



SKRIPSI

**THE EFFECT OF GUIDED WRITING STRATEGY ON STUDENTS'
ACHIEVEMENT IN WRITING NARRATIVE TEXT AT MADRASAH ALIYAH
LABORATORIUM UIN-SU**

**Submitted to Faculty of Tarbiyah and Teacher training UIN-SU Medan as a Partial
Fulfilment of the Requirements for the (Degree of Sarjana Pendidikan) S-1 Program
By:**

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

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Judul Skripsi : **“THE EFFECT OF GUIDED WRITING STRATEGY ON STUDENTS’ ACHIEVEMENT IN WRITING NARRATIVE TEXT AT MADRASAH ALIYAH LABORATORIUM UIN-SU”**

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

Apabila di kemudian hari terbukti atau dapat di buktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang di berikan oleh universitas batal saya terima.

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Assalamu Alaikum Wr.Wb

Dengan Hormat

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Rizky Padenggan Pane** yang berjudul **THE EFFECT OF GUIDED WRITING STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT AT MADRASAH ALIYAH LABORATORIUM UIN-SU**”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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ABSTRACT

RIZKY PADENGGAN PANE, 34153036. THE EFFECT OF GUIDED WRITING STRATEGY ON STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT AT MADRASAH ALIYAH LABORATORIUM UIN-SU.

Thesis. Department of English Education, Faculty of Tarbiyah Science and Teachers Training. State Islamic University of north Sumatera, Medan.2019

Keyword : *Writting, Narrative text, Guided strategy.*

This research was conducted to know the effect of applying the effect of guided writing strategy in learning English of Madrasah Laboratorium UIN SU Medan in the academic year of 2018/2019. The population of this research was the class XI-MIA 1, XI-MIA 2 and XI-IS 1 and the samples of this research was taken from 25 students of Experimental class (XI-IS 1) and 30 students of control class (XI-MIA 1).

The researcher used a writing test to collect the data and the instrument for collecting data was essay. The test consist of two types, namely pre-test and post-test.the data were analyzed by using t-test formula. After analyzing the data, the result of the research showed that the value of t-observed was higher than the value of t-table ($2,639 > 1,676$) at the level significant of $\alpha = 0.05$ and at the degree of fredom ($df = 48$). It can be concluded that applying peer response technique has significant effect on students achievement in writing narrative text or in other words the alternative hypothesis (H_a) was accepted.

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In the name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for the health and strength that has given to the writer in writing this skripsi. Peace and blessing be upon the Prophet Muhammad Shallallaahu'alaihiwa salaam, his family, his relatives, and all his 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, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

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Medan, 17 Juli 2019

Rizky Padenggan Pane

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CHAPTER I

INTRODUCTION

1.1. The Background of the Study

In communicating, humans use language as an intermediary. Language is a communication tool that used to express ideas, feelings and convey information whether it is text or non-text and that is the reason why mastering languages is important. In this world we can find many different kinds of languages and one of them is English. English is used as a language of international unity in conducting various kinds of activities and interacting with people from various countries, so it is very important for us to master English. In learning language there are four aspects or abilities that must be trained and mastered, namely speaking skill, reading skills, listening skills and writing skills.

Writing is one of the abilities that must be mastered in learning language. Writing is a way for us to express ideas, feelings and convey information through text. The ability to write needs to be trained to produce good and easy-to-read writings so that there is no misunderstanding between the reader and the writer. Writing has several types such as report text, narrative text, text procedures, narrative text and others. The author wants to focus on narrative text. Narrative text is a type of text in the form of stories that are useful for entertaining or telling events whether they are fiction or not fiction.

Writing is the one of the basic skills of the english language. It is generally considered one of the most difficultthat other skills for foreign language students. Even native speakers feel difficultly in showing a good command writing. According to Lee and Tajino, some students consider academic writing is difficult due to their preceptionsof low english ability¹. The students difficult in expressing ideas, writing

¹ Lee, S. N., & Tajino, A, *Understanding students' perceptions of difficulty with academic writing for teacher development: A case study of the university of Tokyo writing program*, 2008.

coherent paragraph, and linking sentences smoothly. So, the writer hopes the students are able to write task systematically and meaningfully and will get interested in studying English. According to Patel, he stated that various different languages were used throughout the world².

Mastering writing skills is not an easy thing. Many students think that writing is complicated to learn, both in mother tongue and in a foreign language, because readers cannot see the author. And writing requires hard thinking in producing words, sentences, and paragraphs at the same time. In general, writing is complex and difficult among the language skills, it is a must for the language learners to master writing skill. Without having good knowledge in writing, it is so difficult to be able to convey the ideas to the readers. That is why writing is one of important things that must be teach to the students.

It is a process of putting ideas or thoughts into words which is combined into the form of paragraphs. In writing, ideas are arranged in the series of sentences that are related to each other so the information can be comprehended. The ideas are put together through the logical sequence, , which is later said as the logic of hierarchy through writing people can express their experiences, events and social identities. It also can train them to think critically and creatively³. Therefore, in order to achieve the goal of teaching writing, the teacher have to know about students in writing skills, namely, vocabulary, structure, the ability to arrange the coherence and cohesive ideas.

Madrasah Aliyah UIN-SU Laboratory is one of the senior high school bases of Islamic which is located at Jl. Williem Iskandar, Medan, North Sumatra. Based on the researcher's experience of observation. Based on the researcher experience of observation

²M.F. Patel And Praveen M. Jain, *English Language Teaching (Method and Technique)*, Sunrise Publishers& Distributors, 2008, p.26-27.

³P Knapp And M Watkins; *Genre, Text, Grammar: Technology For Teaching And Assessing Writing*. University Of New South Wales Press, South Wales, 2005, p.15.

in UIN-SU's Madrasah Aliyah Laboratory, it was found that students had some difficulties in writing English text. The eleventh grade students have some errors in narrative text, especially to write. The errors happened because they did not understand about the kind of text. When the writer is observed the highest grade of Senior High School, the researcher found students get problems in writing skills. So, the students' achievement in English especially in writing is still low. However, if students understand about the kind of text, it will be easier for them to write a text correctly in terms of social functions of the text, rhetorical structure of the text, and also language features (grammar) of text. It was also found that students had writing a text, including a narrative text, because they didn't have any idea about a topic and they were so confused how to start it. Facing this situation, the writer try to use a strategy that can help them get some ideas in a narrative text.

Guided writing strategy is a strategy of guiding students to write by teaching students step by step, telling them what is needed in writing the story and telling them how to arrange a story well so that it is easy to understand. This strategy is a strategy that has an effective impact according to several journals that the researcher has read.

Based on that, the writer wants to try applying a guided writing strategy to improve students' writing narrative text skills. According to Harmer, writing is the process that what we write is often very influenced by genre boundaries, and these elements must be present in learning activities⁴. People need to learn about writing English for academic purposes, because writing is one medium of communication, expressing ideas, feelings, opinions, experiences or information in writing skills.

Writing is a challenge for many students. Teachers often have difficulties in getting students to write fluently and articulately. This project allowed me to identify

⁴J.Harmer, *How To Teach Writing*, Pearson Educated Limited, Essex, 2004, p.86.

some teaching techniques that positively affected the students' writing and how the researcher can further this project to identify other factors that may improve student writing and motivation. The researcher was include more guided writing in all my lessons so students become more accustomed to writing within the science curriculum. Students were more motivated to write in their journals when they felt they knew what they should be writing about. Teacher guidance on what key components should be included helped students focus on the key concepts. I feel working closely with a language arts teacher on a regular basis will help improve my skills as a teacher of writing and improve my working relationship with my fellow colleagues.

1.2. The Limitation of the Study

There are many types of writing, such as narrative, narrative, procedure, argumentative, spoof and others. This study basically was limited on the effect of guided writing strategy on students' achievement in writing narrative text.

1.3. Identification of the Problem

1. The students have little knowledge of narrative text
2. The students have low ability in writing English narrative texts.
3. The students can not write a good narrative text.

1.4. The Problem of the Study

Based on the background above, the problem of the study was formulated as follows "Is there any significant affectof the guided writing strategy on the students'

achievement in writing narrative text at XI grade of Madrasah Aliyah Laboratory UIN-SU?”

1.5. The Objective of the Study

In the relation to the problem of the study, the objective of the study was to find out the significant effect of guided writing strategy on the students' achievement in writing narrative text at XI grade of Madrasah Aliyah Laboratory UIN-SU.

1.6. The Significances of the Study

Finding of the study were expected to be useful for:

1. Theoretically, the findings will add up more horizon in theories of teaching English especially in writing.
2. Practically, the findings also can be useful for students in improving their writing skills.

CHAPTER II

REVIEW OF LITERATURE

2.1. The Theoretical Framework

Ary states that theory may be defined as a set of interrelated statements, principles and proposition that specify the relationship among variables⁵. In conducting a research, theories should be explained and clarified in relation to the research design. it is also aimed to clarify the concepts or term in order to avoid ambiguity and misinterpretation. So, by providing the following theories, the reader will understand about this study clearly.

2.1.1. Writing

Writing is one basic language skills which inform the writer's ideas in written form. It is a process of communication, which requires an entirely different set of competencies and uses rhetorical conversation. It purposes ideas feeling opinions, eperiences or information in form of written language. Allah said in Al-Qur'an verse. Allah states in the glorious Al-Qur'an (Al-Qalam : 1) :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

"Nun, Demi kalam dan apa yang mereka gubah (QS. Al-Qalam (68): 1)

The verse above contains an order to write by using *qalam* (pen). Writing is a great gift coming from Allah. Writing has a function as a means to understand human-

⁵Ary, Donald, Jacobs, Lucy Cheser, And Razviah, Asghar, *Introduction To Research In Education (Eighth Edition)*, Wadsworth Group, Canada, 2010, p.45.

interest. If there are not writings, the knowledge will be lost, religion track will not exist, and life will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed.

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

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

Meaning : (1) Read in the name of your Lord who created.

(2) He created man from a clot.

(3) Read and your Lord is the most Generous.

(4) Who taught by the pen. (writing)

(5) Taught man that which he knew not.

Writing as a part of the language skills besides listening, speaking and reading, it must be taught maximally by the teacher to the students. Writing is the means of expressive activity as productive written aspect in language skills. So writing is the gathering of idea and performing it into written in a piece of paper. When we write, we use graphic symbols that composition of letters (word) which are related with the sound we make when we speak writing is also a process. It should be learned by stages, from simple to complex, from a sentence to a composition. The very basic of writing ability is

making sentence, because a sentence is the smallest unit to express thought, idea, opinion and feeling. Writing is the real form that we can use to save and keep the knowledge for our future. Because as a muslim we are required to find knowledge. See the hadist below :

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

Meaning : Finding knowledge is mandatory for every Muslim.(H.R.Ibnu Majah)

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Meaning : Whoever travels a way to seek knowledge, Allah will make it easier for him the way to heaven. (H.R.Muslim)⁶

According to Eric Gould, Robert Diyanni and Willian smith writing is a creative act, the act of writing is creative because it's requires to interpret or make sense of something : a text and an event.⁷It means that writing is not just the way to communicate each other but also as means of ideas and emotional expression.On the other hand according to Marianne C. Murcia, she stated that writing is the ability to express one's ideas in written form is a second or foreign language.⁸ It means that writing is an activity to express our ideas in written form. As Jack C. Richard and Willy A. Renandya said, writing is the most difficult skill for second language learners to master. The difficulty

⁶<http://www.dic.or.id/hadist-tentang-kewajiban-menuntut-ilmu/> accessed on (22/04/2019 : 15.13)

⁷Eric Gould, Robert Diyanni And Willian smith, *The Act of Writing*, Random House Inc(T), 1998, p.18.

