

THE EFFECT OF FREE WRITING TECHNIQUE ON THE STUDENTS' WRITING SKILL AT EIGHT GRADE OF SMP NEGERI 5 PADANGSIDIMPUAN

ATHESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program

BY:

NUR OLFAINI Reg. NO: 09 340 0014

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PADANGSIDIMPUAN 2015



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Assalamu'alaikumWr. Wb.

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Therefore, we hoped that he could be to defend herthesis in Munagasyah. That's all and thank you for the attention.

Wassalamu'alaikumWr. Wb.

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ABSTRACT

Name : NUR OLFAINI Registration Number : 09.340.0014

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Title of the Research: THE EFFECT OF FREE WRITING TECHNIQUE ON THE

STUDENTS' WRITING SKILL AT EIGHT GRADE OF

SMP NEGERI 5 PADANGSIDIMPUAN

The problems of this research were; 1)Students' writing result was low; 2) Many students had lack writing motivation, and 3) Poor vocabulary. The consequence of these problemswasstudents' achievement in writing was under average. So, this research had objective to examine whether there was significant effect of free writing on students' writing skill SMP Negeri 5 Padangsidimpuan.

In order to achieve the purpose of this research, the researcher carried out quantitative approach by applying experimental research. The population of this research was VIII 1 up to VIII 12. They were consisting of 309 students. The researcher used VIII 1 and VIII 6as the sample that consist of 50 students. In collecting the data, the instrument was essay test. To analyze the data, it was used T-test formula.

Based on the data, it was found that 1) the students' ability in writing was better after teaching by free writing than before teaching by free writing. It could be seen from mean score of experimental class before treatment was 61,7after treatment was 73,98. 2) The score of experiment class better than control class after giving the treatment. It could be seen from mean score of experiment class was 73,98 and control class was 70,74. 3) Based on calculation of T-test, the researcher found that t_{count} = 1,74 and t_{table} = 1,676. It means t_{count} > t_{table} (1,74>1,676). So, t_{table} was accepted.

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Padangsidimpuan, November 2015

Declaration maker,

Reg. No: 09 340 0014

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language plays so important role in human life, because it has been used by human as a tool of communication since they were born. People need language to communicate their thought to the others. Language is used to convey opinion, feeling, idea and our need. It is also used to get information or share information. Language is needed whether it is written or spoken. Language is very necessary for people as a mean of communication.

English is the most widely used in the world. It plays very significant roles in many aspects of international affairs as a means of international communication. As an international language, English is necessary to be mastered by generation of a nation, especially for students in order to be able to adapt and compete in the international world, because by mastering English they can get many advantages such as science and technology development. Therefore, the national education has decided that English as a foreign language taught in Indonesian schools.

In learning English as a foreign language must be acquired by listening, speaking, reading and writing. Writing is one of language skillswhich is use to communicate ideas and thought indirectly or without face to face with other people. It also has to be mastered in learning English. Writing is one way of

communication; it can help people to explore their ideas or arguments although it is not as effective as speaking. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly, and improve that they have in their mind so that the reader easier to know what they read.

In academic purpose, students are required that they didn't only be able to speak, to listen, and to read but also be able to write. Writing is important for student because it has significances for their life. The following illustration will present some significances of writing for students' life. First, students' writing skill has significant role to determine their success in passing National Examination, for instance, the students are expected to master the fourth skills, including writing skill. And the last, writing is important thing for someone to give the reader some information and also to entertain the reader.

Based on explanation above, researcher can make inference that writing very essential for students and also everyone. But in fact based on the English teacher's explanation in SMP Negeri 5 Padangsidimpuan, the writing still a big problem at SMP negeri 5 Padangsidimpuan either in the aspect of achievement or motivation.

Based on the writers' survey, there are some students do not have desire to write. The students didn't interest to write because they fill difficult to write in English. It caused by the spelling is different from the writing and make the students doubtful to write, the less in structure and vocabulary and they are also seldom to practice it.

In addition, the writer received information from the English teacher at SMP Negeri 5 Padangsidimpuan, criteria of minimum learning mastery (KKM) at SMP Negeri5 Padangsidimpuan is 70,but most of students still get below 60-65,it means low mark, because they have not fulfilled the criteria of minimum learning mastery at the school.

In deed there are many techniques of writing that can be used such as brainstorming, free writing, listing, clustering and dividing, etc.From thosetechniques, the writer chooses to apply free writing technique. There are at least three reasons why the writer chooses that technique.

The first the writer wants, the students are able to express all their ideas and opinion without worrying about spelling and grammar. Because the goal of the free writing is to produce as much writing as possible without worrying about grammar and accuracy.

Second, free writing helps the learner to think of topics to write about. Just keep writing, follow the treads where they lead and the learner will get ideas, experiences or feelings. And the last, free writing is the best way to learn in practice, not just in theory to separate the producing process from the revising process. Free writing exercises are pushing the learner in evaluate their writing as theyproduce so that the learner can judge their writing better.

Based on information from the teacher, the students are poor vocabulary. They are difficult to write because they don't have many vocabularies. If the teachers order them to write paragraph for instance, they are directly open dictionary. For consequences in final semester, they are difficulty to write paragraph. The students have lack of writing motivation; most of them cannot develop their mind when they write so that they become lazy to write. Besides, some students that the writer is interviewed admitted that they are not interested in writing due to some reasons, and even worse in writing paragraph. So that writer is interested in conducting experimental research of which purpose to solve the students' problems in writing. Writer believes that this research can motivate students to write and to improve their writing skill. Writer entitles this research by THE EFFECT OF FREE WRITING ON THE STUDENTS' WRITING SKILL AT SMP NEGERI 5 PADANGSIDIMPUAN.

B. Identification of the Problem

Based on the background of the problem above, the writer identifies the problems are that the students do not interest to write because they fill difficult to write in English. It caused by the spelling is different from the writing and make the students doubtful to write. They are less in structure and vocabulary, they are seldom to practice it and they are lazy to write. Also they have not fulfilled the criteria of minimum learning mastery at school.

C. Limitation of the Problem

Based on the above identification of the problem, researcher limited the discussion into the effect of free writing on the students' writing skill. In this research, writer supposed to find out what was the extent of the effect of free writing on the students' writing skill at SMP Negeri 5 Padangsidimpuan. It will be conducted at the eighth grade students of SMP Negeri 5 Padangsidimpuan. This research will conduct by experimental research.

D. Formulation of the Problem

The formulation of the problem was "is there the significant effect of using free writing technique to the students at eight grade of SMP Negeri 5 Padangsidimpuan in writing skill?"

E. The Aim of the Research

Based on the formulation of the problem above, the aim of the research was to find out whether the free writing technique has an effect to the students in writing skill at eight grade of SMP Negeri 5 Padangsidimpuan.

F. The Significances of the Research

The result of this study is expected to be of any use theoretically and practically.

1. Theoretically

a. For the writer, this research is to fulfillment of the requirement for the degree of SarjanaPendidikan Islam (S.Pd.I)

- b. The result of this study are expected to have contribution for development of English teaching in general and the teaching writing in particular, especially for the effect of free writing on students' writing skill.
- c. Expected to do advanced researches as well as effort to express the factors, so that the research study is expected as a reference, and other researcher to investigate the similar case can use it.

2. Practically

The result of this study is expected to teachers and students as a reference to increase their writing skill.

G. Definition of the Operational Variable

As for the variables of this research were: X (Free Writing Technique) and Y (Students' writing Skill).To avoid misunderstanding about some terminologies in this research so the researcher makes the definition below:

1. Effect

Anything brought about by a cause or agent. In this research, effect is defined the extent of students' writing skill at pre-test compared with the post-test in experiment class and control class.¹

¹Jhon W. Cresswell, Research Design: *Qualitative, Quantitative and Mixed Methods Approaches-Second Edition*, (USA: Sage Publications inc, 2003), p. 108.

2. Free writing

A pre-writing activity in which students write as much as possible about a topic with given time period (for example 3 minutes) without stopping. The goal is to produce as much writing as possible without worrying about grammar and accuracy, in order to develop fluency in writing and to produce ideas which might be used in a subsequent writing task.²

3. Students' writing skill

- a. Student is a person who is studying at a university or college.³
- b. Writing is written works of an author or persons handwriting.⁴
- c. Skill is the ability to do something well.⁵

4. SMP Negeri 5 Padangsidimpuan

SMP Negeri 5 Padangsidimpuan is a state Junior High School number 5 and located in Padangsidimpuan.

³A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 2000), p.1344.

²Jack.C.Richards. *Longman Dictionary of Language Teaching and Applied Linguistics*. (USA:Longman), p.147.

⁴A.S. Hornby, *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press, 2000), p.502.

⁵A.S.Hornby, *Op. Cit.*, p.1109.

H. Outline of The Thesis

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one discuss about introduction, consist of background of the problem, identification of the problem, limitation of the research, formulation of the problems, purpose of the research, significant of the research, definition of the operational variables.

Chapter two is the theoretical description, which explain about writing, free writing technique, and conceptual framework.

Chapter three discuss about the methodology of research consists of: place and time of the research, method of research, population and sample, The Instrument of Collecting Data, Technique of Collecting Data and technique of analyzing data.

Chapter four is the result of the research and data analyzing consists of description of data, discussion of the research and limitation of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

1. Description of Writing

a. Definition of Writing

According to dictionary, writing has derived from the word write (verb) means "tulis" + ing become "tulisan". Writing is one of language skill which is use to communicate ideas and thought indirectly or without face to face with other people. To support this statement, writer provides several scientist estimations

First, David Nunan said "writing is a physical and a mental act. Both are a mental work in creating ideas to express and to organize them in paragraphs so that the readers will be easier to understand the writer's intention". Writing is a process and product as better. The process begins from imagine until rereads and become some kinds of writing such as essay, letter, story of research report.⁴

³Jhon M. Echolds and HasanSadily. *An English-Indonesia Dictionary*, (Jakarta: PT. Gramedia), p. 656.

⁴David Nunan. *Practical English Language Teaching*, (USA: The McGraw Hill Companies, 2003) p. 88.

Second, Lado states that writing is painting graphic symbols which describing a language it is understood by everyone.⁵ Last, A.S Hornby said "writing is written works of an author or person's feeling."

Finally, in Holly book, Allah has ordered people to write as people can.

Allah has said in Holy book, suroh Al-Baqarah 282 as follow:

7

َ قُعَلَيْهِ ٱلَّذِى وَلَيُمْلِلِ فَلْيَكْتُبُّٱللَّهُ عَلَّمَهُ كَمَا يَكْتُبَأَن كَاتِبُيَأْبَوَلَاَّبِٱلْعَدُلِ كَاتِبُبَّيْنَكُمْ وَلْيَكْتُب رَبَّهُ ٱللَّهَ وَلْيَتَّقَ ٱلْح..........

The meaning:

Let a scribe write down faithfully as between the parties, let not the scribe refuse to write as Allah taught him, so let him write(282).⁸

According to suroh Al-Baqarah 282, this verse has described to people how important writing in people life, until ordered human to write, it caused from writing act students able to write ideas, information in a good logical order, expressing their thought clearly, and improve that

2.

⁵Tarigan. Menulis Sebagai Suatu Keterampilan Bahasa, (Bandung: Angkasa Bandung, 1986) p.

⁶A.S. *Op. Cit.*, p. 502.

⁷Departement Agama RI, *Al-Qur'an danTerjemahan*(Bandung:PT.SyamilCipta Media, 2005), p. 77.

⁸Abdul Yusuf Ali, *The Meaning of The Holy Qur'an in the English Language* (Al-Alami Publications: Beurit, 2001), p. 102.

they have in mind. And from the verse, Allah has told to people that he has taught people everything.

