | 0.1373 | 0.1258 | 0.1186 | 0.1131 |
| 42 | 0.1573 | 0.1353 | 0.1244 | 0.1172 | 0.1119 |
| 43 | 0.1556 | 0.1339 | 0.1228 | 0.1159 | 0.1106 |
| 44 | 0.1542 | 0.1322 | 0.1216 | 0.1148 | 0.1095 |
| 45 | 0.1525 | 0.1309 | 0.1204 | 0.1134 | 0.1083 |
| 46 | 0.1512 | 0.1293 | 0.1189 | 0.1123 | 0.1071 |
| 47 | 0.1499 | 0.1282 | 0.1180 | 0.1113 | 0.1062 |
| 48 | 0.1476 | 0.1269 | 0.1165 | 0.1098 | 0.1047 |
| 49 | 0.1463 | 0.1256 | 0.1153 | 0.1089 | 0.1040 |
| 50 | 0.1457 | 0.1246 | 0.1142 | 0.1079 | 0.1030 |
| OVER 50 | 1.035 | 0.895 | 0.819 | 0.775 | 0.741 |
| | $f(n)$ | $f(n)$ | $f(n)$ | $f(n)$ | $f(n)$ |

APPENDIX V

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

| Pr df | 0.25 0.50 | 0.10 0.20 | 0.05 0.10 | 0.025 0.050 | 0.01 0.02 | 0.005 0.010 | 0.001 0.002 |
|----------|--------------|--------------|--------------|----------------|--------------|----------------|----------------|
| 41 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 42 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 43 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 44 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 45 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 46 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 47 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 48 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 49 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 50 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 51 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 52 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 53 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 54 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 55 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 56 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 57 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 58 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 59 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 60 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 61 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 62 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 63 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 64 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 65 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 66 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 67 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 68 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 69 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 70 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 71 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 72 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 73 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 74 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 75 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 76 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 77 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 78 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 79 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 80 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