⁸Marianne C. Murcia, *Teaching English as a Second Foreign Language*, Heinle Publishers, Boston , 1990, p. 233.

lies not only in generating and organising ideas, but also in translating the ideas into readable text.⁹

2.1.2. Guided Writing Strategy

According to Ontario guided writing is a strategy that gives students the opportunity to review and to apply the recently taught writing skill in small group setting through independent writing with the teacher support, and group comes together for purpose of learning and practicing this writing skill¹⁰.

According to prior research, Galbraith and Torrance described two important views in terms of the practical implications of writing strategies as follows: (1) Planning strategy, in which writers “concentrate on working out what they want to say before setting pen to paper, and only start to produce full text once they have worked out what they want to say”. Based on the planning strategy, the teacher could use available media (such as pictures, animations, and video) or instruments to assist writing and guide students who have some ideas to express before actually beginning writing. (2) Revising strategy, in which writers “work out what they want to say in the course of writing and content evolves over a series of drafts”. According to this strategy, students can think of what they want to write by observing the media content and simultaneously revising their drafts¹¹.

As mentioned above, writing strategies on how to develop and formulate abstract ideas as well as use proper media or tools to assist pre-writing and successive tasks are

⁹ Jack C. Richard And Willy A. Renandya, *Methodology in Language Teaching : An Anthology of current practice*, Cambridge University Press, New York, 2002, p.303.

¹⁰Ontario. *Ministry Of Education. A Guide To Effective Instruction In Writing, Kindergarten To Grade 3*, 2005, p.53.

¹¹ Galbraith, D. And Torrance, M, Revision in the context of different drafting strategies. In: L. Allal, L. Chanquoy And P. Largy, eds., *Revision of written language: cognitive and instructional processes*. Dordrecht: Kluwer, 2004, pp. 63-86.

critical issues. Guided writing is the most important factor in these strategies. Most importantly, with such a writing strategy, the instructor should think how to guide young students into independent writing and help them discover their own abilities by providing opportunities for choice, peer response and further scaffolding¹².

Guided writing is a strategy that gives students the opportunity to review and to apply a recently taught writing skill in a small-group setting through independent writing.

Independent writing gives students opportunities to do their own writing. This gives space to their creativity yet still expand their awareness in the aspect of good writing. Guided writing allows a teacher to work closely with a small-group students based on a common need and ability in writing skill: for example, one group may need review punctuation, while another group may need to work on using more description language. formative assessment will guide the teacher's decisions about the composition of the groups.

a. Guided Writing Strategy Stage

According to Ontario, the stages of guided writing strategy are:

1. During the first part of the lesson, students are immersed in the focus skill through examination and discussion of models
2. Students the work as a group to compose a text, applying the focus skill
3. Teacher then guides students to write their own text independently
4. Students share their writing, as a whole group, with a partner or teacher¹³.

¹² Oczkus, Lori D. 2007. Guided Writing. Practical lessons, Powerful Results. [http://www.amazon.ca/guided writingpracticallessons](http://www.amazon.ca/guided-writing-practical-lessons). Accessed on October 10, 2012

¹³Ontario, O.Cit., p.54.

2.1.3. Students' Achievement

Achievement is the result of what an individual has learned from some educational experiences. Achievement is something that is accomplished particularly by great effort, courage or special skill. Achievement means recognition granted to learner when all required learning outcomes have been successfully demonstrated. Students' achievement is a student doing well academically, obtaining life skills and giving back to their community. Students' achievement has a close relation to the learning achievement. Learning achievement is about how successful the learner can master the materials of the learning object. It is target measured by competences of the learner in learning which are shown by score as sign.

On the other hand according to Hornby he stated that achievement is a thing done successfully. There are three aspects of learning achievement namely cognitive, affective and psychomotoric¹⁴.

Cognitive consists of knowledge, understanding, application, analysis syntactic and evaluation.

Affective is the changing of behavior that effects someone likes to do something. It consists of acceptance and decision. Acceptance which is sign by using their sense and responds and decision is to decide a problem with a complex.

Psychomotor is the skill to do something, ready to do it based on physical and emotion, self control and become a habit. Therefore it is concluded that the achievement is a successful in reaching particular goal, status or standard, especially by effort, skill, courage etc. It shows minimum target of learner which is explained by effective,

¹⁴ A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English, 6th ed. London:Oxford University Press. 2000.

cognitive, and psychomotor standards which are Appropriate with the educational theory used by the nation. It is appropriate with the three important elements of the educational program which are: (1) knowledge what we want our students to know, (2) skills what we want our students to be able to do, and (3) attitudes and behaviours, what we want our students to be like.

Based on the explanation above, the students must have some efforts with the tenacity the way of work so that we can easily grasp the goal of understanding the material subject learned which are signed by the marks assigned by the teachers. Having done such kind of efforts, students will achieve their best in their learning.

2.1.4.Skill

As student were taught of english subject, student are required to have enough skills in communicating with english as it is a mean of communication. This mean that as part of communication, students are able to express their ideas and reflection clearly, make contact with people quickly and to maintain them, provide feedback, be tolerant to different cultures. Students are required to be able to look for, find and transfer different information.

In communicating with english, there are four basic skill that students have to master in order to make learning outcomes. There are reading and listening skill as the receptive skills and the others, speaking and writing skill as the productive skills.

The four basic english language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered as receptive skills where as speaking and writing are known as productive skills. Writing is the one of four basic skills. The students start learning to communicate throuh written from as they begin to interact with other at school level. The writing skill is more complicated than

that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way¹⁵. Advance writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation.

Receptive skills, which are listening and reading, are the skills that the students should master to receive and understand the language. These skills are sometimes known as passive skills because students do not produce language. As the receiver of information, students should have these listening and reading skills.

On the other hand, productive skills, which are speaking and writing skills, are the skills that students should have in order to produce language. Students should be able to speak and to write in English so that the process of communication can be running well.

a. Writing Process

According to Harmer, the writing process is the stages a writer goes through in order to produce something in final written form. Every follower has his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Here are four steps of the process of writing.

1. Planning: the students plan what they are going to write. The students have to think about three main issues, they are:
 - a. Consider the purpose of their writing
 - b. Thinking of audience they are writing for. It will influence not only the shape of writing but also the choice of the language.

¹⁵G Braine And M Yorozu. *Local Area Network (LAN) Computers In ESL And EFL Writing Classes* (JALT Journal, Vol.20 No.2, 1998).

- c. Considering the content structure of piece.
2. Drafting: as the writing process into editing, a number of draft may be produced on the way the final version.
3. Editing: after producing a draft, the students need to check their works, perhaps the other of the information is not clear, the way of the something is written ambiguous or confusing.
4. Final draft: after editing, making changes they consider to be necessary, and they produce their final version¹⁶.

b. Paragraph

As the writers close to piece of their writing, meaning that they close to the paragraph. Effective paragraphs are important in all types of writing. Paragraph guide te readers through the paper by helping to explain, substantiate, and support the writer's thesis stantement or argument. Each paragraph should discuss one major point or idea. Through paragraph, readers will know where the subdivisions of an essay begin and end, and then the readers will see the organization of the essay and grasp its main point.

According to boardman and frydenberg (2008), a paragraph has three major structural parts: a topic sentence, supporting sentences, and concluding sentence. Basically, paragraph begins with a sentence that introduce the topic and main idea of the paragraph. That is what we call topic sentence. The middle part of the paragraph is called the body of paragraph which consists of sentences that explain or support the topic sentence. That is what we call supporting sentences. The last sentence is called concluding sentence which ends the paragraph by reminding the reader of the main point of the paragraph.

¹⁶J Harmer, Op.Cit., p.4.

In other words, a paragraph is a series of sentences that are organised and coherent, and are all related to a single topic. The characteristic of a good paragraph is the paragraph should have the basic elements such as a topic sentence, supporting sentences, concluding sentence, coherence, cohesion, and unity¹⁷.

a) The Topic Sentence

A topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph itself. A good topic sentence has two parts namely the topic and the controlling idea. The topic is the subject of the paragraph itself and the controlling idea limits the topic of the paragraph. It shows the aspect of that topic we want to explore in the paragraph.

The topic sentence may be located anywhere in the paragraph, but the most common positions are at the first sentence or last sentence of the paragraph itself.

b) The Supporting Sentences

Beside the topic sentence, a good paragraph also needs some supporting sentences which develop the topic sentence by giving the specific details about the topic. A writer needs to provide some evidence, reasons, and statements to impress the readers. There are many ways which a writer can develop and clarify the topic sentence. There are by giving examples, details, facts, and statistics. They are all needed in case of developing the subject so that the readers thoroughly understand what we mean to say in the paragraph.

¹⁷Jia Frydenberg And Cynthia A. Boardman, *Writing To Communicate, Pearson Education*, 2008, p.35.

c) The Concluding Sentence

Another part of a good paragraph is that the concluding sentence which is generally needed in a stand-alone paragraph. The concluding sentence gives the conclusion of the important point of the paragraph. Usually, the concluding sentence is the restatement of the topic sentence. That is, it gives the same information as the topic sentence does, but the information is expressed in a different way. Concluding sentence usually starts with a transition, such as: all in all, in conclusion, in short, or in summary.

d) Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand the idea easily. When the paragraph is coherent, readers can see a continuous line of thoughts passing from one sentence to the next. If a paragraph is coherent, meaning that each sentence flows smoothly into the next without obvious shifts or jumps. A coherent paragraph also highlights the ties between the old information and the new information to make the structure of ideas or argument become clearer to the readers.

e) Cohesion

Another characteristic of a good paragraph is the cohesion of the paragraph. When a paragraph has cohesion, all the supporting sentences connect to one another in their support to the topic sentence. The methods of connecting sentences to one another are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.

f) Unity

The final characteristics of the well-written paragraph is the unity of that paragraph. All the supporting sentences should relate to the topic sentence. Unity in paragraph requires consistent development of the idea that the paragraph intends to explain. A paragraph is unified by mutually supported sentence. All sentence in a paragraph should focus on the one thing expressed in the topic.

2.1.5. Genre

Genre can be defined as a kind of text that function as frame of reference so a text can be made effectively, effective in term of accuracy goals, the selection and preparation of the elements, and precision in the use of grammar¹⁸.

According to Dirgayasa, genre approach cover two distinctive dimentions in teaching and learning writing text. First, genre is a kind of text or work itself. Second, genre as a process or strategy how the writing work is developed, taught, and learned. In addition, teaching and learning writing through genre based approach is matter of mixture amongthe process, the text of writing, and social practice. Genre writing as a new approach to teaching and learning, truly combine two things – the product of writing itself and the way or technique or strategy how the product is produced¹⁹.