To be able to write in a foreign language the students must be trained systematically on the stages of preparing to write. Here are source stages prepared by Wiener and Harvey:⁹

- 1) Finding the material: Where and how to find the material to write on some people take it from the reading materials, some from interviewing people, or talking to other people.
- 2) Defining the text: In other case, the writer has several options to write on, take for example, the writer chooses one of the familiar topic that she or he is also familiar with it.
- 3) Knowing the audience: Before writing there are two questions can be asked to know the audiences. Who is the audience and why are they going to read the essay. If the writer has the answers of the two questions, she or he may start by thinking what the purpose of writing.

So based on the scientist estimations above the writer concludes that writing is a written works to express someone's feeling, ideas, and thinking, and organize them into a good statement and paragraphs in

⁹H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy*, (USA: Prentice Hall, 1994) p. 320.

order to be understand by all of the reader easily of what the writer wants to say.

b. Objectives of Writing

Writing can and should be a stimulating, challenging activity central to all learning and development because, as Irmscher says, "Once we move students beyond those basic levels proficiency (grammatical structure and basic punctuation), we then see new dimensions of expressiveness, imaginativeness, and intellectual growth that are accessible only to someone engaged in composing, whether that performance is acting, dancing, painting, or writing.¹⁰

One of teacher most critical responsibilities as writing teacher is to communicate students the functions and benefits of writing. As a lifetime, writing serves four crucial, enduring purposes for the learner. There are there objectives of writing.¹¹

1) Writing is an essential form of communication

Through writing we express our feelings, hopes, dreams, and joys as well as our fears, angers, and frustrations. Writing, then, is a letter to the family recounting the delights of discovering new friends or the loneliness of days spent in a new environment without the

.

¹⁰Jane B. Hughey, *Teaching ESL Composition Principles and Techniques* (New York: Newbury House Publishers, 1983), p. 34.

¹¹*Ibid.*, p. 34.

supportive bonds of family. Through writing we express our ideas, plans, recommendations and our commitments. We explain to others who we are, what we believe and understand, and why we believe and understand as we do. For students, writing is a primary medium through which they demonstrate their understanding and interpretation of concepts and theories studied for many weeks or months. Writing is for critical thinking and problem solving.

Writing helps student think critically, a crucial ability in our complex, media oriented societywhich constantly bombards us with information. Some of this barrage is entertaining, some depressing, some useful, some useless, some significant, some insignificant, some inspiring, and some frightening.

2) Writing is for self-actualization

Writing, as a way of discovering and developing ourselves, is a mean for self-actualization. What we learn about ourselves and develop within ourselves through writing can help us to realize our individual potential and to achieve personal goal. Therefore, besides being an external activity through which we communicate with others, writing also serves our innerveless.

3) Writing helps to control the personal environment

Students frequently view writing in English as non essential to meet third urgent and daily needs. Yet writing is closely tied to daily communication in the "realworld," and students need to be encouraged to believe that they will never attain full literacy in their second language until they have achieved competence in writing.

Based on the above explanations tell us there are the functions and benefits of writing as; an essential form of communication to express our feelings, hopes, dreams, and joys as well as our fears, angers, and frustrations and soon in writing.

c. Kinds of Writing

Writing is classified into three broad categories such as message writing; self contain controlled writing and reflexive writing. 12

1) Message Writing

Message writing is a kind of writing which we use for our routine work. Included in it are brief of the office or usual notes at home usually we don't need to spend much time because we know what we want to say.

2) Self Controlled Writing

Self-controlled writing contains: technical report, most essay exams, writing samples on exams, paper and articles that summarize and present information.

¹²*Ibid*, p. 325

In self controlled writing, the person writing it already known most of what he or she is going to write or at least know where to find it, what he or she must do to organize it already known content and present it in a clear an effective style, e.g. "writing and article on the link between died and cancer". To write such articles, the writer doesn't have to discover what he is going to write. He has to select and organize the specific material he/she wants to use and top present it clearly in a way that will hot the reader's attention. The writer just down notes as a memory aid, quid decide on a format and writer as clearly as he or she can. Thus, state the thesis, develop supporting point and summarize in conclusion.

3) Reflexive Writing

Included in this kind of writing are personal experiences, writers recall events in their lives and reflex their meaning. Explorative or speculative articles in which writer theory about future. Students' writing papers in which they discuss the effect on an experience or recall an important event in their lives are also reflexive writing.

d. Aspects of Writing

Heaton suggests that there are three skills, which are involved in writing competence, namely: grammatical skill, stylistic skill and mechanical skill.

- 1) Grammatical skill is the competence or right sentence writing.
- 2) Stylistic skill is the manipulation of sentences and using the effective language competence.
- 3) Mechanical skill is the master to apply the graph convention like spelling and punctuation.¹³

Besides, Harris propose that there are five general components of writing, namely:

- 1) Content: contents or message expressed.
- 2) Grammar: application or the usage of the grammatical form and sentence pattern.
- 3) Form: the contents written organization.
- 4) Style: the election of the usage of vocabulary and sentence structure for giving style and message of the written.
- 5) Mechanic: the usage of the graph or symbols of a language. 14

¹⁴David Harris. Testing English as a Second Language, (New York:MEGraw Hill Company, 1986), p.48

¹³Heaton. Writing English Text, (London:Longman, 1981), p. 52.

e. Evaluation of Writing

According to Cyril J. Weir there seven categories the most suitable for assessing writing task such as:

A.	Relevance and adequacy of content.
0	Answer bears almost no relation to the task set. Totally inadequate
	answer.
1	Answer of limited relevance to the task set. Possibly major gaps
	in treatment of topic and/or point less repetition.
2	For the most part answers the task set, though there may be some
	gaps or redundant information.
3	Relevant and adequate answer to the task set.
B.	Compositional Organization.
0	No apparent organization of content.
1	1 11 0
1	Very little organization of content. Underlying structure not sufficiently apparent.
2	Some organizational skill in evidence, but not adequately
2	controlled.
3	Overall shape and internal pattern clear. Organizational skills and
3	adequately controlled.
C.	1 7
C. 0	Cohesion
	Cohesion Cohesion almost totally absent. Writing so fragmentary that
	Cohesion
	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually
0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication.
0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional
0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are
1 2	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective.
0 1 2 3	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication.
0 1 2 3 D.	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose.
0 1 2 3	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the
0 1 2 3 D. 0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the intended communication.
0 1 2 3 D.	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the intended communication. Frequent inadequacies in vocabulary for the task. Perhaps
0 1 2 3 D. 0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the intended communication. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriacies and/or repetition.
0 1 2 3 D. 0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the intended communication. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriacies and/or repetition. Some inadequacies in vocabulary for the task. Perhaps some
0 1 2 3 D. 0	Cohesion Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. Unsatisfactory cohesion may cause difficult in comprehension of most of the intended communication. For the most of satisfactory cohesion though occasional deficiencies may mean that certain parts of the communication are not always effective. Satisfactory use of cohesion resulting in effective communication. Adequacy of vocabulary for purpose. Vocabulary in adequate event for the most basic parts of the intended communication. Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical in appropriacies and/or repetition.

3	appropriacies and/or circumlocution.
E.	Grammar
0	Almost all grammatical patterns in accurate.
1	Frequent grammatical inaccuracies.
2	Some grammatical inaccuracies.
3	Almost no grammatical inaccuracies.
F.	Mechanical accuracy I (punctuation).
0	Ignorance of conventions of punctuation.
1	Low standard of accuracy in punctuation.
2	Some inaccuracies in punctuation.
3	Almost no inaccuracies in punctuation.
G.	Mechanical accuracy II (spelling).
0	Almost all spelling inaccuracies.
1	Low standard of accuracy in spelling.
2	Some inaccuracies in spelling.
3	Almost no inaccuracies in spelling. ¹⁵

2. Writing Skill

Writing skill can be defined as an ability to communicate all the ideas or imaginations into the form of structured pattern so that the readers may understand what the writers mean in their writing. Writing skill is one of competences that students were supposed to be master. Many theories describe the concept of writing skill. The writer presents some of the writing skill definitions here. Brown stated,

Writing is similar to swimming that means that somebody is able to swim if someone else teaches him how to do so and so is writing. Briefly, if a student is willing to be able to express his ideas in the written form, he needs someone else to guide and teaches him how to do so well and appropriately. A good writing skill will not appear at once. 16

¹⁵Cyril J. Weir, Communicative Language Testing, (New York:Prentice Hall University of Reading, UK, 1990), p.69.

¹⁶H. Douglas Brown. Op. Cit, p. 319

In addition Murcia and Olhstain said that writing skill is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place.¹⁷ The intention of the statement is that communication can take place. Nevertheless, through a text the writer communicates his/her ideas in the form of written text from which the reader would try to catch the core of the ideas and their meaning. By writing, we can express something in our mind to the others through the organized words and communicative sentences.

Writing skill needs process to compose a well-organized writing, it needs writing procedures that should be considered by the writer. The procedures are proposed by Alice and Ann:

a. Pre-writing

Pre-writing is the first stage in the writing process. Prewriting is the thinking, talking, reading, and writing. Students do about their topic before they write first draft. Prewriting is a way of warming up their brain before they write. There are several ways to warm up before students write.

1) Choosing and Narrowing Topic

Before starting to the next step, the first step is choosing and narrowing the topic. It means that the first thing is choosing the general topic. After that, students must narrow the topic to a particular aspect on that general subject.

¹⁷M. Celce-Murcia &Olhstain, E. Discourse & Context in Language Teaching: a Guide for Language Teachers, (Cambridge: Cambridge University Press, 2001), p. 208

2) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject.

The purpose is to make a list of ideas as many as possible without worrying about how students will use them. The students' list can include words, phrases, sentences, or even questions.

3) Listing

Listing is a pre writing technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind.

4) Free writing

Free writing is a pre writing activity in which students write about a topic because they are looking for a specific focus. The purpose of free writing is to generate the ideas as many as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.

5) Clustering

Clustering is another prewriting technique. It is a visual way of showing how students' ideas are conducted using circles and lines.

b. Planning (Outlining)

Planning is the next step after prewriting. There are three steps on planning. They are making sub list, writing the topic sentences and outlining.

c. Writing and Revising Drafts

Writing the first rough draft is the step of writing after doing planning process.

d. Writing the Final Copy to Hand in

This is the last step of writing process. There are three steps on this step. The steps are revising content and organization, proofreading the second draft, and finishing final draft.

3. Description of Free Writing

a. Definition of Free Writing

Free writing is a pre-writing activity in which students write as much as possible about a topic with given time period (for example 3 minutes) without stopping.¹⁸

Free writing makes writing easier by helping someone with the existential difficulty in writing: finding words in the head and putting them down on a blank piece of paper. So much writing time and energy is spent *not* writing: wondering, worrying, crossing out, having second, third, and fourth thoughts. It's easy to get stopped even in the middle of a

¹⁸Jack.C.Richards. Loc. Cit.

piece. 19 According to Julie and Robert, free writing is another way of generating ideas where writer focuses on the topic and write down everything that comes to mind, no matter how important or unimportant. Write as much and as fast as you can, without worrying about spelling or grammar.²⁰

Peter Elbow said "Freewriting is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a freewriting exercise, simply force yourself to write without stopping for ten minutes". 21 In addition H. Douglas Brown said "free writing is designed to help you free ideas that you might not realize that you have. An important aspect of free writing is that you write without being concerned about spelling, punctuation or grammar. Of course, these elements of writing are important, but students' concern about them can sometimes inhibit the free flow of their ideas".²²

So based on explanation above, the researcher concludes that free writing is a technique of generating ideas where someone writes as much and as fast as he/she can, without worrying about spelling or grammar.

b. Steps In Free writing

Many people do this instinctively and it certainly can be a very effective technique to help them find focus on a broad topic or a work through a topic exploring various points of view. According to Oshima, there are four steps in free writing:

1) Write the topic at the top of paper.