From the various kinds of genre in writing, this study only focuses on the narrative writing.

¹⁸Pardiyono. *Pasti Bisa. Teaching Genre-Based Writing*, CV. Andi Offset, Yogyakarta, 2007, p.2.

¹⁹I WyDirgeyasa, *Maritime English Writing*, Unimed Press, Medan, 2012, p.44.

a. Kinds of genre in writing

Genre is kinds of text which describe the general of the text. According to Gerot and Wignell that genre is the one of the most important and influential concepts in language, a genre can be defined as a culturally specific text – type which result from using language (written or spoken) to help accomplish something, the kinds of the text (genre) are:

1) Spoof

Social function is retell an event with a humorous twist.

2) Recount

Social function is to retell or inform an event or activity in the past.

3) Report

Social function is to describe the way things are with the reference to a range of natural phenomenon or things in the world.

4) Exposition

Social function is to persuade the reader that something is the case or not.

5) News item

Social function is to inform readers, listeners or viewer about events of the day which are considered news-worthy or important.

6) Anecdote

Social function is to share with others an account of an usual or amusing story.

7) Narrative

Social function is to amuse, entertain actual or vicarious experience in a different way.

8) Procedure

Social function is to explain how something through a sequence of action of steps is done.

9) Description

Social function is to describe a certain person, place or thing.

10) Explanation

Social function is to explain the process involved in the formation²⁰.

b. Narrative Text

Learning about writing is not only about how to put words in written but also how to pack the ideas, message, and information correctly in a text, in a certain criteria. As Grenville states that any piece of writing should have a purpose which may be to entertain, to inform, or to persuade that makes the writers should create their writing based on what purpose they write their works.

One of the purposes of writing is that to entertain. That purpose can be served well in the form of narrative text. Narrative writing presents a story of sequence of events which involves characters. Narrative can be defined as a type of text which is proposed to amuse and to deal with actual and vicarious experience in different ways, narrative also deals with problematic events which lead to a crisis or turning points of some kinds, which in turn finds a resolution. This type of text structurally organizes the actions, thoughts, and interaction of its characters into a pattern of plot.

Writing narrative is about writing a description of a series of events, either real or imaginary, that is written in order to entertain people. It is mainly concerned with the sequential discussion and description of events. The writing task in a narrative is usually accomplished through storytelling often in a chronological order a logical sequence by means of flashback and foreshadowing as found in fiction and non-fiction narratives. concerned with the sequential discussion and description of events. The writing task in a

²⁰L Gerot And P Wignell, *Making Sense Of Functional Grammar*, Gred Stabler, Sidney, 1994, p.190.

narrative is usually accomplished through storytelling often in a chronological order a logical sequence by means of flashback and foreshadowing as found in fiction and non-fiction narrative.

Gerot and Wignell, explain that:

- a) The social function of narrative are to amuse, entertain, and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.
- b) The generic structure of narrative text:
 1. Orientation: this elements usually contained of statements that is the topic of an activity or problematic events that will be expected. It is contained of what seemed to be problematic, when it happened, the participant and personal attitudes (what the author thinks of the “what”). The example questions to form orientation are:
 - Did you have a special happen?
 - Where did it happen?
 2. Evaluation; this element contained of an event, which talk about the activity or event in the past. The example question to form evaluation is:
 - What really happened to you?
 3. Complication: this element contained of an event that talk about crisis that arises. The examples question to form complication is:
 - How did you feel?
 4. Resolution: this element contained of an event that talk about the crisis is resolved (problem solving), even it is for better or for worse. The example questions to form resolution are:

- What did you do then?
 - How did feel then?
5. Re-orientation: this element contained of a brief summary, which is aimed to give or submit a moral lesson to reader. The example question to form re-orientationis:
- Did you learn anything from the experience?²¹

c) Grammatical Features of Narrative Text:

- 1) Focus, specific and usually individualized participants
- 2) Use the material process refers to the “doing” the action
- 3) Use mental process refers to human engage in with their intellect and sense
- 4) Use verbal process refer to “talking” (for example: he said, she accused, they promised)
- 5) Use of temporal conjunctions and time connectives to put events in right order (for example: then, before, soon)
- 6) Use past tense.

²¹Ibid., p.204.

c. Kinds Of Narrative Text

There are many kinds of narrative in which students learn in writing a narrative text. Generally narrative writing is divided into fiction and non-fiction which each of them has many more kinds.

Narrative non-fiction is kind of narrative which is based on the real life. Narrative non-fiction relates stories that really happened but in a way that draws the readers in just like fiction does; it tells a true story, but with the lost of drama and all the interesting quirks of the characters. The types of non-fiction include articles, autobiographies, biographies , essays, memoirs, nature writing, profiles, report, sport writing, and travel writing.

On the other hand, fiction is the kind of narrative writing which always presents a truth that goes beyond more presentation of fact. Fiction is the dream of the writer, made visible on the page. It may be the writer's experience or it may be entirely imagined. Fiction itself consists of several types, namely:

1) Fantasy

Fantasy is kind of fiction which seeks to reveal truth that lie beneath the surface of life: desire and fears. In writing fantasy, authors's imagination is not restricted by physical reality/natural law. It has improbable settings and situation. It can also have improbable characters like animals with human characteristics and mythical beasts, can have more realistic characters beside imaginative ones. The examples of fantasy include traditional tales like fairy tails, tall tales, legends, myth and contemporary creations such as the twilight novels.

2) Science fiction

Science fiction is kind of fiction that has purpose on prompting the present generation to question actions and to evaluate the consequences of those actions on the

future. The main characters often are outsiders or different from the others. The story is usually an adventure that includes travel and danger, pursuing new frontiers. Contemporary problems are projected hundreds of year into future: over population, pollution religious or racial disharmony, political structure, science advance (e.g, genetic, engineering, computerization).

3) Realistic fiction

Realistic fiction is kind of fiction which is set realistic for the time period. The characters are individual and have unique qualities which are believable in their actions and have human insights and weakness. In the realistic fiction, plot events reflect those found in the real life. The content addresses aspects of coping with life, death, peer relationship, identity, family problems, handicapping condition, social issues, courage, survival. The endings are not always happy, but harshness of reality may be relieved by or with humor. The example of realistic fiction include the more specific genres such as adventure, mystery, and romance.

4) Historical fiction

Historical fiction demonstrates the characteristics of realistic fiction. However, the historical setting is an authentic and integral part of the story. Character's actions, dialogue, beliefs, and value are true to historical period.

2.2. Related Studies

Several studies have been conducted in order to find out the effectiveness of guided writing strategy. Dyan (2013) in her research improving writing skill through guided writing. The result of the study, the researcher drew two conclusions. The first conclusion is guided writing can significantly improve the students' writing skill. In this case, the students could correctly construct sentences based on the grammar explained by the

researcher. They also used appropriate vocabularies dealing with the topic in their writing. In general, students are encouraged to practice writing as much as possible. Since writing is a skill gained by practicing, it makes sense to say that the more they practice writing, the better they will write. The second point to be concluded is that the implementation of guided writing has improved the students' motivation in learning writing. It could be seen from their positive attitudes towards writing indicated by their active participation in the writing lesson conducted by the researcher. They enthusiastically wrote what the researcher asked to write²².

Another research by Napitupulu (2012) in the effect of guided writing strategy on the students' achievement in the writing narrative text. He has found the students' score in experimental group was higher than the students in control group. The total score and the mean score in experimental group showed that there was a significant improvement of the students' score between the pre-test and the post-test score.

According to Kusmiana (2013) in her research guided writing activities in teaching writing. She has found that the result is after getting the treatment, the students are more enthusiastic and motivated to write. They also more enjoy when conducting writing. Students get such kinds of situation for they have good preparation before conducting writing process. Then, the students do not inhibited about trying to say things in foreign language. In addition, they have enough confident to prove their vocabulary in teaching learning process.

2.3. Conceptual Framework

²²Vayye Langen Dyan, *Improving Writing Skill Through Guided Writing*, Sebelas Maret University, 2010.

English as one of many languages is actively used in the world. One example of the importance of English can be seen in the education field. English has become crucial at the university level. In the English language, there are four skills that should be mastered by students, there are reading, listening, writing, and speaking.

Writing is one of the language skills that students should know when learning a language. Writing has become an essential skill in learning English. In school, writing is a way of life. Without some ability to express yourself in writing, you do not pass the course. Students write in order to succeed in mastering the subject matter. It means that guided writing strategy is effective for teaching writing. This study deals with the writing ability especially in narrative text by applying guided writing strategy. Writing is seen as the most difficult skill among the four skills since students have to master not only the grammar and vocabulary but also the aspect of writing itself. The students find that it is difficult to write narrative writing because they have some difficulties in writing narrative text and do not know how to start writing well. To improve the students' achievement in writing is to increase their enthusiasm and to make them feel comfortable in the learning situation in order to make them enjoy learning writing.

Guided writing strategy is one of the strategies that can be applied in the classroom during the teaching-learning process to solve the problem. Guided writing strategy tries to make the students have a chance to write well with guidance by their teacher and working in a small-group work. By applying this strategy, the students will be trained to practice their skill until they are ready to write independently.

Contrast with the traditional method that the teacher just asks the students to write about whatever in their mind and write whatever they want to write about. In fact, the teacher did not teach the students how to write well. Of course, the students can not think of anything to write they go blank, and get bored.

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2.4. Hypothesis

The hypothesis of this thesis is formulated as followed:

²³Vayye Langen Dyan, *Improving Writing Skill Through Guided Writing*, Sebelas Maret University, 2010.

H_a : There is significant effect of guided writing strategy on students' ability in writing narrative text.

H_0 : There is no significant effect of guided writing strategy on students' ability in writing narrative text.

CHAPTER III
RESEARCH METHOD

3.1. Research design

This study was conducted in experimental design. In experimental design, causal relationship was described between the independent variable and dependent variable. Thus, this study tends to find out the effect of guided writing strategy as the independent variable and student narrative writing ability as dependent variable.

There were two groups of students in this study, namely experimental group and control group. These groups were taught by implementing different treatments. The experimental group was taught by implementing guided writing, meanwhile the control group without treatment. Pre-test was administered to both groups in order to know the students' ability in writing narrative text, and post-test was administered to both groups after applying the treatment in order to know and identify the students' ability in writing narrative text.

Ary states that the treatment was introduced only to the experimental subject, after which the two groups are measured on the dependent variable. The research design can be seen²⁴:

Table 3.1
Research Design

Class	Step 1	Step 2	Step 3
Experimental	Pre-test	Treatment by Guided Writing Strategy	Post-test

²⁴Ary, Donald, Jacobs, Lucy Cheser, & Razviah, Asghar, Op.Cit., p.307.

Control	Pre-test	Treatment by Direct Method	Post-test
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The experimental group were the treatment (X) and the control group use the treatment (Y), the experimental group teach by using Guided Writing Strategy and the control group were not make a group and the treatment use same task.