²¹Peter Elbow. *Op. Cit.*, p. 13.

¹⁹Peter Elbow. Writing With Power: Technique for Mastering The Writing Process. Second Edition, (New York: Oxford University Press, 1998) p. 14.

²⁰Julie Robotille and Robert Connelly. Writer's Resources: From Paragraph to Essay. Second Edition, (USA: Thompson Wadsworth, 2007) p. 36.

²²H. Douglas Brown. Teaching by Principles: an Interactive Approach to Language Pedagogy, (USA: Prentice Hall, 1994) p. 334.

- 2) Write as much as you can about the topic until you run out of ideas. Include such as supporting items as fact, details, and examples that come into your mind about the subject.
- 3) After you have run out of ideas, reread your paper and circle the main idea(s) thatyou would like to develop.
- 4) Take that main idea and free write again.²³

Meanwhile, H. Douglas Brown states more deeply the procedures

of free writingare:

- 1) From the list of changes, choose one idea that interested.
- 2) Write that ideas at the top of a clean sheet of paper.
- 3) For ten minutes, write about this topic without stopping.
- 4) Write down everything that comes to your mind.
- 5) Do not judge your ideas.
- 6) Do not worry about your spelling and grammar.
- 7) If you run out of things to say, continue writing whatever comes to your mind.²⁴

Then, researcherhave to consider to some keys of successful freewriting.

- 1) Resist the temptation to look back at what you have written during theprocess.
- 2) If you can't stay on topic, keep writing anything to maintain the flow.
- 3) Do not censor yourself; your freewriting is not going to be seen by others, socommit every thought to paper.
- 4) Follow your ideas wherever they lead you.
- 5) When finished, read your freewriting with a highlighter, noting the most interesting and strongest ideas.
- 6) Try the process again after you have focused your topic; more ideas may be generated.

²³Alice Oshima& Ann Hogne. Writing Academic English: Fourth Edition, (USA: Longman, 2007), p. 268

²⁴H. Douglas Brown. Loc. Cit.

c. The Purpose of Free Writing

The purpose of free writing is to get as many ideas as someone can down on paper.²⁵ According to Jack C. Richard, the goal of free writing is to produce as much writing as possible without worrying about grammar and accuracy, in order to develop fluency in writing and to produce ideas which might be used in a subsequent writing task.²⁶

d. The Benefits of Free Writing

Peter Elbow stated several benefits of free writing, they are:

- 1) Freewritingteaches writer towrite without thinkingaboutwriting.
- 2) Free writing helps writer learn to write when you don't feel like writing.
- 3) Free writing helps writer to think of topics to write about.
- 4) Frequent free writing exercises help someone learn simply to get on with it and not be held back by worries about whether these words are good words or the right words.²⁷

B. Review of Related Findings

There are some of relevant researches which have relevancy with this research. Thefirst is a research that was conducted by Nuramaliyah (2010), entitled "Techniques Done by The Second Year Students in Developing Ideas in Prewriting Activities at MA Al-Huda Kuntu Kampar Kiri." The conclusion of this research is come from the second year students of MA Al-Huda Kuntu used Brainstorming technique in developing their ideas in prewriting activities, some

²⁵Cynthia A. Bordman and JiaFrydenberg. *Writing to Communicate*, (USA: Longman, 2008), p. 35.

²⁶Jack. C. Richards. *Loc. Cit.*

²⁷Peter Elbow. Writing With Power: Technique for Mastering The Writing Process. Second Edition, (New York: Oxford University Press, 1998) p. 15.

of the students using freewriting technique, some of the students used listing technique, and some of the students used outlining technique. So, there are five techniquesdone by the second year students of MA Al-Huda Kuntu in developing their ideas in prewriting activities, they are: Brainstorming, freewriting, listing, clustering, and outlining.²⁸

The second is a research that was conducted by SitiRahmadani (2014), entitled "The Effect of Using Freewriting Technique Toward Students' Ability in Writing Descriptive Paragraph of The First Year at Ma DarelHikmahPekanbaru." This research was conducted from July to August. She found that there is significant effect of using freewriting technique toward students' ability in writing descriptive paragraph the first year students at darelhikmahPekanbaru, becauseMean of students' ability in writing descriptive paragraph taught by using free writing technique is 75,87, the students who passed the graduated standard (KKM) are 7 students. Mean of students' ability in writing descriptive paragraph taught without using freewriting technique is 54,09 and all of the students are fail.²⁹

The third based on the book of Peter Elbow that the title is *Writing With*Power that using of free writing technique has significant effect to the students'

²⁸Nuramaliyah. *Techniques Done by The Second Year Students in Developing Ideas in Prewriting Activities at MA Al-Huda Kuntu Kampar Kiri*, (Pekanbaru: UIN Sultan Syarif Kasim Riau, 2010).

²⁹SitiRahmadani. The Effect of Using Free writing Technique Toward Students' Ability in Writing Descriptive Paragraph of The First Year at Ma DarelHikmahPekanbaru, (Pekanbaru:UIN Sultan SyarifKasim Riau, 2014).

writing skill and also can improve students' writing skill from low category into good category.³⁰

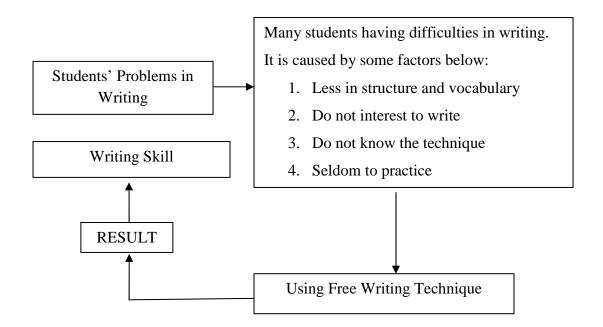
C. Conceptual Framework

Free writing is a technique of generating ideas where someone writes as much and as fast as he/she can, without worrying about spelling or grammar.

Writing is the removal of transferring at thinking or feeling into language symbol. It can also be said that writing is the effort putting oral language to written language using symbol. Writing is one of the language skills that must be learnt by the second language learners. To be able to write in a foreign language, the students must try to practice and practice again.

Based on theoretical description and result of the relevant study, the writer forward theoretical framework at this study. The framework refers to how the interrelationship between variables which become center of attention of this study.

³⁰Peter Elbow. Op. cit., p.16.



D. Hypotheses

Hypothesis is an important case that should be decided in a research. Arikunto says, "The hypothesis is tentative answer for the research problem until proven by data collected". Hypothesis is an idea or explanation of something that is based on a few known facts but that has not yet been proved to be true or correct, and hypothesis is guesses and ideas that are not based on certain knowledge.

Based on the above explanation the writer formulated the hypothesis as follow:

Ha = There is a significant effect of using free writing technique to the students' writing skill.

Ho=There is no a significant effect of using free writing technique to the students'writing skill.

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³¹Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1997), p.67.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, experimental research wasapplied. Experimental research is a kind of quantitative research. Experimental research is the only type of research that can test hypothesis to establish cause - effect relationship. In experimental research, the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect of one or more dependents variables. In experimental research, independent variable is called the treatment, causal, or experimental variable, is the treatment or characteristic believe to make a difference, such as teaching strategy, method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Whereas dependent variable is called the criterion, effect or outcome variable, shows the result of the study, the change or difference in groups that occurs as a result of the independent variable.³¹

Other definition of experimental research is the research to know the causal effect relationships between one or more of experiment class that given treatment or one or more comparative class that is not given the

³¹L.R.Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA:Printice Hall, 2000), p. 367.

treatment.³²Experimental research also compares the result of experimental class and control class.

Relevant with definition and characteristics of experimental research above, this research was aimed to examine the causal-effect relationship between free writing technique treatments with students' writing skill. Experimental classroom employ free writing technique, on the other hand the control classroom used conventional strategy that is the teacher's strategy. Before doing the learning process, both of class experiment and control were given pre-test in order to acquire the data, which presented the ability and range of score among of the students. The result of this test was used as reference to explore the degree of improvement of each student before and after the process of learning. The design is presented as follows:

Table 1
Research Design

Group	Pre-test	Treatment	Post-test
Е	Y_1	X	Y_2
С	Y_2	_	Y ₂

Note:

E = Experimental Group

³²SuharsimiArikunto, *ManajemenPenelitian* (Jakarta: RinekaCipta, 2003), p. 272.

C = Control Group

 Y_1 = Pre-test

 Y_2 = Post-test

X = The experimental group will treat by using free writing technique

- = The control group without using free writing technique

The researcher did an experimental research by using free writing technique to know the effect of free writing technique to students' writing skill at SMP N 5 Padangsidempuan particularly at eighth grade.

B. Time and place of research

The location of the research is at SMP Negeri 5 Padangsidimpuan. The school is located on JL. PerintisKemerdekaan No.56 Padangsidimpuan. This research was done on 16 April 2013until finish.

C. Population and Sample

1. Population

In doing this research, the researcher needed population. Population is whole subject of the research.³³Population of this research was grade VIII students at SMP N 5 Padangsidimpuan academic year 2014/2015, presented as follows:

³³SuharsimiArikunto, *ProsedurePenelitianSuatuPendekatanPraktik*,(Jakarta:PTRinekaCipta, 2006), p. 130.

Table 2

Grade VIII students at SMPN5 Padangsidimpuan

Academic Year 2014/2015

No	Classroom	Male	Female	Amount
1.	VIII.1	13	15	28
2.	VIII.2	10	15	25
3.	VIII.3	13	15	28
4.	VIII.4	14	12	26
5.	VIII.5	12	13	25
6.	VIII.6	12	15	27
7.	VIII.7	14	14	28
8.	VIII.8	10	11	21
9.	VIII.9	10	12	22
10.	VIII.10	11	13	24
11.	VIII.11	16	12	28
12.	VIII.12	11	16	27
Tota	al Number	146	163	309

Source: School Administration Data of SMPN5Padangsidimpuan

2. Sample

Sample is part of population. In addition, sample is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain and to know information about the population by using the sample.³⁴In this research, the researcher used random sampling. Before used random sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chosen two classes that have similar competence in writing as a sample. So, the formula are:

1. Normality test (Pretest)

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{(f_o - f_h)2}{f_h} \right)$$

Where:

$$x^2$$
 = Chi-Quadrate

³⁴L.R.Gay and Peter Airasian, Op. Cit., p.121.

- f_o = Frequency is gotten from the sample/result of observation (questioner)
- f_h = Frequency is gotten from the sample as image from frequency is hoped from the population³⁵

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3). If result $x^2_{count} < x^2_{table}$. So, it is could be concluded that the data is distributed by normal.

After doing the research, the researcher concluded that the data of research was normal. The writer used simple random sampling for taking the sample. Can be seen from the result for experiment class (VIII-1) research found that $X^2_{\text{count}} = 0,19$ and $X^2_{\text{table}} = 3,841$, where as for control class (VIII-6) was $X^2_{\text{count}} = 0,06$ and $X^2_{\text{table}} = 3,841$. Cause $X^2_{\text{count}} < X^2_{\text{table}}$ so that, H0 (null hypothesis) was accepted. So, it can be concluded that data was distributed by normal. Next, the calculation of how to get it can be seen in the appendix 11 and 12.

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³⁵Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85.