3.2. Population and Sample

3.2.1 Population

Population is the whole of objects that will be researched²⁵.The population is the group of research participants who are available for researcher to the participation in research²⁶. Because the resesrcher find out some problem in MA Laboratorium at XI class in writing narrative text skill. That’s why the researsher decided the population of this reasearch is all of object research at XI grade (Eleventh), there is students: male and female. Source from document ofMA Laboratorium UIN-SUin the academic year 2019/2020.

3.2.2 Sample

The smaller class of the population object is the sample²⁷. Sample is the representative of population. The researcher will start the research with the total

²⁵Salim Syahrum.2007. *Methodologi Penelitian Kuantitatif*. Bandung: Ciptapustaka Media. P.113.

²⁶ Burke Johnson and Larry Christensen. 2012. *Educational Research*. (London: SAGE Publications Ltd). P. 269.

²⁷ Louise Cohen, Laurence Manion & Keith Morison. 2007. *Research Method in Education*, London: Routledge.p.100.

population and work down to the sample. A sample in a research study refers to any group on which information is obtain. Sampling refers to the process of selecting these individuals. In the determination/ sampling of the population have a rule, which is a representative sample (representing) of the population. The items selected from from population are technically called as sample.²⁸

In selecting sample the researcher was use cluster random sampling, because the population as less than 100 in three class.And from the three class, the researcher take 30 students from XI IS-1 as eperimental class and XI MIA-1 as control class. The experimental class was teach by Guided Writing Strategy and The control classwill teach by other.

Table 3.2
Sample of Research

Class	Students
Experimental class	30
Control Class	30

3.3. Operational Definition

This research has two variables, they are independent variable and dependent variable.

- a. Independent variable of this research is guided writing strategy in teaching narrative text. This strategy is apply to know the effect of partner technique on the students ability in writing narrative text. It is basically an activity where the teacher give a

²⁸ E Dhivyadeepa. 2015. *Sampling Techniques In Educational Research*. (India: Laxmi Book Publishing), P. 3.

question and a test, at the time, to answer the test. when they answer the first question and they must be check their answer before they go to the next question. By using this strategy the students will answer the question and they can share their ideas and the students become more active in learning process.

- b. Dependent variable was the students writing ability in narrative text. the students writing ability in narrative text by partner technique is effective strategy. It is hope the students can express their ideas in writing narrative text with a correct structure of narrative text.

3.4. Instrument for Data Collection

In collecting data from the field of the research, the writer will use the following instrument to require information:

Test

A test in a simple term, is a method of measuring a person ability, knowledge, or performance in a give domain.²⁹ The aim of using the test is in accordance with the context and give the evaluation, because everyone has different ability, interest and behaviour.

In this case, test define as a set of question for the students to find out their ability in writing narrative text. The text devide into two form, pre-test and post-test. (**Appendix II**)

3.5. Technique for Data Collection

²⁹ H. Douglas Brown. 2004. *Language Assesment : Principles and Classroom Practices*, New York: Longman, p.3

In conducted the research, there are some procedures will apply for take the data:

a. Pre – Test

A pre-test is a test given to training participants before the instruction is presented or received³⁰. Before giving the treatment, pre – test will give to both of the class experimental and control. The researcher will give test for the students in experimental and control class to write their good experience. It will use to determine whether the two groups are relatively equal in writing ability. So the homogeneity will see from the average score of each group.

b. Treatment

Treatment will conduct after pre-test, for the experimental group in 2 meets in lesson class. It will introduce the guided writing strategy in learning to the students in experimental class. In this research, the researcher will talk about how to writing narrative text goodly and what must students write in writing narrative text and make a good and interest story to the experimental group by using guided writing strategy meanwhile the control class will give by the direct method.

c. Post – Test

The post – test will administrate after the treatment will be complete. The post – test will conduct to measure the competence of the students then find out the difference in mean scores of both experimental and control group. It also use to find out the students writing narrative text after treatment.

³⁰<https://trainingindustry.com/glossary/pre-test/> accessed on (15/07/2019: 06.55)

Table 3.3
Writing Assessment Rubric

No.	Component	Level / Score	Criteria
1.	Content (the score of the content depend on the students ability to write ideas, information in the form of logical sentence)	27 – 30 22 – 26 17 – 21 13 – 16	<p>Very good to Excellent: clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.</p> <p>Average to Good: limited development of the main idea, most the material is related to the main idea, lack of detailed and support.</p> <p>Poor to Fair: the main idea is unclear or non-existence, little substance, inadequate support of idea.</p> <p>Very Poor: unrelated ideas, not supporting anyone main ideas, not enough to evaluate.</p>
2.	Organization (organizations refers to write the ideas, information in good logical order. The topic and supporting sentences	22 – 25	<p>Very good to Excellent: well-organized with introduction, body and conclusion for an easy, appropriated opening, body and conclusion for a letter , logical sequencing, cohesive, well-paragraph with topic sentence,</p>

	are clearly stated)	12 – 21	expressive only one main idea. Average to Good: paragraph, but not always logically or choppy, loosely organized but main ideas stands out
		12 – 16	Poor to Fair: idea confusing and disconnected, lack logical sequencing or development, paragraph unclear, or non-existent.
		7 – 11	Very Poor: no paragraphing or organization or not enough evaluate.
3.	Vocabulary (vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use the synonym, antonym, prefix, and suffix exactly)	18 – 20	Very good to Excellent: sophisticated ranged, effective word or idiom choice and usage appropriate register
		14 – 17	Average to Good: adequate range, occasional errors of word or idiom form choice and usage.
		10 – 13	Poor to Fair: limited range, frequent errors of word or idiom form choice and usage.
		7 – 9	Very Poor: little knowledge or English vocabulary, idioms, not enough to evaluate.
4.	Language use (language use refers to the ability	18 – 20	Very good to Excellent: effective complex instruction, few errors of

	<p>in writing the sentence simple, complex, and compound sentences correctly and logically. It also refers to the ability to use arrangement in the sentence and the same other such as noun, adjective, verb, and time signal)</p>	<p>14 – 17</p> <p>10 – 13</p> <p>7 – 9</p>	<p>arrangement, tense and number, articles, pronouns, and preposition.</p> <p>Average to Good: effective but simple instruction, minor problem and complex construction, several errors or agreement tense, article, preposition, pronoun but meaning seldom obscured.</p> <p>Poor to Fair: major problem in simple construction, frequent, errors of negation agreement, tense, number, word order, article, pronoun, preposition and fragment, meaning sometimes obscured.</p> <p>Very Poor: virtually not mastery sentence construction rules, dominated by errors, obscured meaning, and out enough to evaluate.</p>
5.	<p>Mechanics (mechanics refers to the students' ability in using words appropriately, using function correctly, and paragraph and text can</p>	<p>5</p> <p>4</p>	<p>Very good to Excellent: demonstrate mastery of convention's few errors of spelling, function, capitalization, paragraphing.</p> <p>Average to Good: occasional errors of spelling, function, capitalization,</p>

	be read correctly)	3	paragraphing, but meaning not obscured. Poor to Fair: frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
		2	Very Poor: no mastery of conversations, dominated by errors of spelling, function, capitalization, paragraphing, handwriting illegable, or not enough to evaluate.

Source: Heaton (1988:146)

3.6. Technique for Data Analysis

Data analysis of this research is apply by using quantitative data. The quantitative analyze from observation and diary note to describe the effect of partner technique on students achievement in writing narrative text. Data analysis from experimental design by finding the difference value of pre-test and post-test, moreover the gain score analysis will use if there is interaction / difference between group or group with pre-score. Basically the gain score is the value of the difference in scores and will be test using t-test.³¹

In this study, writing test was use as the instrument to obtain data. The procedures in administrating the test is divide into : preparation, pre-test, writing

³¹<http://www.statistikopensource.com/r/gain-score-dan-cohen-d-dalam-penelitian-eksperimen>.

Accessed on (19/02/2019 : 11.48)

presentation (treatment) and post – test. The data were collect by giving a writing test that consist of two parts narrative form identification and description. The students ask each other group to give and add their opinion. In scoring the test, the cumulative score range is 0 – 100. To obtain the scores , the correct form are count.

To find out the class mean score of every meeting, the data will analyze by applying the following formula :

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

Where: X = the mean of the students
 $\sum x$ = the total score
 N = the number of students

1. Normality

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

- a. creat the Ha and H0
- b. account the mean variant and deviation of data by using formula:

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

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

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

- c. each the data $X_1, X_2, X_3, \dots, X_n$ are made standart value $Z_1, Z_2, Z_3, \dots, Z_n$ using the formula $Z_{score} = \frac{X_i - \bar{x}}{S}$ (\bar{x} and S as the mean and deviation sample).
- d. For each of standart coefficient using absolute normal standart distribution then calculated odds $F(Z_i) = P(Z \leq Z_i)$
- e. Then account the propotion of Z_1, Z_2, \dots, Z_n which smaller or equal to Z_i . if the propotion stated by $S(z_i)$. So, $S(z_i) = \frac{\text{banyaknya } Z_1, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$
- f. Calculate $F(Z_i) - S(Z_i)$ and define the absolute price Determine the largest price of the difference $F(Z_i) - S(Z_i)$ as L_0 .³²

2. Homogeneity

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

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

Criteria for testing H_0 is rejected if $F \geq F_{0,05}(v_1, v_2)$ where $F_{0,05}(v_1, v_2)$ obtained from the F distribution list with a chance of $\alpha = 0,05$ and $\alpha = 0,01$, whereas the v_1 and v_2 degrees of freedom each corresponding to df numerator and denominator of the formula above.

³²Jaya Indra, (2013) Penerapan Statistik Untuk Pendidikan, Bandung: Citapustaka Media Perintis, p. 107

CHAPTER IV
THE DATA ANALYSIS AND RESEARCH FINDING

4.1 Data

The research for the eleventh grade students of Madrasah Aliyah Laboratorium UINSU Medan, the writer got the data of students score in pre-test and post test from both experimental and control group. The researcher gave the treatment to students in the experimental group by guided writing strategy, while in control group with direct method.

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

Table 4.1
The Score of Pre Test and Post Test of Experimental Group

No.	Initial	Pre-test	Post test
1	AW	40	60
2	AP	60	60
3	AA	60	65
4	AH	45	65
5	BP	70	75
6	DS	65	65
7	DLN	70	80
8	DST	45	55
9	DPA	60	65

10	DDA	65	70
11	FP	60	80
12	HYN	50	70
13	HTD	65	85
14	JR	40	70
15	JA	60	75
16	KT	70	85
17	LFH	50	75
18	MDW	65	85
19	ME	45	60
20	MTR	65	80
21	NTR	50	70
22	PI	65	80
23	PZN	60	70
24	RR	50	65
25	RI	50	60
26	SA	75	90
27	SZN	65	80
28	TA	45	70
29	WAP	75	95
30	YA	40	60
TOTAL		1725	2165
MEAN		54,5	77,5

Based on the table above, the students' achievement in writing narrative skill in the Experimental group showed the lowest score of Pre-test was 40, and the highest score of pre-test was 70 and the mean of pre-test was 54,5. Furthermore, the lowest score of post-test was 65, and the highest score of post-test was 90 and the Mean of post-test was 77,5.

Table 4.2
The Score of Pre Test and Post Test of Control Group

No.	initial	pre-test	post test
1	AW	40	60
2	AP	60	60
3	AA	60	65
4	AH	45	65
5	BP	70	75
6	DS	65	65
7	DLN	70	80
8	DST	45	55
9	DPA	60	65
10	DDA	65	70
11	FP	60	80
12	HYN	50	70
13	HTD	65	85
14	JR	40	70
15	JA	60	75
16	KT	70	85

17	LFH	50	75
18	MDW	65	85
19	ME	45	60
20	MTR	65	80
21	NTR	50	70
22	PI	65	80
23	PZN	60	70
24	RR	50	65
25	RI	50	60
26	SA	75	90
27	SZN	65	80
28	TA	45	70
29	WAP	75	85
30	YA	40	60
TOTAL		1725	2165
MEAN		57,5	71,83

Based on the table above, the students' achievement in writing narrative skill in the Control group showed the lowest score of Pre-test was 40, and the highest score of pre-test was 75 and the mean of pre-test was 57,5. Furthermore, the lowest score of post-test was 55, and the highest score of post-test was 95 and the Mean of post-test was 71,83.

Based on the explanation above, it shows that the students' score in the experimental group where in pre-test (54,50) and post-test (77,50) was smaller than students' score in the control group, where in pre-test (57,50) and the score in post-test (71,83). The total score

of the mean score in experimental and control group showed that there was a significant effect in writing narrative skill of students score between pre-test and post-test.

4.2 Data Analysis

4.2.1 Normality Test

Normality test is done by using Liliefors test. To accept or reject the hypothesis, we compared L^o (L observation) with Lt (L tabel) from Liliefors table a 0,05. If $L^o < Lt$ = Data has normal distribution (Accepted). If $L^o > Lt$ = Data does not have normal distribitin (Rejected).

The Computation of Data Normality of the Pre-Test in Experimental Group.

Table 4.3

Frequency Distribution of Pre Test in Experimental Group

No	Score (xi)	xi ²	fi	fi.xi	fi.xi ²
1	40	1600	4	160	6400
2	45	2025	3	135	6075
3	50	2500	6	300	15000
4	55	3025	6	330	18150
5	60	3600	4	240	14400
6	65	4225	4	260	16900
7	70	4900	3	210	14700
Total		21875	30	1635	91625

Based on the data above, the result of $\sum f_i x_i^2$ is 91625 and $\sum f_i x_i$ is 1635. Then the following is the \sum calculation of mean and standard deviation.

a. Mean

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

Where :

x = Mean of variable X

$\sum f_i x_i$ = Total number of score

$\sum f_i$ = Number of sample

So,

$$\begin{aligned} x &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1635}{30} \\ &= 54,5 \end{aligned}$$

a. Standard Deviation

$$S = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} = \sqrt{\frac{30(91625) - (1635)^2}{30 - (30-1)}}$$

$$S = 9,32$$

Varians

$$S^2 = 152.02$$

After getting the calculation of mean, varian deviation standard, then the next step is to found out the normality of the test. T means that the test was givent to the students is observed by liliefors test. The calculation of normality writing narrative textcan be seen in the following table.

Table 4.4
Normality Testing of the Pre –Test in Experimental Group

No	x	f	fkom<	Z	F(Z)	s(Z)	IF(Z)- S(Z)I
1	40	4	4	-1,55626	0,059823	0,133333	0,07351
2	45	3	7	-1,01962	0,153955	0,233333	0,079379
3	50	6	13	-0,48298	0,314556	0,433333	0,118777
4	55	6	19	0,053664	0,521399	0,633333	0,111935
5	60	4	23	0,590306	0,722507	0,766667	0,04416
6	65	4	27	1,126947	0,870118	0,9	0,029882
7	70	3	30	1,663589	0,951903	1	0,048097
Lo : 0,1187							
Ltable : 0,886							

Finding Zi (Z-score) can be done by using this formula:

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

$$1. Z_i = \frac{40 - 54,5}{9,32} = -1,556$$

$$2. Z_i = \frac{45 - 54,5}{9,32} = -1,0196$$

$$3. Z_i = \frac{50 - 54,5}{9,32} = -0,483$$

$$4. Z_i = \frac{55 - 54,5}{9,32} = 0,054$$

$$5. Z_i = \frac{60 - 54,5}{9,32} = 0,5903$$

$$6. Z_i = \frac{65-54,5}{9,32} = 1,127$$

$$7. Z_i = \frac{70-54,5}{9,32} = 1,664$$

Finding $S(Z_i)$ can be done by using this formula:

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

$$1. S_i(Z_i) = \frac{4}{30} = 0,133$$

$$2. S_i(Z_i) = \frac{7}{30} = 0,233$$

$$3. S_i(Z_i) = \frac{13}{30} = 0,433$$

$$4. S_i(Z_i) = \frac{19}{30} = 0,633$$

$$5. S_i(Z_i) = \frac{23}{30} = 0,766$$

$$6. S_i(Z_i) = \frac{27}{30} = 0,9$$

$$7. S_i(Z_i) = \frac{30}{30} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0,1187$ with $n = 30$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,161$ it is known that the coefficient of $L_o = (0,1187) < L_t(0,161)$ so, it can be concluded that the data distribution of the students ability in writing narrative text is **Normal**.

The Computation of Data Normality of the Post Test in Experimental Group

Table 4.5

Frequenmcy Distribution of Post Test in Experimental Group

No	xi	xi2	fi	fi.xi	fi.xi^2
1	65	4225	2	130	8450
2	70	4900	6	420	29400
3	75	5625	7	525	39375
4	80	6400	8	640	51200
5	85	7225	4	340	28900
6	90	8100	3	270	24300
Total		36475	30	2325	181625

Based on the data above, the result of $\sum f_i x_i^2$ is 181625 and $\sum f_i x_i$ 2325. Then the following is the calculation of mean, varian and standard deviation.

a. Mean

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

Where :

X_i = Mean of variable

$\sum f_i x_i$ = Total number of score

$\sum f_i$ = Number of sample

So,

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

$$\frac{2325}{30}$$

$$= 77,5$$

a. Standard Deviation

$$S = \frac{\sqrt{n \sum f_i x_i^2 - (\sum f_i x_i)^2}}{n(n-1)} = \frac{\sqrt{30(181625) - (2325)^2}}{30 - (30-1)}$$

$$S = 7,04$$

Varians

$$S^2 = 49,57$$

After getting the calculation of mean, varian deviation standard, then the next step is to find out the normality of the test. T means that the test was givent to the students is observed by liliefors test. The calculation of normality writing narrative text can be seen in the following table.

Table 4.6
Normality Testing of the Post-Test in Experimental Group

NO	x	f	fkom<	Z	F(Z)	s(Z)	IF(Z)- S(Z)I
1	65	2	2	-1,77544	0,037913	0,066667	0,028754
2	70	6	8	-1,06526	0,143379	0,266667	0,123288
3	75	7	15	-0,35509	0,361262	0,5	0,138738
4	80	8	23	0,355087	0,638738	0,766667	0,127929
5	85	4	27	1,065262	0,856621	0,9	0,043379
6	90	3	30	1,775436	0,962087	1	0,037913
Lo = 0,1387							
Ltable = 0,1618							

Finding Zi (Z-score) can be done by using this formula:

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

$$1. \quad Z_i = \frac{65 - 77,5}{7,04} = -1,775$$

$$2. \quad Z_i = \frac{70 - 77,5}{7,04} = -1,065$$

$$3. \quad Z_i = \frac{75 - 77,5}{7,04} = -0,355$$

$$4. \quad Z_i = \frac{80 - 77,5}{7,04} = 0,355$$

$$5. \quad Z_i = \frac{85 - 77,5}{7,04} = 1,065$$

$$6. \quad Z_i = \frac{90 - 77,5}{7,04} = 1,775$$

Finding S(Zi) can be done by using this formula :

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

$$1. \quad S(Z_i) = \frac{2}{30} = 0,0667$$

$$2. \quad S(Z_i) = \frac{8}{30} = 0,27$$

$$3. \quad S(Z_i) = \frac{15}{30} = 0,5$$

$$4. \quad S(Z_i) = \frac{23}{30} = 0,77$$

$$5. \quad S(Z_i) = \frac{27}{30} = 0,9$$

$$6. \quad S(Z_i) = \frac{30}{30} = 1$$

From the table above , it can be seen that Liliefors observation or $L_o = 0,1387$ with $n = 30$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t =$

0,1618 it is know that the coefficient of $L_o = (0,1387) < L_t(0,1618)$ so, it can be concluded that the data distribution of the students ability is **Normal**.

The Computation of Data Normality of the Pre-Test In Control Group

Table 4.7

Frequency Distribution of Pre-Test in Control Group

No	xi	xi ²	fi	fi.xi	fi.xi ²
1	40	1600	3	120	4800
2	45	2025	4	180	8100
3	50	2500	5	250	12500
4	60	3600	6	360	21600
5	65	4225	7	455	29575
6	70	4900	3	210	14700
7	75	5625	2	150	11250
Total		24475	30	1725	102525

Based on the data above, the result of $\sum fixi^2$ is 102525 and $\sum fixi$ is 1725. Then the following is the calculation of mean and standard deviation.

a. Mean

$$X = \frac{\sum fixi}{\sum fi}$$

Where :

X = Mean of variable X

$\sum fixi$ = Total number of score

$\sum fi$ = Number of sample

So,

$$\begin{aligned} X &= \frac{\sum fi xi}{\sum fi} \\ &= \frac{1725}{30} \\ &= 57,5 \end{aligned}$$

b. Standard Deviation

$$S = \sqrt{\frac{n \sum fi x_i^2 - (\sum fi x_i)^2}{n(n-1)}} = \sqrt{\frac{30(102525) - (1725)^2}{30 - (30-1)}}$$

S= 10,73

Varians

$$S^2 = 115,09$$

After getting the calculation of mean, variant and deviation standard, then the nextstep is to found out the normality of the test. Its means that the test was given to the student is observed by Liliefors test. The calculation of normality reading text can be seen in the following table:

Table 4.8
Normality Testing of Pre-Test in Control Group

NO	x	f	fkom<	Z	F(Z)	s(Z)	IF(Z)- S(Z)I
1	40	3	3	-1,63127	0,051416	0,1	0,048584
2	45	4	7	-1,16519	0,12197	0,233333	0,111363
3	50	5	12	-0,69912	0,24224	0,4	0,15776
4	60	6	18	0,233039	0,592134	0,6	0,007866
5	65	7	25	0,699117	0,75776	0,833333	0,075573
6	70	3	28	1,165194	0,87803	0,933333	0,055303

7	75	2	30	1,631272	0,948584	1	0,051416
Lo	0,15776						
Ltable	0,1618						

Finding Zi (Z-score) can be done by using this formula:

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

$$1. Z_i = \frac{40 - 47,5}{10,73} = -1,63$$

$$2. Z_i = \frac{45 - 47,5}{10,73} = -1,165$$

$$3. Z_i = \frac{50 - 47,5}{10,73} = -0,699$$

$$4. Z_i = \frac{60 - 47,5}{10,73} = 0,233$$

$$5. Z_i = \frac{65 - 47,5}{10,73} = 0,699$$

$$6. Z_i = \frac{70 - 47,5}{10,73} = 1,165$$

$$7. Z_i = \frac{75 - 47,5}{10,73} = 1,63$$

Finding Zi (Z-score) can be done by using this formula:

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

$$1. S(Z_i) = \frac{3}{30} = 0,1$$

$$2. S(Z_i) = \frac{7}{30} = 0,233$$

$$3. S(Z_i) = \frac{12}{30} = 0,4$$

$$4. S(Z_i) = \frac{18}{30} = 0,6$$

$$5. S(Z_i) = \frac{25}{30} = 0,833$$

$$6. S(Z_i) = \frac{28}{30} = 0,933$$

$$7. S(Z_i) = \frac{30}{30} = 0,1$$

From the table above , it can be seen that Liliefors observation or $L_o = 0,15776$ with $n = 30$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,1618$ it is know that the coefficient of $L_o = (0,15776) < L_t(0,1618)$ so, it can be concluded that the data distribution of the students ability in writing narrative text is **Normal**.