2. Homogeneity test (Pretest)

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If the both of classes are same, it is can be called homogeneous. To test it, researcher uses Harley test, as follow:³⁶

$$F = \frac{The \ biggest \ variant}{The \ smallest \ variant}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \ge F_{(table)}$

From the researcher calculation of the homogeneity variant test, researcher found that F_{count} was 1,45 While, F_{table} with dk=25. F_{table} with α 5 % from the distribution list F, researcher found that $F_{table}=1,706$, cause F_{count} </br> $F_{table}=1,706$, cause F_{count} </br> $F_{table}=1,706$. So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous (see appendix 15)..

From the above explanation the data is distributed normal and homogen. It means that in this research the researcher used random sampling to took the sample. So that, the researcher took the sample from class VIII-1 (experiment class) and VIII-6 (controll class). Total of the sample was 50.

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³⁶AgusIrianto, *StatistikKonsepDasardanAplikasinya*,(Padang: UniversitasNegeri Padang, 2003), p. 276.

Experimental	Control
(VIII-1)	(VIII-6)
25	25

B. Instrumentation of research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data.³⁷So that, the process is easier and better with more careful, complete and systematic. In this research, the instrument of collecting data is using test. So that, there are five indicators to test writing ability. They are: composing, style, sentence formation, usage and mechanic.

Table of the Indicators of writing

No	Indicators	Score
1	Composing	20
2	Style	20
3	Sentence Formation	20
4	Usage	20

³⁷Suharsimiarikunto, *Op.Cit*, p. 106

5	Mechanic	20
	Total	100

C. The Technique of Data Collection

To get the data from the students, the writer collected by giving pre test and post test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The test is divided into two kinds:

1. Pre test

The function of the pre test is to find the mean scores of the experiment and control class before the researcher gives treatment. In this case, the researcher hoped that the whole students' writing ability is same, or if there is a difference between those groups, the difference is hopefully not significant.

2. Post test

After giving treatment, the researcher conducted a post test which the same instrument with different topic with the pre test, and has been conducted in the previous of the research. This post test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post test, the researcher

analyzed the data. And the researcher found out the effect of task free writing technique in the experimental group.

D. The technique of the data analysis

The analysis of data was done to find out the ability of the two groups that have been divided into experimental and control class. In this research, the writer used normality and homogenity test to take the data. So the formula are:

1. Normality test

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{(f_o - f_h)2}{f_h} \right)$$

Where:

 x^2 = Chi-Quadrate

 f_o = Frequency is gotten from the sample/result of observation (questioner)

 f_h = Frequency is gotten from the sample as image from frequency is hoped from the population³⁸

³⁸Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85.

To calculate the result of Chi- Quadrate, it was used significant level 5%(0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x_{count}^2 < x_{table}^2$. So, it can be concluded that data is distributed by normal.

2. Homogeneity variant test

Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{The \ biggest \ variant}{The \ smallest \ variant}$$

Where:

 n_1 = Total of the data that bigger variant

 n_2 = Total of the data that smaller variant³⁹

Hypothesis is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}$ while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is (n_1-1) while dk denominator is (n_2-1) .

3. Hypothesis Test

Data Analysis was used to test the hypothesis by using t-test, that:

³⁹*Ibid*. p. 250

$$H_{a:}\mu_1 \neq \mu_2$$

$$H_0: \mu_1 = \mu_2$$

If H_a : $\mu_1 > \mu_2$, it was mean the result of students' writing skill by using free writing technique to the VIII grade students of SMP Negeri 5Padangsidimpuan was significant effect. But, if the H_0 : $\mu_1 \leq \mu_2$ it was mean the result of students' writing skill by using free writing technique to the VIII grade students of SMP Negeri 5Padangsidimpuanwas no significant effect. To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

 $\overline{x_1}$ = Mean of experimental class sample

 $\overline{x_2}$ = Mean of control classsample

 n_1 = Total of experimental class sample

 n_2 = Total of control class sample⁴⁰

⁴⁰*Ibid.*,p. 219.

and the formula of standard deviation is:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

s = Variant

 s_1^2 = Variant of experimental class

 s_2^2 = Variant of control class⁴¹

To test criteria of hypothesis is if H_a is accepted by $-t_{table} < t_{count} < t_{table}$. By opportunity $\left(1 - \frac{1}{2}\alpha\right)$ and $dk = (n_1 + n_2 - 2)$ and H_o is rejected if there ist has the other results.

⁴¹*Ibid.*,p. 239.

CHAPTER IV

DATA ANALYSIS

A. Description Data of Pre-Test (Before Treatment)

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Experimental Class

The score of pre- test in experimental class before teaching is as follow:

Table 5
The Score of Pre- Test in Experimental Class

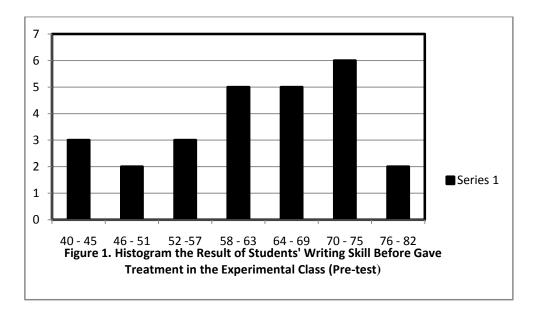
Mean	61,7
Median	62,9
Modus	63,5
The lowest score	40
The highest score	77

Based on the table above, the mean of the score in experimental class was 61,7, modus was 63,5, and median was 62,9. The writer got the highest score was 77, and the lowest score was 40. Next the calculation of how to get it can be seen in the appendix 8.

Table 6
The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	40 - 45	3	12 %
2.	46 - 51	2	8 %
3.	52 - 57	3	12 %
4.	58 - 63	5	20 %
5.	64 -69	5	20 %
6.	70 - 75	5	20 %
7.	76 - 82	2	8 %
	Total	25	100 %

Distributing the data of experimental class in pre-test can be described to histogram, as follow:



2. Control Class

The score of pre- test in control class before treatment is as follow:

Table 7
The Score of Pre-Test in Control Class

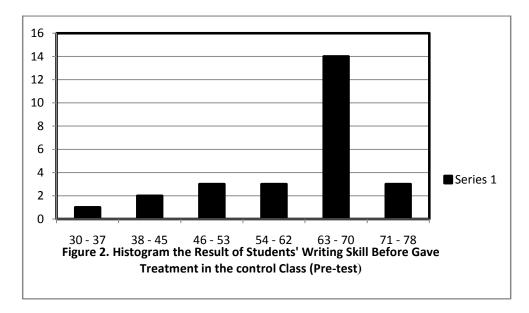
Mean	61,42
Median	64,5
Modus	66,26
The lowest score	30
The highest score	75

Based on the table above, the mean of the score in control class was 61,42, modus was 66,26, and median was 64,5. The writer got the highest score was 75, and the lowest score was 30. Next the calculation of how to get it can be seen in the appendix 8.

.Table 8
The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	30 - 37	1	4 %
2.	38 - 45	2	8 %
3.	46 - 53	3	12 %
4.	54 - 62	2	12 %
5.	63 -70	14	56 %
6.	71 - 78	3	12 %
	Total	25	100 %

Distributing the data of control class in pre-test can be described to histogram, as follow:



From the table above, the writer concluded that the students' ability before treatment was enough. It was improved by the means score of experimental class was 61,47and control class was 61,42.

B. Description Data of Post-Test (After Treatment)

The post-test scores obtained aftertreatment in experimental class and control class is as follows:

1. Experimental Class

The score of post- test in experimental class aftertreatment is as follow:

Table 9
The Score of Post- Test in Experimental Class

Mean	73,98
Median	75
Modus	77,26
The lowest score	60
The highest score	85

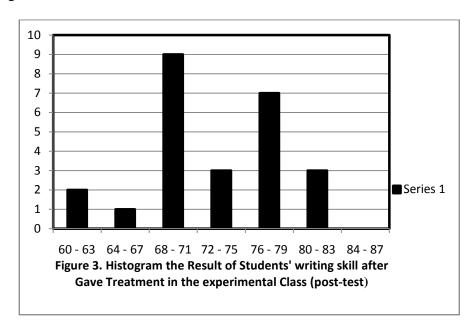
Based on the table above, the mean of the score in experimental class was 73,98, modus was 77,26 and median was 75. The writer got the highest score was 85, and the lowest score was 60. Next the calculation of how to get it can be seen in the appendix 13. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

 $\label{eq:table 10}$ The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	60 - 63	2	8 %
2.	64 - 67	1	4 %
3.	68 - 71	6	24 %
4.	72 - 75	4	16 %
5.	76 -79	8	32 %

6.	80 – 83	3	12 %
7.	84 - 87	1	4 %
	Total	25	100 %

Distributing the data of experimental class in post-test can be described to histogram, as follow:



2. Control Class

The score of post- test in experimental class aftertreatment is as follow:

Table11
The Score of Post- Test in Control Class

Mean	70,74	
Median	74,33	
Modus	76,58	
The lowest score	55	
The highest score	80	

Based on the table above, the mean of the score in control class was 70,74, modus was 76,58 and median was 74,33. The writer got the highest score was 80, and the lowest score was 55. Next the calculation of how to get it can be seen in the appendix 14. Then,the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

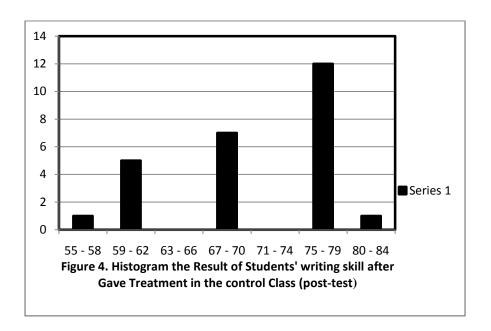
Table 12

The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	55 - 58	1	4 %
2.	59 - 62	5	20 %
3.	63 - 66	0	0 %
4.	67 - 70	6	24 %
5.	71 -74	0	0 %

6.	75 – 79	12	48 %
7.	80 - 84	1	4 %
	Total	25	100 %

Distributing the data of control class in post-test can be described to histogram, as follow:



From calculation above the writer concluded the students' ability after treatment increased slowly. It can be seen from the mean score of experimental class was bigger than control class (73,98>70,74).

C. Data Analysis

In analyzing the data, the researcher used techniques, as follows:

1. Requirement test

a. Homogeneity test (post-test)

The calculation can be seen to the table, that:

Table13
Homogeneity Test after Treatment between experimental class and control class (Post-test)

Source of Variation	Experimental Class	Control Class
Total	1847	1769
N	25	25
Mean	73,98	70,74
Variant	36,69	53,36
StandardDeviation	12	17,92

From the researcher calculation of the homogeneity variant test, researcher found that F_{count} was1,45 While, F_{table} with dk = 25. F_{table} with α 5 % from the distribution list F, researcher found that $F_{table} = 1,706$, cause $F_{count} < F_{table}$ (1,45 < 1,706). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous (see appendix 15).

b. Normality test (post-test)

Testing the data analysis of Post- test was identic with the testing data analysis in Pre-test. Based on the testing of data analysis in the experimental class (Post-test), the researcher got the highest score = 85, smallest score = 60, range = 25, mean =73,98, standard of deviation =12, and result of chi – quadrate (x^2) = 0,98. While, testing of data analysis in the control class (Post-test), the researcher got the highest score = 80, smallest score = 55, range = 25, mean =70,74, standard of deviation =17,92, and result of chi – quadrate (x^2) =3,14(see appendix 12).

The score $x_{table}^2 = 3,841$ in experimental research (post-test) with degree of freedom dk = (k-3) = (4-3=1) and significat level $\alpha = 5\%$. The score x_{count}^2 in the experimental research was got 0,98. Cause $x_{count}^2 < x_{table}^2$ (0,98 < 3,841), so the test distributed was normal. While the score $x_{table}^2 = 3,841$ in control class (Post-test) with degree of freedom dk = 4-3 = 1 and significant level $\alpha = 5\%$. The score x_{count}^2 in the control class got 3,14. Cause $x_{count}^2 < x_{table}^2$ (3,14 < 3,841) in control class, so the test distributed was normal. In conclusion, x_{count}^2 in experimental class and x_{count}^2 in control class x_{table}^2 in experimental class and control class, So H_o is accepted, it means that the test distributed was normal.