The Computation of Data Normality of The Post Test in Control Group

Table 4.9

Frequency Distribution of Post Test in Control Group

No	xi	xi ²	fi	fi.xi	fi.xi ²
1	55	3025	1	55	3025
2	60	3600	5	300	18000
3	65	4225	5	325	21125
4	70	4900	6	420	29400
5	75	5625	3	225	16875
6	80	6400	5	400	32000
7	85	7225	4	255	21675
8	90	8100	1	90	8100
TOTAL		52125	30	2165	159225

Based on the data above, the result of $\sum f_i x_i^2$ is 159225 and $\sum f_i x_i$ is 2165. Then the following is the calculation of mean and standard deviation.

a. Mean

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where :

X = Mean of variable X

$\sum f_i x_i$ = Total number of score

$\sum f_i$ = Number of sample

So,

$$\begin{aligned} X &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{2165}{30} \\ &= 71,83 \end{aligned}$$

c. Standard Deviation

$$S = \frac{\sqrt{n \sum f_i x_i^2 - (\sum f_i x_i)^2}}{n(n-1)} = \frac{\sqrt{30(157425) - (2155)^2}}{30 - (30-1)}$$

S= 9,51

$$S^2 = 90,49$$

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

Table.10

Normality Testing of Post-Test in Control Group

NO	x	f	fkom<	Z	F(Z)	s(Z)	IF(Z)- S(Z)I
1	55	1	1	-1,76959	0,038397	0,033333	0,005064
2	60	5	6	-1,24397	0,106755	0,2	0,093245
3	65	5	11	-0,71835	0,236271	0,366667	0,130396
4	70	6	17	-0,19273	0,423586	0,566667	0,143081
5	75	3	20	0,332894	0,630393	0,666667	0,036274
6	80	5	25	0,858515	0,804696	0,833333	0,028637
7	85	4	29	1,384137	0,916842	0,966667	0,049825
8	90	1	30	1,909759	0,971918	1	0,028082
Lo = 0,1431 Ltable = 0,1618							

Finding Zi (Z-score) can be done by using this formula:

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

$$1. Z_i = \frac{55 - 71,83}{9,51} = -1,7696$$

$$2. Z_i = \frac{60 - 71,83}{9,51} = -1,244$$

$$3. Z_i = \frac{65 - 71,83}{9,51} = -0,7183$$

$$4. Z_i = \frac{70 - 71,83}{9,51} = -0,1927$$

$$5. Z_i = \frac{75 - 71,83}{9,51} = 0,3329$$

$$6. Z_i = \frac{80 - 71,83}{9,51} = 0,8585$$

$$7. Z_i = \frac{85 - 71,83}{9,51} = 1,3841$$

$$8. Z_i = \frac{90 - 71,83}{9,51} = 1,9098$$

Finding Z_i (Z-score) can be done by using this formula:

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

$$1. S(Z_i) = \frac{1}{30} = 0,033$$

$$2. S(Z_i) = \frac{6}{30} = 0,2$$

$$3. S(Z_i) = \frac{11}{30} = 0,367$$

$$4. S(Z_i) = \frac{17}{30} = 0,567$$

$$5. S(Z_i) = \frac{20}{30} = 0,667$$

$$6. S(Z_i) = \frac{25}{30} = 0,833$$

$$7. S(Z_i) = \frac{29}{30} = 0,967$$

$$8. S(Z_i) = \frac{30}{30} = 1$$

From the table above, it can be seen that Liliefors observation or $L_o = 0,1512$ with $n = 30$ and the real level $\alpha = 0,05$ from the list of critical value of Liliefors table $L_t = 0,1618$ it is known that the coefficient of $L_o = (0,1512) < L_t(0,1618)$ so, it can be concluded that the data distribution of the students ability is **Normal**

Based on the data above, it can concluded that all of the data distribution was normal, because $L_o < L_t$. Can be seen in the table below:

No.	Data	N	α	L observed	L table	Conclusion
1	Pre test of experimental group	30	0.05	0,1188	0,1618	Normal
2	Post test of experimental group	30	0.05	0,1387	0,1618	Normal
3	Pre test of control group	30	0.05	0,1578	0,1618	Normal
4	Post test of control group	30	0.05	0,1430	0,1618	Normal

4.2.1 Homogeneity Testing of Pre-Test

$$F = \frac{\text{Highest variants}}{\text{Lowest variant}}$$

$$= \frac{115,09}{86,81} = 1.33$$

Then the coefficient of $F_{obs} = 1.33$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the numerators df = N = 30 and the nominator dk = 30 So, by using the list of critical value at F distribution was found $F_{0,05(30,30)} = 1.84$. So $F_{obs} < F_{table}$ atau $(1.33 < 1.84)$ so it can be concluded that the variant from the data was **homogenous**.

4.2.2 Homogeneity Testing of Post-Test

$$\begin{aligned} F &= \frac{\text{Highest variants}}{\text{Lowest variant}} \\ &= \frac{102,90}{49,57} \\ &= 1,83 \end{aligned}$$

Then the coefficient of $F_{obs} = 1.83$ is compared with F_{table} where F_{table} is determined at real level $\alpha = 0.05$ and the numerators $df = N = 30$ and the nominator $dk = 30$. So, by using the list of critical value at F distribution was found $F_{0,05(30.30)} = 1.84$, So $F_{obs} < F_{table}$ atau $(1.83 < 1.84)$ so it can be concluded that the variant from the data was **homogenous**.

4.2.3 Hypothesis Testing

t-test Formula

$$\text{Experimental group : } \bar{x} = 69.4 \quad ; \quad S_i^2 = 98.40; \quad n_1 = 30$$

$$\text{Control group : } \bar{x} = 65,4 \quad ; \quad S_2^2 = 93,50; \quad n_2 = 30$$

With :

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

$$S^2 = \frac{(30 - 1)49,57 + (30 - 1) 90,49}{30 + 30 - 2}$$

$$S^2 = \frac{4061,74}{58}$$

$$S^2 = 70,03$$

$$S = \sqrt{70,03}$$

$$S = 8,37$$

So,

$$t_{observed} = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$
$$t_{observed} = \frac{77,5 - 71,8}{8,37 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$
$$= \frac{5,7}{2,16}$$
$$= 2,639$$

From the computation above, it can be seen that $t_{observed} = 2,639$. The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{observed} > t_{table}$. In this calculation of the scores uses t-test for the degree of freedom 58 (df = N+N-2) at the level of significant 0.05 that the critical value is 1.69.

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

$$t_{observed} > t_{table(\alpha 0.05)} \text{ with df } 48$$

$$2,639 > 1.697$$

4.3. Discussion

There was a significant difference on students' achievement in writing narrative skill by using guided writing strategy. The students that were taught by guided writing strategy was higher score than were taught by direct method.

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

From the calculation above it found that $t_{\text{observed}} = 2,639$ where as the $t_{\text{table}} = 1,67$. It shows that students' achievement in writing narrative text was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement in writing narrative skill skill that were taught by guided writing strategy. its means that the students' achievement in writing narrative skill that were taught by guided writing strategy was better than taught by direct method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on data analysis, implementing guided writing strategies has significantly influences student achievement in writing narrative texts. This can be seen from the data obtained in the experimental group's post-test: the total score was 2325 and the average score was 77.5, while the data in the control group were: the total score was 2155 and the average score was 71.83 . And the scores of students in the experimental group were higher than the scores of students in the control group. Calculation of the data in the testing hypothesis shows that $t_{\text{observe}} 2.6$ is higher than $t_{\text{table}} 1.67$, it means that alternative hypotheses are acceptable.

5.2 Suggestions

This study showed that writing by using guided writing strategy could improve students' achievement in writing narrative text. As the result of the study, it is suggested that:

1. Since guided writing strategy is significantly effective, it is suggested that English teacher should use the strategy in their attempt to better the students' writingability.
2. This research is limited to the investigation of guided writing strategy in writing It is suggested that a research should be done on writing development.

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APPENDIXES

APPENDIX I

LESSON PLAN I

(Experimental Group)

School	: Madrasah Aliyah Laboratorium UIN-SU
Subject	: English
Class	: XI IS-1
Text	: Narrative text
Skill	: Writing
Time	: 2 x 30 Minutes
Meetings	: 2

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

KI 3 : Understand, apply, analyze factual, conceptual, procedural, knowledge based on their curiosity about science, technology, art, culture, and humanities with humanity, nationality, state and civilization insights related to the causes of phenomena and events, and apply procedural knowledge in a specific field of study according to their talents and interests to solve problems.

KI 4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence

KD 3.10 : Analyzing social functions, text structures, and linguistic elements from narrative text texts on topics that are commonly discussed, in accordance with the context of their use.

KD 4.14 : Captures the meaning in narrative texts on topics that are commonly discussed.

C. Indicator

3.10.1 Identify theme, plot, characters and the diction.

3.10.2 Describe about narrative text and elements of narrative text.

4.14.1 Arrange narrative text.

D. Learning Objective

At the end of this subject, the students are expected to be able to write a text based on the the elements and their idea of narrative text.

E. Learning Material

1. Narrative text

- Definition : Narrative is an imaginary story that aims to entertain the reader..
- Social Function
 - To entertain the reader with a story based on imaginary of the writer.
 - To analyze the element and to entertain the reader that this story make them interesting.

2. Generic Structure

- Orientation : Part of the story that introduces and tells the names of characters, settings and plot of the story..
- Complication : The core part of the story where the conflict that the main character faces.
- Resolution : The finishing part of the story, about how the conflict ends and the ending of the main character.

3. Language Features

- Don't Focus on human participants.
- Use mental processes. This is used to make a stat of what is thought or felt and the imagination of the writer or speaker about something, for example: realize, feel, etc.
- Need a material process. This is used to state what happened, for example: has polluted, etc.
- Use of the relationship process.
- Use of internal conjunctions to express the story line..