2. Hypotheses test

Hypothesis alternative (H_a) of research was students' writing skill by using free writing technique is better than lecturer technique ($\mu^1 > \mu^2$) and Hypothesis zero(H_0) of research was students' writing skill by using free writing is not better than lecturer technique ($\mu^1 = \mu^2$). Based on the data analysis, to prove hypothesis above used formula of T-test, as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt[s]{\frac{1}{n} + \frac{1}{n}}} \text{ With } s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

So:

$$S = \sqrt{\frac{(25-1) 36,69+(25-2)53,36}{25+25-2}}$$

$$= \sqrt{\frac{24 (36,69)+23 (53,36)}{48}}$$

$$= \sqrt{\frac{880,56+1227,28}{48}}$$

$$= \sqrt{\frac{2107,84}{48}}$$

$$= \sqrt{43,913}$$

$$= 6,62$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73,98 - 70,74}{6,62\sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{3,24}{6,62\sqrt{0,04 + 0.04}}$$

$$= \frac{3,24}{6,62(0.282)}$$

$$= \frac{3,24}{1,86}$$

$$= 1,74$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 1,74 with opportunity (1- α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 25 + 25 – 2 = 48, reseracher found that t_{table} = 1,676, cause t_{count} > t_{table} (1,74 > 1,676). So, t_{table} accepted, it means that there is significant difference of free writing technique and lecturer technique on students' writing skill (see appendix 16).

D. Discussion

The result of this research showed that free writing technique could help the students more understand about writing. It can also improve the students' writing skill. This is evidenced by the results of my research that using free writing technique is better than lecturer technique. Although the researcher found the effect was low.

Analysis results and hypothesis testing showed that both these variables have the effectand hypothesis alternative (H $_a$) was accepted. This means thatstudents' writing skill by using free writing technique was better than lecturer technique ($\mu_1 > \mu_2$). Hypothesis zero (H $_0$) was rejectedif students' writing skill by using free writing technique was not better than lecturer technique ($\mu_1 = \mu_2$). So, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from means score between the experimental class and control class. It is indicated that the score of experimental class was bigger than control class (73,98> 70,74). Finally, the writer concluded that free writing techniquewas effective in writing skill.

E. Threats of the Research

The researcher found the threats of the research as follows:

- 1. The students needed more time for answering the test.
- 2. The limited of the instrument of research.
- 3. The limited of English books (especially free writing) in the writer's campus.
- 4. The researcher was lack of experience in processing data or lack of knowledge about it.
- 5. Matter of serious of respondents in answering the questions contained in the instrument (test), the respondent may be true but sometimes there was also not serious to answer the question that affect the data obtained.

CHAPTER V

CONCLUTION AND SUGGESTION

A. CONCLUTION

Based on the result of the research and calculation of the data, the researcher got the conclusion that free writing technique has the effect on students' writing skill. Based on the result of data analysis that has described in the previous chapter, the researcher concluded that the students' writing skill by using free writing is better than lecturer technique ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted. Meanwhile, students' writing skillby using free writing techniquewas not better than lecturer technique ($\mu_1 = \mu_2$). Hypothesis zero (H₀) was rejected. It can be seen from the mean score of experimental andcontrol class (75,15>74,34). So, students' writing skill by using free writing was better than lecturer technique at grade VIII SMP Negeri5 Padangsidimpuan.

B. SUGGESTION

After the researcher finished this research, the researcher suggests as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research free writing was better than lecturer technique. Although the effect only a little.

So that, the writer suggested free writing technique can be applied on the English teaching classroom especially for the teachers who want to increase students' writing skill. The last was to make students get the goal of learning the teachers must know the procedures of method and technique to make a good preparation.

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INSTRUMENT (PRE-TEST)

Nama	:
Kelas	:
1.	Write a paragraph which related to nature or travelling!

INSTRUMENT (POST-TEST)

Nama	:
Kelas	:
1.	Write a paragraph which related to your family or your school!

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS/PRE TEST

Namasekolah : SMP Negeri 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII (Delapan) / 2

Standar Kompetensi : 11. Mengungkapkan makna dalam teks tulis fungsional

dan esei pendek sederhana berbentuk bebas untuk

berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 11.2 Mengungkapkan makna dan langkah retorika dalam

esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam

teks berbentuk bebas.

Jenisteks : monolog free writing
Tema : Nature danTravelling

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit

1. TujuanPembelajaran

Padaakhirpembelajaran,

siswadapatmenulisceritaberdasarkanpengalamanataupemikiransendiri.

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(respect)

Tekun(diligence)

2. MateriPembelajaran

Contoh free writing.

The Sea of My Country

My country famed with the sea. It proved when many visitors in holiday came to enjoy scene of the sea. I always come there when I

felt bad, because there are some parts of sea which I like and make my fell better. There are: the beautiful scene of course, the wind that blow softly, sound of the wave and the chirp of the bird which fly in the air.

- 3. MetodePembelajaran: Free Writing Technique
- 4. Langkah-langkahKegiatan

Pertemuanpertama, keduadanketiga.

A. KegiatanPendahuluan

Apersepsi:

- Tanya jawabtentagnature
- Menulis lima hal yang berhubungandengan*nature*

Motivasi:

• Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. KegiatanInti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Menulissebuahkaranganbebas;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dar kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumberbelajar

Pengalaman

6. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis <i>essay</i> berbentuk <i>bebas</i>	Tes tulis	Uraian	Write a paragraph which related to nature or travelling .

a. Instrumen:

Write a paragraph which related to nature or travelling.

b. PedomanPenilaian

Nilai maksimal masing-masing elemen= 20 Nilai maksimal = 100

1. Nilai perolehan = <u>jumlahskor</u>
Nilaimaksimal

c. RubrikPenilaian

Element	Score
Composing	20
Style	20
Sentence Formation	20
Usage	20
Mechanic	20

Padangsidimpuan, April 2015

Teacher of SMP N 5 Padangsidimpuan

Co-Teacher

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS/PRE TEST

Namasekolah : SMP Negeri 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII (Delapan) / 2

Standar Kompetensi : 11. Mengungkapkan makna dalam teks tulis fungsional

dan esei pendek sederhana berbentuk bebas untuk

berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 11.2 Mengungkapkan makna dan langkah retorika dalam

esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam

teks berbentuk bebas.

Jenisteks : monolog free writing
Tema : Nature danTravelling

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit

1. TujuanPembelajaran

Padaakhirpembelajaran,

siswadapatmenulisceritaberdasarkanpengalamanataupemikiransendiri.

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(respect)

Tekun(diligence)

2. MateriPembelajaran

Contoh free writing.

The Sea of My Country

My country famed with the sea. It proved when many visitors in holiday came to enjoy scene of the sea. I always come there when I

felt bad, because there are some parts of sea which I like and make my fell better. There are: the beautiful scene of course, the wind that blow softly, sound of the wave and the chirp of the bird which fly in the air.

- 3. MetodePembelajaran: MetodeCeramah
- 4. Langkah-langkahKegiatan

Pertemuanpertama, keduadanketiga.

A. KegiatanPendahuluan

Apersepsi:

- Tanya jawabtentag*nature*
- Menulis lima hal yang berhubungandengan*nature*

Motivasi:

• Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. KegiatanInti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Menulissebuahkaranganbebas;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dar kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumberbelajar

Pengalaman

6. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis <i>essay</i> berbentuk <i>bebas</i>	Tes tulis	Uraian	Write a paragraph which related to nature or travelling .

a. Instrumen:

Write a paragraph which related to nature or travelling.

b. PedomanPenilaian

Nilai maksimal masing-masing elemen= 6 Nilai maksimal = 30

2. Nilai perolehan = <u>jumlahskor</u> Nilaimaksimal

c. RubrikPenilaian

Element	Score
Grammar	6
Vocabulary	6
Mechanics	6
Fluency	6
Form (organization)	6

Padangsidimpuan, April 2015

Teacher of SMP N 5 Padangsidimpuan

Co-Teacher

ErwinaAfni, S.Pd NIP. 19680421 200701 2 003 NurOlfaini NIM. 09 340 0014

The Headmaster of SMP Negeri 5 Padangsidimpuan

<u>Drs. M. Idris</u> NIP. 19570625 198303 1 004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS/POST TEST

Namasekolah : SMP Negeri 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII (Delapan) / 2

Standar Kompetensi : 11. Mengungkapkan makna dalam teks tulis fungsional

dan esei pendek sederhana berbentuk bebas untuk

berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 11.2 Mengungkapkan makna dan langkah retorika dalam

esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam

teks berbentuk bebas.

Jenisteks : monolog free writing

Tema : *My family* dan*My hobby*

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit

1. TujuanPembelajaran

Padaakhirpembelajaran,

siswadapatmenulisceritaberdasarkanpengalamanataupemikiransendiri.

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(respect)

Tekun(diligence)

2. MateriPembelajaran

Contoh free writing.

Cooking

My hobby is cooking. Every Sunday, I usually cook delicious food or drink with my mother, such as fried rice, cake, fried banana, meat ball, fruit juice, fruit soup etc. It was very happy when my family satisfied with my cooking. Sometimes I want to be a contestant in Masterchef show, because I want cook an amazing food there. In this Sunday we'll make my favorite food that is fried banana.

- 3. MetodePembelajaran: Free Writing Technique
- 4. Langkah-langkahKegiatan

Pertemuanpertama, keduadanketiga.

A. KegiatanPendahuluan

Apersepsi:

- Tanya jawabtentag*my hobby*
- Menulis lima hal yang berhubungandengan*my hobby*

Motivasi:

 Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. KegiatanInti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Menulissebuahkaranganbebas;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dar kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumberbelajar

Pengalaman

6. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis <i>essay</i> berbentuk <i>bebas</i>	Tes tulis	Uraian	Write a paragraph which related to my family or my hobby

a. Instrumen:

Write a paragraph which related to my family or my hobby.

b. PedomanPenilaian

Nilai maksimal masing-masing elemen= 6

Nilai maksimal = 30

3. Nilai perolehan = <u>jumlahskor</u>
Nilaimaksimal

c. RubrikPenilaian

Element	Score
Grammar	6
Vocabulary	6
Mechanics	6
Fluency	6
Form (organization)	6

Padangsidimpuan, April 2015

Teacher of SMP N 5 Padangsidimpuan

Co-Teacher

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The Headmaster of SMP Negeri 5 Padangsidimpuan

<u>Drs. M. Idris</u> NIP. 19570625 198303 1 004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS/POST TEST

Namasekolah : SMP Negeri 5 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII (Delapan) / 2

Standar Kompetensi : 11. Mengungkapkan makna dalam teks tulis fungsional

dan esei pendek sederhana berbentuk bebas untuk

berinteraksi dalam konteks kehidupan sehari-hari

Kompetensi Dasar : 11.2 Mengungkapkan makna dan langkah retorika dalam

esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam

teks berbentuk bebas.

Jenisteks : monolog free writing

Tema : *My family* dan*My hobby*

Aspek/Skill : Menulis

Alokasi Waktu : 2 x 40 menit

1. TujuanPembelajaran

Padaakhirpembelajaran,

siswadapatmenulisceritaberdasarkanpengalamanataupemikiransendiri.

❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(respect)

Tekun(*diligence*)

2. MateriPembelajaran

Contoh free writing.

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My hobby is cooking. Every Sunday, I usually cook delicious food or drink with my mother, such as fried rice, cake, fried banana, meat ball, fruit juice, fruit soup etc. It was very happy when my family satisfied with my cooking. Sometimes I want to be a contestant in Masterchef show, because I want cook an amazing food there. In this Sunday we'll make my favorite food that is fried banana.

- 3. MetodePembelajaran: MetodeCeramah
- 4. Langkah-langkahKegiatan

Pertemuanpertama, keduadanketiga.

A. KegiatanPendahuluan

Apersepsi:

- Tanya jawabtentag*my hobby*
- Menulis lima hal yang berhubungandengan*my hobby*

Motivasi:

• Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. KegiatanInti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Menulissebuahkaranganbebas;
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dar kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumberbelajar

Pengalaman

6. Penilaian

Indikator PencapaianKompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menulis <i>essay</i> berbentuk <i>bebas</i>	Tes tulis	Uraian	Write a paragraph which related to my family or my hobby

a. Instrumen:

Write a paragraph which related to my family or my hobby.

b. PedomanPenilaian

Nilai maksimal masing-masing elemen= 6

Nilai maksimal = 30

4. Nilai perolehan = jumlahskor

Nilaimaksimal

c. RubrikPenilaian

Element	Score
Grammar	6
Vocabulary	6
Mechanics	6
Fluency	6
Form (organization)	6

Padangsidimpuan, April 2015

Teacher of SMP N 5 Padangsidimpuan

Co-Teacher

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The Headmaster of SMP Negeri 5 Padangsidimpuan

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Appendix 7

THE SCORE OF PRE – TEST

VIII 1.

No	Students'		Pre-Test						
	initial	С	S	SF	U	M	X	\mathbf{x}^2	
1.	AM	10	10	10	5	5	40	1600	
2.	ASS	10	10	5	10	5	40	1600	
3.	AZ	20	10	10	10	10	60	3600	
4.	AS	10	10	10	10	10	50	2500	
5.	EF	20	10	10	10	10	60	3600	
6.	EMS	20	20	10	10	10	70	4900	
7.	EY	20	10	20	15	10	75	5626	
8.	FR	20	10	20	17	10	77	5929	
9.	HA	20	10	10	15	10	65	4225	
10.	НН	20	10	20	13	10	73	5329	
11.	IR	20	10	20	20	17	77	5929	
12.	MR	10	20	10	10	10	60	3600	
13.	MRR	10	10	10	20	15	65	4225	
14.	MRD	10	10	10	15	10	55	3025	
15.	MS	10	10	10	15	10	55	3025	
16.	MK	10	10	10	10	10	50	2500	
17.	MT	10	10	13	10	10	53	2809	
18.	MP	10	10	10	10	5	45	2025	
19.	NR	20	10	10	12	10	62	3844	
20.	NM	10	20	10	10	10	60	3600	
21.	NS	20	10	10	16	10	66	4356	
22.	NIS	20	20	10	11	10	71	5041	
23.	OM	10	20	20	13	10	73	5329	
24.	PM	10	10	10	14	20	64	4096	
25.	RI	20	10	10	18	10	68	4624	
		Т	OTAL				1534	96937	

VIII 6.

No.	Students'		Pre-Test						
	initial	С	S	SF	U	M	X	x^2	
1.	AF	10	5	5	5	5	30	900	
2.	AB	10	10	10	10	5	45	2025	
3.	AD	10	10	10	10	5	45	2025	
4.	AP	20	20	10	10	10	70	4900	
5.	CN	10	10	10	10	10	50	2500	
6.	CI	10	10	10	10	10	50	2500	
7.	DR	20	10	10	15	10	65	4225	
8.	DA	20	10	10	18	10	68	4624	
9.	DF	10	18	20	10	10	68	4624	
10.	DAS	10	20	10	15	10	65	4225	
11.	EC	10	10	20	16	10	66	4356	
12.	FA	20	10	10	18	10	68	4624	
13.	HU	10	20	10	16	10	66	4356	
14.	HE	20	10	20	10	10	70	4900	
15.	JH	10	20	10	10	22	72	5184	
16.	KI	10	20	10	20	12	72	5184	
17.	KF	20	10	20	10	15	75	5625	
18.	LS	20	20	10	10	10	70	4900	
19.	LM	20	10	10	10	10	60	3600	
20.	MI	10	20	10	15	10	65	4225	
21.	MA	10	10	20	10	10	60	3600	
22.	MR	10	10	10	10	10	50	2500	
23.	NN	20	10	10	16	10	66	4356	
24.	PN	10	20	10	15	10	65	4225	
25.	RSK	20	10	10	16	10	66	4356	
		T	OTAI	L			1547	98539	

Appendix 8

Result of the Normality Test of VIII 1 in Pre-Test

1. The score of VIII 1 class in pre test from low score to high score:

73 73 75 77 77

2. High
$$= 77$$

Low
$$= 40$$

Range
$$= \text{High} - \text{Low}$$

 $= 77 - 40$

3. Total of Classes
$$= 1 + 3.3 \log (n)$$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3,3 (1,39)$$

$$= 1 + 4,587$$

= 37

4. Length of Classes
$$=\frac{range}{total \ of \ class}$$
 $=\frac{37}{6} = 6,16 = 6$

5. Mean

Interval Class	f	X	X	fx	x ^{'2}	fx ²
40 - 45	3	42,5	-3	-9	9	27
46 – 51	2	48,5	-2	-4	4	8
52 - 57	3	54,5	-1	-3	1	3
58 – 63	5	60,5	0	0	0	0
64 – 69	5	66,5	1	5	1	5
70–75	5	72,5	2	10	4	20
76 - 82	2	79	3	6	9	18
i = 6	25	-		5		81

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$

$$= 60,5 + 6(\frac{5}{25})$$

$$= 60,5 + 6(0,2)$$

$$= 60,5 + 1,2$$

$$= 61,7$$

$$SD_{t}= i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= \sqrt[6]{\frac{81}{25}} - \left(\frac{5}{25}\right)^{2}$$

$$= \sqrt[6]{3,24 - (0,2)^{2}}$$

$$= \sqrt[6]{3,24 - 0,04}$$

$$= \sqrt[6]{3,2}$$

$$= 6 (1,78)$$

$$= 10,68$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	82,5	1,97	0.4756				
76 - 82				0,07	1,82	2	0,09
50 51	75,5	1,31	0.4049	0.10	2.20	_	0.45
70 – 75	<i>c</i> 0. <i>5</i>	0.75	0.2724	0,13	3,38	5	0,47
64 – 69	69,5	0,75	0.2734	0,19	4,94	5	0.01
04 – 09	63,5	0,19	0.0753	0,19	4,94)	0,01
58 – 63	03,3	0,17	0.0755	-0,28	_	5	-1,68
	57,5	-0,36	0,359424	0,20	7,28		1,00
52 - 57	,	,	,	0,18		3	-0,35
	51,5	-0,93	0,176185	·	4,68		
46 - 51				0,10		2	-0,23
	45,5	-1,49	0,068112		2,6		
40 – 45				0,04		3	1,88
	39,5	-2,05	0,020182		1,04		
						\mathbf{X}^2	0.10
						Λ	0,19

Based on table above,reseracher found that $x^2_{count} = 0.19$ while $x^2_{table} = 3.841$ cause $x^2_{count} < x^2_{table}$ (0.19 < 3.841) with degree of freedom dk = 6 - 3 = 3 and significat level α = 5%. So distribution of VIII 1 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	40 - 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	5	23
7	76 - 82	2	25

Position of Me in the interval of classes is number 4, that:

$$F = 8$$

$$fm = 5$$

$$n = 25$$

$$1/2n = 12,5$$

So:

Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 57,5 + 6 $\left(\frac{12,5-8}{5}\right)$
= 57.5 + 6(0,9)
= 57,5 + 5,4
= 62,9

7. Modus

No	Interval of Classes	F	fk
1	40 - 45	3	3
2	46 - 51	2	5
3	52 - 57	3	8
4	58 - 63	5	13
5	64 - 69	5	18
6	70 - 75	6	23
7	76 - 82	2	25

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 57.5$$

$$d_1 = 2$$

$$d_2 = 0$$

$$M_o = 57.5 + \frac{2}{2+0} \ 6$$

$$=57.5+1(6)$$

$$= 57.5 + 6$$

Result of the Normality Test of VIII 6 in Pre-Test

1. The score of VII 2 class in pre test from low score to high score:

4. Length of Classes
$$=\frac{range}{total \ of \ class}$$
 $=\frac{45}{6}=7,5=8$

5. Mean

Interval Class	F	X	X	fx	x ²	fx ²
30 - 37	1	33,5	-4	-4	16	16
38 - 45	2	41,5	-3	-6	9	36
46 - 53	3	49,5	-2	-6	4	36
54 - 62	2	58	-1	-2	1	4
63–70	14	66,5	0	0	0	0
71 - 78	3	74,5	1	3	1	9
i = 8	25	-		-15		101

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$

$$= 66.5 + 8(\frac{-15}{25})$$

$$= 66.5 + 8(-0.6)$$

$$= 66.5 + (-4.8)$$

$$= 61.42$$

$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= \sqrt[8]{\frac{101}{25}} - \left(\frac{-15}{25}\right)^{2}$$

$$= \sqrt[8]{4,04 - (-0,6)^{2}}$$

$$= \sqrt[8]{4,04 - 0}, 36$$

$$= \sqrt[8]{3,68}$$

$$= 8 (1,92)$$

$$= 15,36$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	78,5	0,52	0.1985				
71 - 78				0,198	5,14	3	-0,41
	70,5	0.007	0.0000				
63 - 70				-0,305	-7,93	14	-2,76
-,	62,5	-0,51	0,30503	0.4.5			0 = 4
54 – 62	50.5	1.00	0.10706	0,167	4,34	2	-0,54
46 50	53,5	-1,09	0,13786	0.004	2.10	2	0.27
46 – 53	45.5	1.71	0.05270	0,084	2,18	3	0,37
38 - 45	45,5	-1,61	0,05370	0.027	0,96	2	1.00
38 - 43	37,5	-2,14	0,01618	0,037	0,90		1,08
30 - 37	37,3	-2,14	0,01016	0,012	0,31	1	2,2
30 - 37	29,5	-2,66	0,00391	0,012	0,51	1	2,2
	27,5	-2,00	0,00371				
	l		I			X^2	0,06
							,

Based on table above,reseracher found that $x^2_{count} = 0.06$ while $x^2_{table} = 11,070$ cause $x^2_{cause} < x^2_{table}$ (0.06 <11,070) with degree of freedom dk = 8 - 3 = 5 and significat level $\alpha = 5\%$. So distribution of VIII 6 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	30 - 37	1	1
2	38 - 45	2	3
3	46 – 53	3	6
4	54 – 62	2	9
5	63 – 70	14	22
6	71 - 78	3	25

Position of Me in the interval of classes is number 5, that:

Bb
$$= 62.5$$

$$F = 9$$

$$fm = 14$$

$$i = 8$$

$$n = 25$$

$$1/2n = 12,5$$

So:

Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 62.5 + 8 $\left(\frac{12,5-9}{14}\right)$
= 62.5 + 8 (3,5/14)
= 62.5 + 8 (0,25)
= 62.5 + 2
= 64,5

7. Modus

No	Interval of Classes	F	fk
1	30 - 37	1	1
2	38 - 45	2	3
3	46 – 53	3	6
4	54 – 62	2	9
5	63 – 70	14	22
6	71 - 78	3	25

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 62.5$$

$$d_1 \hspace{1cm} = 12 \\$$

$$d_2 = 11$$

$$i = 8$$

$$M_o = 62.5 + \frac{12}{12+11} \ 8$$

$$=62.5+0,47$$
 (8)

$$=62.5+3,76$$

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using free writing technique and variant of the second class as control class sample by using lecturer technique are used homogeneity test by using formula:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the VIII 1 classis:

n = 25

$$\sum xi = 1534$$

 $\sum_{xi} 2 = 96937$

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

$$= \frac{25(96937) - (1534)^{2}}{25(25-1)}$$

$$= \frac{2423425 - 2353156}{25(24)}$$

$$= \frac{70269}{600}$$

$$= 117,115$$

B. Variant of the VIII 6 classis:

n = 25

$$\sum xi = 1547$$

 $\sum_{xi} 2 = 98539$

So:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

$$= \frac{25(98539) - (1547)^{2}}{25(25-1)}$$

$$= \frac{26463475 - 2393209}{25(24)}$$

$$= \frac{70266}{600}$$

$$= 117,11$$

The Formula was used to test hypothesis was:

VIII 1 and VIII 6:

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

So:

$$F = \frac{117,115}{117,11}$$
$$= 1,004$$

After doing the calculation, researcher found that $F_{count} = 1,004$ with α 5 % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1,706$, cause $F_{count} < F_{table}$ (1,004< 1,706). So, there is no difference the variant between the VIII 1 class and VIII 6 class. It means that the variant is homogenous.