4. Example of Narrative text

The Elephants and The Rats

Quite a long time ago, there carried on a gathering of mice under a tree in peace. In any case, a gathering of elephants intersection the wilderness unknowingly crushed the homes of the considerable number of rats. A number of them were even smashed to death.

At that point, the ruler of rats chose to approach the elephant boss and solicitation him to direct his crowd through another course. Listening to the tragic story, the elephant lord apologized and consented to take another course. Thus the lives of the rats were spared.

One day, elephant seekers went to the wilderness and caught a gathering of elephants in colossal nets. At that point the elephants lord all of a sudden recalled the ruler of the rats. He summoned one of the elephants of his crowd, which had not been caught, to look for assistance from the lord of rats.

The elephant went to the rodent ruler and let him know about the caught elephants. The rodent ruler quickly instruments his whole gathering of rats and they cut open the nets which had caught the elephants crowd. The elephant group was completely situated free. The hit the dancefloor with happiness and expressed gratitude toward the rats.

Adapted from : <https://www.kuliahbahasainggris.com/5-contoh-story-telling-singkat-the-elephants-and-the-rats-beserta-arti/>

F. Teaching Strategy

Guided Writing Strategy

G. Teaching and Learning Activities

Teacher's Activity	Students' Activity
Pre- teaching (5 Minutes)	
The teacher greets the students	Students give response to the teacher
The teacher introduces and gives motivations related to the materials.	Students response.
While teaching (50 minutes)	
The teacher gives an example of narrative text (The Elephants and The Rats) and explains to the students about social functions, generic structures, of narrative text.	Students listen to the teacher
The teacher divides the students into some groups.	The Students sit in group.
The teacher asks them to make narrative text based on the outline.	The students write a narrative text.
The teacher ask them to share their writing to other groups.	The students present the their story (narrative text) in front of the class.
The teacher and the students discuss the final writing of narrative text.	
Post- Teaching (5Minutes)	
The teacher and the students conclude the lesson together	
Teacher give feedback and reinforcement to the students about narrative text.	Students get feedback and reinforcement about narrative text from the teacher.
The teacher give motivation to the students who still get difficulties in writing narrative text.	Students listen to the teacher.
Teacher tell the students to learn about narrative text more at home.	Students response teacher.
Teacher closes the meeting by saying goodbye.	

H. Assessment

No.	Component	Level / Score	Criteria
1.	Content (the score of the content depend on the students ability to write ideas, information in the form of logical sentence)	27 – 30 22 – 26 17 – 21 13 – 16	<p>Very good to Excellent: clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea.</p> <p>Average to Good: limited development of the main idea, most the material is related to the main idea, lack of detailed and support.</p> <p>Poor to Fair: the main idea is unclear or non-existence, little substance, inadequate support of idea.</p> <p>Very Poor: unrelated ideas, not supporting anyone main ideas, not enough to evaluate.</p>
2.	Organization (organizations refers to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated)	22 – 25 12 – 21	<p>Very good to Excellent: well-organized with introduction, body and conclusion for an easy, appropriated opening, body and conclusion for a letter , logical sequencing, cohesive, well-paragraph with topic sentence, expressive only one main idea.</p>

		12 – 16	Average to Good: paragraph, but not always logically or choppy, loosely organized but main ideas stands out
		7 – 11	Poor to Fair: idea confusing and disconnected, lack logical sequencing or development, paragraph unclear, or non-existent.
			Very Poor: no paragraphing or organization or not enough evaluate.
3.	Vocabulary (vocavulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use the synonym, antonym, prefix, and suffix exactly)	18 – 20	Very good to Excellent: sophisticated ranged, effective wor or idiom choice and usage appropriate register
		14 – 17	Average to Good: adequate range, occasional errors of word or idiom form choice and usage.
		10 – 13	Poor to Fair: limited range, frequent errors of word or idiom form choise and usage.
		7 – 9	Very Poor: little knowledge or english vocabulary, idioms, not enough to evaluate.
4.	Language use (language use refers to the ability in writing the sentence simple, complex, and	18 – 20	Very good to Excellent: effective complex instruction, few errors of arrangement, tense and number,
		14 – 17	articles, pronouns, and preposition.

	<p>compound sentences correctly and logically. It also refers to the ability to use arrangement in the sentence and the same other such as noun, adjective, verb, and time signal)</p>	<p>10 – 13</p> <p>7 – 9</p>	<p>Average to Good: effective but simple instruction, minor problem and complex construction, several errors or agreement tense, article, preposition, pronoun but meaning seldom obscured.</p> <p>Poor to Fair: major problem in simple construction, frequent, errors of negation agreement, tense, number, word order, article, pronoun, preposition and fragment, meaning sometimes obscured.</p> <p>Very Poor: virtually not mastery sentence construction rules, dominated by errors, obscured meaning, and out enough to evaluate.</p>
5.	<p>Mechanics (mechanics refers to the students' ability in using words appropriately, using function correctly, and paragraph and text can be read correctly)</p>	<p>5</p> <p>4</p> <p>3</p>	<p>Very good to Excellent: demonstrate mastery of convention's few errors of spelling, function, capitalization, paragraphing.</p> <p>Average to Good: occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.</p> <p>Poor to Fair: frequent errors of</p>

		2	<p>spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.</p> <p>Very Poor: no mastery of conversations, dominated by errors of spelling, function, capitalization, paragraphing, handwriting illegable, or not enough to evaluate.</p>
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Medan, 29 Juli 2019

English Teacher

Researcher

(Syahrudi, S. S.Pd,i)

(Rizky Padenggan Pane)

NIM. 34153036

LESSON PLAN II

(Control Group)

School	: Madrasah Aliyah Laboratorium UIN-SU
Subject	: English
Class	: XI MIA-1
Text	: Narrative text
Skill	: Writing
Time	: 2 x 30 Minutes
Meetings	: 2

A. Core Competence

KI 1 : Living and practicing the teachings of his religion.

KI 2 : Living and practicing honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), courtesy, responsiveness and pro-active and showing attitude as part of the solution to various problems in interacting effectively with the social environment and nature and in placing themselves as a reflection of the nation in world association.

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KI 4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

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KD 4.14 : Captures the meaning in narrative texts on topics that are commonly discussed.

C. Indicator

3.10.1 Identify theme, plot, characters and the diction.

3.10.2 Describe about narrative text and elements of narrative text.

4.14.1 Arrange narrative text.

D. Learning Objective

At the end of this subject, the students are expected to be able to write a text based on the the elements and their idea of narrative text.

E. Learning Material

5. Narrative text

- **Definition** : Narrative is an imaginary story that aims to entertain the reader..
- **Social Function**
 - To entertain the reader with a story based on imaginary of the writer.
 - To analyze the element and to entertain the reader that this story make them interesting.

6. Generic Structure

- **Orientation** : Part of the story that introduces and tells the names of characters, settings and plot of the story..

- **Complication** : The core part of the story where the conflict that the main character faces.
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7. Language Features

- Don't Focus on human participants.
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- Use of the relationship process.
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At that point, the ruler of rats chose to approach the elephant boss and solicitation him to direct his crowd through another course. Listening to the tragic story, the elephant lord apologized and consented to take another course. Thus the lives of the rats were spared.

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The elephant went to the rodent ruler and let him know about the caught elephants. The rodent ruler quickly instruments his whole gathering of rats and they cut open the nets which had caught the elephants crowd. The elephant group was completely situated free. The hit the dancefloor with happiness and expressed gratitude toward the rats.

Adapted from : <https://www.kuliahbahasainggris.com/5-contoh-story-telling-singkat-the-elephants-and-the-rats-beserta-arti/>

F. Teaching Strategy

Direct Method

G. Teaching and Learning Activities

Teacher's Activity	Students' Activity
Pre- teaching (5 Minutes)	
The teacher greets the students	Students give response to the teacher
The teacher introduces and gives motivations related to the materials.	Students response.
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The teacher ask them to share their writing to other groups.	The students present the their story (narrative text) in front of the class.
The teacher and the students discuss the final writing of narrative text.	
Post- Teaching (5Minutes)	
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2.	Organization (organizations refers to write the ideas, information in good logical order. The topic and supporting sentences are clearly stated)	22 – 25 12 – 21	<p>Very good to Excellent: well-organized with introduction, body and conclusion for an easy, appropriated opening, body and conclusion for a letter , logical sequencing, cohesive, well-paragraph with topic sentence, expressive only one main idea.</p> <p>Average to Good: paragraph, but not</p>

		12 – 16	always logically or choppy, loosely organized but main ideas stands out
		7 – 11	Poor to Fair: idea confusing and disconnected, lack logical sequencing or development, paragraph unclear, or non-existent. Very Poor: no paragraphing or organization or not enough evaluate.
3.	Vocabulary (vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use the synonym, antonym, prefix, and suffix exactly)	18 – 20	Very good to Excellent: sophisticated ranged, effective word or idiom choice and usage appropriate register
		14 – 17	Average to Good: adequate range, occasional errors of word or idiom form choice and usage.
		10 – 13	Poor to Fair: limited range, frequent errors of word or idiom form choice and usage.
		7 – 9	Very Poor: little knowledge or English vocabulary, idioms, not enough to evaluate.
4.	Language use (language use refers to the ability in writing the sentence simple, complex, and compound sentences)	18 – 20	Very good to Excellent: effective complex instruction, few errors of arrangement, tense and number, articles, pronouns, and preposition.
		14 – 17	Average to Good: effective but simple

			<p>paragraphing, poor hand writing, meaning confused or obscured.</p> <p>Very Poor: no mastery of conversations, dominated by errors of spelling, function, capitalization, paragraphing, handwriting illegable, or not enough to evaluate.</p>
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Medan, 25 Juli 2019

English Teacher

Researcher

(Syahrudi, S. S.Pd,i)

(Rizky Padenggan Pane)

NIM. 34153036

APPENDIX II

PRE TEST

Name :

Class :

Please write down your short story!

Answer:

POST TEST

Name :

Class :

Please write down your short story about Story of Life on the Senior High School !

Answer:

APPENDIX III

THE STUDENTS' INITIAL AND REAL NAME AT EXPERIMENTAL CLASS

(XI IS-1)

No.	Initial	Nama
1	AH	Ali Hudawi
2	DRM	Dina Ramadhan Mutiara
3	ED	Erina Darmayanti
4	FR	Fadly Ramadhan
5	FJ	Fanny Julianda
6	FRI	Fatmah Ritonga
7	HA	Habib Awdiya
8	JK	Jihan Kamila
9	KRP	Khairunnisa Ramadhani Pramira
10	MA	Mhd. Arfan
11	MFP	Mhd. Farhan Pulungan
12	MHF	Mhd. Haris Fadillah
13	MRR	Mhd. Raja Ritonga
14	NAW	Nahda Ayu Wardana
15	NAH	Nurul Ainun Hsb
16	PA	Putri Anggraini
17	RBM	Riski B. Manalu
18	RK	Ryandi Kesuma
19	SNH	Sarah Nadia Hsb
20	SAL	Sekar Ayu Larasati
21	SS	Sepriansyah Siregar
22	SAP	Shafirza Azzahra Pohan
23	SAH	Siti Aisyah Harahap
24	SDP	Siti Diana Putri
25	SA	Syaidatul Azhari
26	TGR	Tegar
27	TA	Tiara Ayu
28	YT	Yoga Trisunandar
29	YAA	Yukla Adlin Al-Hafiz Hrp
30	YAH	Yusuf Ali Ahamad Harahap

APPENDIX IV

THE STUDENTS' INITIAL AND REAL NAME AT CONTROL CLASS

(XI MIA-1)

No.	Initial	Nama
1	AW	Abdul Wahid
2	AP	<u>Adinda Pratiwi</u>
3	AA	<u>Aulia Azhari</u>
4	AH	<u>Azizah Hanum</u>
5	BP	<u>Bagus Pratama</u>
6	DS	Devi Safitri
7	DLN	<u>Dhea Lovita Nasution</u>
8	DST	<u>Dina Sari Tobing</u>
9	DPA	<u>Diwangga Putra Abdillah</u>
10	DDA	<u>Dwi Diati Aditya</u>
11	FP	<u>Fadira Putri</u>
12	HYN	<u>Hafiz Yusuf Nst</u>
13	HTD	<u>Halimatusakdiyah</u>
14	JR	<u>Juliana Rahmi</u>
15	JA	Jamal Ahmad
16	KT	<u>Khairunnisa Taniung</u>
17	LFH	<u>Latifah</u>
18	MDW	<u>Mhd. Dimas Wahab D</u>
19	ME	<u>Mhd. Evanda</u>
20	MTR	<u>Mhd. Tegar Rayhan</u>
21	NTR	<u>Nadia Tri Rahma</u>
22	PI	<u>Putri Indriani</u>
23	PZN	<u>Putri Zainab Nst</u>
24	RR	<u>Rehana Rinita</u>
25	RI	<u>Rizka Indriani</u>
26	SA	<u>Sarah Azzuhrah</u>
27	SZN	<u>Silvia Zahra Nst</u>
28	TA	<u>Tasya Arriga</u>
29	WAP	<u>Winda Amelia Putri</u>
30	YA	<u>Yeni Amelia</u>

APPENDIX V

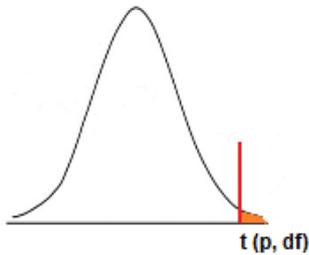
THE CRITICAL VALUE LILIEFORS TEST

$n \backslash \alpha$	0.01	0.05	0.10	0.15	0.20
4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.203	0.180	0.165	0.153	0.149
30	0.187	0.161	0.144	0.136	0.131
OVER 30	1.031	0.886	0.805	0.768	0.736
	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}	\sqrt{n}

APPENDIX VI

TABLE DISTRIBUSI (T)

Right-sided t-distribution



Right-sided T-distribution table

df/p	0.40	0.25	0.10	0.05	0.025	0.01	0.005	0.0005
1	0.324920	1.000000	3.077684	6.313752	12.70620	31.82052	63.65674	636.6192
2	0.288675	0.816497	1.885618	2.919986	4.30265	6.96456	9.92484	31.5991
3	0.276671	0.764892	1.637744	2.353363	3.18245	4.54070	5.84091	12.9240
4	0.270722	0.740697	1.533206	2.131847	2.77645	3.74695	4.60409	8.6103
5	0.267181	0.726687	1.475884	2.015048	2.57058	3.36493	4.03214	6.8688
6	0.264835	0.717558	1.439756	1.943180	2.44691	3.14267	3.70743	5.9588
7	0.263167	0.711142	1.414924	1.894579	2.36462	2.99795	3.49948	5.4079
8	0.261921	0.706387	1.396815	1.859548	2.30600	2.89646	3.35539	5.0413
9	0.260955	0.702722	1.383029	1.833113	2.26216	2.82144	3.24984	4.7809
10	0.260185	0.699812	1.372184	1.812461	2.22814	2.76377	3.16927	4.5869
11	0.259556	0.697445	1.363430	1.795885	2.20099	2.71808	3.10581	4.4370
12	0.259033	0.695483	1.356217	1.782288	2.17881	2.68100	3.05454	4.3178
13	0.258591	0.693829	1.350171	1.770933	2.16037	2.65031	3.01228	4.2208
14	0.258213	0.692417	1.345030	1.761310	2.14479	2.62449	2.97684	4.1405
15	0.257885	0.691197	1.340606	1.753050	2.13145	2.60248	2.94671	4.0728
16	0.257599	0.690132	1.336757	1.745884	2.11991	2.58349	2.92078	4.0150
17	0.257347	0.689195	1.333379	1.739607	2.10982	2.56693	2.89823	3.9651
18	0.257123	0.688364	1.330391	1.734064	2.10092	2.55238	2.87844	3.9216
19	0.256923	0.687621	1.327728	1.729133	2.09302	2.53948	2.86093	3.8834
20	0.256743	0.686954	1.325341	1.724718	2.08596	2.52798	2.84534	3.8495
21	0.256580	0.686352	1.323188	1.720743	2.07961	2.51765	2.83136	3.8193
22	0.256432	0.685805	1.321237	1.717144	2.07387	2.50832	2.81876	3.7921
23	0.256297	0.685306	1.319460	1.713872	2.06866	2.49987	2.80734	3.7676
24	0.256173	0.684850	1.317836	1.710882	2.06390	2.49216	2.79694	3.7454
25	0.256060	0.684430	1.316345	1.708141	2.05954	2.48511	2.78744	3.7251
26	0.255955	0.684043	1.314972	1.705618	2.05553	2.47863	2.77871	3.7066
27	0.255858	0.683685	1.313703	1.703288	2.05183	2.47266	2.77068	3.6896
28	0.255768	0.683353	1.312527	1.701131	2.04841	2.46714	2.76326	3.6739
29	0.255684	0.683044	1.311434	1.699127	2.04523	2.46202	2.75639	3.6594
30	0.255605	0.682756	1.310415	1.697261	2.04227	2.45726	2.75000	3.6460
∞	0.253347	0.674490	1.281552	1.644854	1.95996	2.32635	2.57583	3.2905

APPENDIX VII

TABLE OF DISTRIBUSI (F)

V _z =dk Penyebut	V _i = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	0
12	4,75	3,88	3,49	3,26	3,11	3,00	2,92	2,85	2,80	2,76	2,72	2,69	2,64	2,60	2,54	2,50	2,46	2,42	2,40	2,36	2,35	2,32	2,31	2,30
13	9,33	6,93	5,95	5,41	5,06	4,82	4,65	4,50	4,39	4,30	4,22	4,16	4,05	3,98	3,86	3,78	3,70	3,61	3,56	3,49	3,46	3,41	3,38	3,36
14	4,67	3,80	3,41	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2,63	2,60	2,55	2,51	2,46	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2,22	2,21
15	9,07	6,71	5,74	5,20	4,86	4,62	4,44	4,30	4,19	4,10	4,02	3,96	3,85	3,78	3,67	3,59	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3,16
16	4,60	3,74	3,34	3,11	2,96	2,85	2,77	2,70	2,65	2,60	2,56	2,53	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2,16	2,14	2,13
17	8,86	6,51	5,56	5,03	4,69	4,46	4,28	4,14	4,03	3,94	3,86	3,80	3,70	3,62	3,51	3,43	3,34	3,26	3,21	3,14	3,11	3,06	3,02	3,00
18	4,54	3,68	3,29	3,06	2,90	2,79	2,70	2,64	2,59	2,55	2,51	2,48	2,43	2,39	2,33	2,29	2,25	2,21	2,18	2,15	2,12	2,10	2,08	2,07
19	8,68	6,36	5,42	4,89	4,56	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,29	3,20	3,12	3,07	3,00	2,97	2,92	2,89	2,87
20	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,45	2,42	2,37	2,33	2,28	2,24	2,20	2,16	2,13	2,09	2,07	2,04	2,02	2,01
21	8,53	6,23	5,29	4,77	4,44	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,89	2,86	2,80	2,77	2,75
22	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,19	2,15	2,11	2,08	2,04	2,02	1,99	1,97	1,96
23	8,40	6,11	5,18	4,67	4,34	4,10	3,93	3,79	3,68	3,59	3,52	3,45	3,35	3,27	3,16	3,08	3,00	2,92	2,86	2,79	2,76	2,70	2,67	2,65
24	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,37	2,34	2,29	2,25	2,19	2,15	2,11	2,07	2,04	2,00	1,98	1,95	1,93	1,92
25	8,28	6,01	5,09	4,58	4,25	4,01	3,85	3,71	3,60	3,51	3,44	3,37	3,27	3,19	3,07	3,00	2,91	2,83	2,78	2,71	2,68	2,62	2,59	2,57
26	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,26	2,21	2,15	2,11	2,07	2,02	2,00	1,96	1,94	1,91	1,90	1,88
27	8,18	5,93	5,01	4,50	4,17	3,94	3,77	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2,76	2,70	2,63	2,60	2,54	2,51	2,49
28	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2,04	1,99	1,96	1,92	1,90	1,87	1,85	1,84
29	8,10	5,85	4,94	4,43	4,1	3,87	3,71	3,56	3,45	3,37	3,30	3,23	3,13	3,05	2,94	2,86	2,77	2,69	2,63	2,56	2,53	2,47	2,44	2,42
30	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,28	2,25	2,20	2,15	2,09	2,05	2,00	1,96	1,93	1,89	1,87	1,84	1,82	1,81
31	8,02	5,78	4,87	4,37	4,04	3,81	3,65	3,51	3,40	3,31	3,24	3,17	3,07	2,99	2,88	2,80	2,72	2,63	2,58	2,51	2,47	2,42	2,38	2,36
32	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40	2,35	2,30	2,26	2,23	2,18	2,13	2,07	2,03	1,98	1,93	1,91	1,87	1,84	1,81	1,80	1,78
33	7,94	5,72	4,82	4,31	3,99	3,76	3,59	3,45	3,35	3,26	3,18	3,12	3,02	2,94	2,83	2,75	2,67	2,58	2,53	2,46	2,42	2,37	2,33	2,31
34	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	2,00	1,96	1,91	1,88	1,84	1,82	1,79	1,77	1,76
35	7,88	5,66	4,76	4,26	3,94	3,71	3,54	3,41	3,30	3,21	3,14	3,07	2,97	2,89	2,78	2,70	2,62	2,53	2,48	2,41	2,37	2,32	2,28	2,26
36	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36	2,30	2,26	2,22	2,18	2,13	2,09	2,02	1,98	1,94	1,89	1,86	1,82	1,80	1,76	1,74	1,73
37	7,82	5,61	4,72	4,22	3,90	3,67	3,50	3,36	3,25	3,17	3,09	3,03	2,93	2,85	2,74	2,66	2,58	2,49	2,44	2,36	2,33	2,27	2,23	2,21

APPENDIX VIII

DOCUMENTATION