T_{test}OF THE BOTH AVERAGES IN PRE-TEST

The formula was used to analyse homogeneity test of the both averages was t-test,

that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

So

$$S = \sqrt{\frac{(25-1)\,117,115+(25-2)117,11}{25+25-2}}$$

$$= \sqrt{\frac{24\,(117,115)+23\,(117,11)}{48}}$$

$$= \sqrt{\frac{2810,76+2693,53}{48}}$$

$$= \sqrt{\frac{5504,29}{48}}$$

$$= \sqrt{114,6727}$$

$$= 10,70$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{61,74 - 61,42}{\sqrt[10,70]{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{0,32}{\sqrt[10,70]{0,04 + 0.04}}$$

$$= \frac{0,32}{\sqrt[10,70]{0,282}}$$

$$= \frac{0,32}{3,0174}$$

$$= 0,106$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 0,106 with opportunity (1- α) = 1 – 5% = 95% and dk = n_1 + n_2 - 2 = 25 + 25 – 2 = 48, reseracher found that t_{table} = 1,676, cause t_{count} < t_{table} (0,106< 1,676). So, Hais accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

THE SCORE OF EXPERIMENTALCLASS IN POST-TEST

No	Students				F	ost-Test		
	' initial	С	S	SF	U	M	X	\mathbf{x}^2
1.	AM	20	20	10	20	10	80	6400
2.	ASS	20	10	10	10	10	60	3600
3.	AZ	10	20	20	10	10	70	4900
4.	AS	10	10	20	20	10	70	4900
5.	EF	20	10	10	10	20	70	4900
6.	EMS	20	20	15	10	12	77	5929
7.	EY	20	20	10	20	10	80	6400
8.	FR	20	20	10	20	10	80	6400
9.	HA	20	10	20	10	17	77	5929
10.	HH	10	20	20	10	17	77	5929
11.	IR	20	20	20	10	15	85	7225
12.	MR	10	20	10	20	10	70	4900
13.	MRR	20	10	20	17	10	77	5929
14.	MRD	10	20	10	10	10	60	3600
15.	MS	15	10	20	10	10	65	4225
16.	MK	20	10	10	20	10	70	4900
17.	MT	10	20	20	10	10	70	4900
18.	MP	10	20	20	15	10	75	5625
19.	NR	10	20	15	20	12	77	5929
20.	NM	15	20	15	10	15	75	5625
21.	NS	20	20	10	10	17	77	5929
22.	NIS	10	20	10	20	15	75	5625
23.	OM	20	20	10	10	18	78	6084
24.	PM	20	10	10	20	15	75	5625
25.	RI	20	15	20	10	12	77	5929
		7	ГОТА	L			1847	137337

THE SCORE OF CONTROL CLASS IN POST-TEST

No.	Students'				Po	ost-Test		
	initial	С	S	SF	U	M	X	\mathbf{x}^2
1.	AF	10	10	20	10	10	60	3600
2.	AB	10	10	10	15	10	55	3025
3.	AD	20	10	10	10	10	60	3600
4.	AP	20	10	20	10	17	77	5929
5.	CN	20	10	10	10	10	60	3600
6.	CI	10	10	20	10	10	60	3600
7.	DR	20	10	10	15	20	75	5625
8.	DA	10	20	20	18	10	78	6084
9.	DF	10	20	20	10	10	70	4900
10.	DAS	20	20	10	10	10	70	4900
11.	EC	20	10	20	15	10	75	5625
12.	FA	10	20	20	17	10	77	5929
13.	HU	10	10	20	17	10	77	5929
14.	HE	20	20	20	10	10	80	6400
15.	JH	20	20	10	15	10	75	5625
16.	KI	10	20	20	10	17	77	5929
17.	KF	20	20	10	17	10	77	5929
18.	LS	10	20	20	10	15	75	5625
19.	LM	20	10	10	20	10	70	4900
20.	MI	20	10	20	15	10	75	5625
21.	MA	10	20	20	10	10	70	4900
22.	MR	10	10	10	10	20	60	3600
23.	NN	20	10	10	20	10	70	4900
24.	PN	10	20	20	10	10	70	4900
25.	RSK	20	10	20	16	10	76	5776
		TOT	AL				1769	126455

Result of the Normality Test of Experimental Class by Using Free Writing Technique in Post-Test

1. The score of experiment class in post test from low score to high score:

78 80 80 80 85

4. Length of Classes
$$=\frac{range}{total\ of\ class} = \frac{25}{6} = 4,16 = 4$$

5. Mean

Interval Class	f	X	X	fx	x ²	fx ²
60 – 63	2	61,5	-4	-8	16	64
64 – 67	1	65,5	-3	-3	9	9
68 – 71	6	69,5	-2	-12	4	144
72 - 75	4	73,5	-1	-4	1	16
76 – 79	8	77,5	0	0	0	0
80 - 83	3	81,5	1	3	1	9
84 - 87	1	85,5	2	2	4	4
i=4	25			-22		246

$$Mx = M^{1} + i \frac{\Sigma f x^{1}}{N}$$

$$= 77.5 + 4(\frac{-22}{25})$$

$$= 77.5 + 4(-0.88)$$

$$= 77.5 + (-3.52)$$

$$= 73.98$$

$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= 4\sqrt{\frac{246}{25}} - \left[\frac{-22}{25}\right]^{2}$$

$$= 4\sqrt{9,84 - (0,88)^{2}}$$

$$= 4\sqrt{9,84 - 0,7744}$$

$$= 4\sqrt{9,06}$$

$$= 4 (3)$$

$$= 12$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	87,5	1,07	0.3577				
84 - 87				0,093	2,41	1	-0,58
	83,5	0,72	0.2642				
80 - 83	7 0.5	0.24	0.1001	0,13	3,38	3	-0,11
76 70	79,5	0,34	0.1331	0.12	2.12	0	1.50
76 – 79	75,5	0,03	0.0120	0,12	3,12	8	1,56
72 - 75	15,5	0,03	0.0120	-0,36	-9,36	4	-1,42
12 13	71,5	-0,31	0,37828	0,50	7,50	•	1,12
68 - 71	,_	0,00	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	0,12	3,12	6	0,92
	67,5	-0,66	0,25463	ŕ	Ź		ŕ
64 – 67				0,09	2,34	1	-0,57
	63,5	-1,01	0,15625				
60 - 63				0,06	1,56	2	0,28
	59,5	-1,36	0,08691				
						x z2	0.00
						X^2	0,08

Based on table above,reseracher found that $x^2_{count} = 0.08$ while $x^2_{table} = 3.841$ cause $x^2_{cause} < x^2_{table}$ (0.08<3.841) with degree of freedom dk = 4 - 3 = 1 and significant level $\alpha = 5\%$. So distribution of experimental class with using free writing technique (Post-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	60 – 63	2	2
2	64 – 67	1	3
3	68 – 71	6	9
4	72 – 75	4	13
5	76 – 79	8	21
6	80 – 83	3	24
7	84 – 87	1	25

Position of Me in the interval of classes is number 4, that:

Bb
$$= 71,5$$

$$F = 9$$

$$fm = 4$$

$$i = 4$$

$$1/2n = 12,5$$

Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 71,5 + 4 $\left(\frac{12,5-9}{4}\right)$
= 71,5 + 4(0,875)
= 71,5 + 3,5
= 75

7. Modus

No	Interval of Classes	F	fk
1	60 – 63	2	2
2	64 – 67	1	3
3	68 – 71	6	9
4	72 – 75	4	13
5	76 – 79	8	21
6	80 - 83	3	24
7	84 – 87	1	25

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 75,5$$

$$d_1 \hspace{1cm} = 4$$

$$d_2 = 5$$

$$M_o = 75,5 + \frac{_4}{_{4+5}} \ 4$$

$$=75,5+0,44$$
 (4)

$$=75,5+1,76$$

Result of the Normality Test of Control Class by Using Conventional Strategy in Post-Test

1. The score of control class in post test from low score to high score:

77 77 77 78 80

Low
$$= 55$$

Range = High – Low
=
$$80 - 55$$

= 25

3. Total of Classes =
$$1 + 3.3 \log (n)$$

= $1 + 3.3 \log (25)$
= $1 + 3.3 (1.49)$
= $1 + 4.587$
= 5.587
= 6

4. Length of Classes
$$=\frac{range}{total \ of \ class}$$
 $=\frac{25}{6}=4,16=4$

5. Mean

Interval Class	f	X	X	fx	x ²	fx ²
55 - 58	1	56,5	-5	-5	25	25
59 – 62	5	60,5	-4	-20	16	400
63 – 66	0	64,5	-3	0	9	0
67 - 70	6	68,5	-2	-12	4	144
71 - 74	0	72,5	-1	0	1	0
75 - 78	12	76,5	0	0	0	0
79 – 82	1	80,5	1	1	1	1
i=4	25			-36		570

$$Mx = M^{1} + i \frac{\sum fx^{1}}{N}$$

$$= 76,5 + 4(\frac{-36}{25})$$

$$= 76,5 + 4(-1,44)$$

$$= 76,5 - 5,76$$

$$= 70,74$$

$$SD_{t} = i \sqrt{\frac{\Sigma f x'^{2}}{N}} - \left[\frac{\Sigma f x'}{N}\right]^{2}$$

$$= 4 \sqrt{\frac{570}{25}} - \left[\frac{-36}{25}\right]^{2}$$

$$= 4 \sqrt{22,8} - (-1,44)^{2}$$

$$= 4 \sqrt{22,8} - 2,0736$$

$$= 4 \sqrt{20,064}$$

$$= 4 (4,48)$$

$$= 17,92$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	84,5	0,62	0.2324				
80 - 84				0,11	2,86	1	-0,65
	79,5	0,31	0.1217	0.14			• 0.4
75 – 79	7.4.5	0.000	0.0000	0,12	3,12	12	2,84
71 – 74	74,5	0.009	0.0000	0.40	10.4	0	-1
/1 - /4	70,5	-0,23	0,40905	-0,40	-10,4	U	-1
67 – 70	70,5	-0,23	0,40903	0,09344	2,42944	6	1,47
07 70	66,5	-0,48	0,31561	0,07544	2,72777		1,47
63 – 66	00,5	0,10	0,51501	0,07	1,82	0	-1
	62,5	-0,72	0,23576	,	,		
59 – 62				0,06974	1,81324	5	1,75
	58,5	-0,97	0,16602				
55 - 58				0,05288	1,37488	1	-0,27
	54,5	-1,21	0,11314				
						2	
						X^2	3,14

Based on table above,reseracher found that $x^2_{count} = 3,14$ while $x^2_{table} = 3,841$ cause $x^2_{cause} < x^2_{table}$ (3,14<3,841) with degree of freedom dk = 4 - 3 = 1 and significant level $\alpha = 5\%$. So distribution of control classwith using lecturer technique (Post-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	55 – 58	1	1
2	59 – 62	5	6
3	63 – 66	0	6
4	67 – 70	6	12
5	71 – 74	0	12
6	75 – 79	12	24
7	80 - 84	1	25

Position of Me in the interval of classes is number 6, that:

Bb
$$= 74,5$$

$$fm = 12$$

$$i = 4$$

$$1/2n = 12,5$$

Me = Bb + i
$$\left(\frac{n/2 - F}{fm}\right)$$

= 74,5 + 4 $\left(\frac{12,5-12}{12}\right)$
= 74,5 + 4(0,041)
= 74,5 + 0,164
= 74,33

7. Modus

No	Interval of Classes	F	fk
1	55 – 58	1	1
2	59 – 62	5	6
3	63 – 66	0	6
4	67 – 70	6	12
5	71 – 74	0	12
6	75 – 79	12	24
7	80 – 84	1	25

$$\mathbf{M}_{\mathrm{o}} = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 74,5$$

$$d_1 \\ = 12$$

$$d_2 \hspace{1cm} = 11 \\$$

$$i = 4$$

$$M_o \qquad = 74,5 + \frac{_{12}}{_{12+11}} \ 4$$

$$=74,5+0,52$$
 (4)

$$= 74,5 + 2,08$$

HOMOGENITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by Free Writing Technique and variant of the second class as control class sample by using lecturer technique were used homogeneity test by using formula:

$$S^{2} = \frac{n\Sigma xi^{2} - (\Sigma xi)}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. Variant of the experimental class sample by using free writing technique is:

$$\sum_{xi} 2 = 137337$$

$$S^{2} = n\Sigma x i^{2} - (\Sigma x i)^{2}$$

$$= \frac{25(137337) - (1847)^{2}}{25(25-1)}$$

$$= \frac{3433425 - 3411409}{25(24)}$$

$$= \frac{22016}{600}$$

$$= 36,69$$

B. Variant of the control class sample by using conventional strategy is:

$$\sum xi = 1769$$

$$\sum_{xi} 2 = 126455$$

$$S^{2} = \frac{n\sum_{x_{1}}^{2} - (\sum_{x_{1}})^{2}}{n(n-1)}$$

$$= \frac{26(126455) - (1769)^{2}}{25(25-1)}$$

$$= \frac{3161375 - 3129361}{25(24)}$$

$$= \frac{32014}{600}$$

The formula was used to test hypothesis was:

$$F = \frac{The \ Biggest \ Variant}{The \ Smallest \ Variant}$$

So:

$$F = \frac{53,36}{36,69}$$
$$= 1,45$$

=53,36

After doing the calculation, reseracher found that $F_{count} = 1,45$ with $\alpha = 5$ % and dk = 25 from the distribution list F, researcher found that $F_{table} = 1,706$, cause $F_{count} < F_{table} (1,45 < 1,706)$. So, there is no difference the variant between experimental class by using Free Writing Technique and control class by using conventional strategy. It means the variant is homogenous.

T_{test} OF THE BOTH AVERAGES IN POST – TEST

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

$$S = \sqrt{\frac{(25-1)36,69+(25-2)53,36}{25+25-2}}$$

$$= \sqrt{\frac{24(36,69)+23(53,36)}{48}}$$

$$= \sqrt{\frac{880,56+1227,28}{48}}$$

$$= \sqrt{\frac{2107,84}{48}}$$

$$= \sqrt{43,913}$$

$$= 6,62$$

So:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{73,98 - 70,74}{6,62\sqrt{\frac{1}{25} + \frac{1}{25}}}$$

$$= \frac{3,24}{6,62\sqrt{0,04 + 0.04}}$$

$$= \frac{3,24}{6,62(0.282)}$$

$$= \frac{3,24}{1,86}$$

$$= 1,74$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = 1,74 with opportunity (1- α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 25 + 25 – 2 = 48, reseracher found that t_{table} = 1,676, cause t_{count} > t_{table} (1,74 > 1,676). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

APPENDIX 17

Z-Table

z 0.00 0.0 0.0000 0.1 0.0398 0.2 0.0793 0.3 0.1179 0.4 0.1554 0.5 0.1915 0.6 0.2253 0.7 0.2580 0.8 0.2883	3 0.0438 3 0.0832 0 0.1217 1 0.1591 3 0.1950 0 0.2291 0 0.2611 0 0.2910 0 0.3186 3 0.3438	0.02 0.0080 0.0478 0.0871 0.1255 0.1628 0.1985 0.2324 0.2642 0.2939 0.3212 0.3461	0.03 0.0120 0.0517 0.0910 0.1293 0.1664 0.2019 0.2357 0.2673 0.2967	0.2054	0.05 0.0199 0.0596 0.0987 0.1368 0.1736 0.2088 0.2422 0.2734	0.2123 0.2454 0.2764	0.07 0.0279 0.0675 0.1064 0.1443 0.1808 0.2157 0.2486 0.2794	0.08 0.0319 0.0714 0.1103 0.1480 0.1844 0.2190 0.2517 0.2823	0.09 0.0359 0.0753 0.1141 0.1517 0.1879 0.2224 0.2549 0.2852
0.1 0.0398 0.2 0.0793 0.3 0.1179 0.4 0.1554 0.5 0.1915 0.6 0.2253 0.7 0.2580	3 0.0438 3 0.0832 0 0.1217 1 0.1591 3 0.1950 0 0.2291 0 0.2611 0 0.2910 0 0.3186 3 0.3438	0.0478 0.0871 0.1255 0.1628 0.1985 0.2324 0.2642 0.2939 0.3212	0.0517 0.0910 0.1293 0.1664 0.2019 0.2357 0.2673 0.2967	0.0557 0.0948 0.1331 0.1700 0.2054 0.2389 0.2704	0.0596 0.0987 0.1368 0.1736 0.2088 0.2422 0.2734	0.0636 0.1026 0.1406 0.1772 0.2123 0.2454 0.2764	0.0675 0.1064 0.1443 0.1808 0.2157 0.2486	0.0714 0.1103 0.1480 0.1844 0.2190 0.2517	0.0753 0.1141 0.1517 0.1879 0.2224 0.2549
0.2 0.0793 0.3 0.1179 0.4 0.1554 0.5 0.1915 0.6 0.2253 0.7 0.2580	0.0832 0.1217 0.1591 0.1950 0.2291 0.2611 0.2910 0.3186 0.3438	0.0871 0.1255 0.1628 0.1985 0.2324 0.2642 0.2939 0.3212	0.0910 0.1293 0.1664 0.2019 0.2357 0.2673	0.0948 0.1331 0.1700 0.2054 0.2389 0.2704	0.0987 0.1368 0.1736 0.2088 0.2422 0.2734	0.1026 0.1406 0.1772 0.2123 0.2454 0.2764	0.1064 0.1443 0.1808 0.2157 0.2486	0.1103 0.1480 0.1844 0.2190 0.2517	0.1141 0.1517 0.1879 0.2224 0.2549
0.3 0.1179 0.4 0.1554 0.5 0.1915 0.6 0.2257 0.7 0.2580	0.1217 0.1591 0.1950 0.2291 0.2611 0.2910 0.3186 0.3438	0.1255 0.1628 0.1985 0.2324 0.2642 0.2939 0.3212	0.1293 0.1664 0.2019 0.2357 0.2673 0.2967	0.1331 0.1700 0.2054 0.2389 0.2704	0.1368 0.1736 0.2088 0.2422 0.2734	0.1406 0.1772 0.2123 0.2454 0.2764	0.1443 0.1808 0.2157 0.2486	0.1480 0.1844 0.2190 0.2517	0.1517 0.1879 0.2224 0.2549
0.4 0.1554 0.5 0.1915 0.6 0.2257 0.7 0.2580	0.1591 0.1950 0.2291 0.2611 0.2910 0.3186 0.3438	0.1628 0.1985 0.2324 0.2642 0.2939 0.3212	0.1664 0.2019 0.2357 0.2673 0.2967	0.1700 0.2054 0.2389 0.2704	0.1736 0.2088 0.2422 0.2734	0.1772 0.2123 0.2454 0.2764	0.1808 0.2157 0.2486	0.1844 0.2190 0.2517	0.1879 0.2224 0.2549
0.5 0.1915 0.6 0.2257 0.7 0.2580	0.1950 0.2291 0.2611 0.2910 0.3186 0.3438	0.1985 0.2324 0.2642 0.2939 0.3212	0.2019 0.2357 0.2673 0.2967	0.2054 0.2389 0.2704	0.2088 0.2422 0.2734	0.2123 0.2454 0.2764	0.2157	0.2190	0.2224
0.6 0.2257 0.7 0.2580	0.2291 0.2611 0.2910 0.3186 0.3438	0.2324 0.2642 0.2939 0.3212	0.2357 0.2673 0.2967	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7 0.2580	0.2611 0.2910 0.3186 0.3438	0.2642 0.2939 0.3212	0.2673	0.2704	0.2734	0.2764			
	0.2910 0.3186 0.3438	0.2939	0.2967				0.2794	0.2623	10.2032
1 0.8 10.288	0.3186	0.3212		0.2995			0.2070	0.2106	
	0.3438		IU 3238 I	0.2264	0.3023	0.3051	0.3078	0.3106	0.3133
0.9 0.3159		() 3461		0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0 0.3413			0.3485		0.3531	0.3554	0.3577	0.3599	0.3621
1.1 0.3643		0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2 0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3 0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4 0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5 0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6 0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7 0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8 0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9 0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0 0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1 0.482	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2 0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3 0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4 0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5 0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6 0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7 0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8 0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981

2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

APPENDIX 18

Chi-Square Table

dk	Significant level										
	50%	30%	20%	10%	5%	1%					
1	0,455	1,074	1,642	2,706	3,841	6,635					
2	1,386	2,408	3,219	4,605	5,991	9,210					
3	2,366	3,665	4,642	6,251	7,815	11,341					
4	3,357	4,878	5,989	7,779	9,488	13,277					
5	4,351	6,064	7,289	9,236	11,070	15,086					
6	5,348	7,231	8,558	10,645	12,592	16,812					
7	6,346	8,383	9,803	12,017	14,067	18,475					
8	7,344	9,524	11,030	13,362	15,507	20,090					
9	8,343	10,656	12,242	14,684	16,919	21,666					
10	9,342	11,781	13,442	15,987	18,307	23,209					
11	10,341	12,899	14,631	17,275	19,675	24,725					
12	11,340	14,011	15,812	18,549	21,026	26,217					
13	12,340	15,119	16,985	19,812	22,362	27,688					
14	13,339	16,222	18,151	21,064	23,685	29,141					
15	14,339	17,222	19,311	22,307	24,996	30,578					
16	15,338	18,418	20,465	23,542	26,296	32,000					
17	16,338	19,511	21,615	24,769	27,587	33,409					
18	17,338	20,601	22,760	25,989	28,869	34,805					
19	18,338	21,689	23,900	27,204	30,144	36,191					
20	19,337	22,775	25,038	28,412	31,410	37,566					
21	20,337	23,858	26,171	29,615	32,671	38,932					
22	21,337	24,939	27,301	30,813	33,924	40,289					
23	22,337	26.018	28,429	32,007	35,172	41,638					
24	23,337	27,096	29,553	33,196	35,415	42,980					
25	24,337	28,172	30,675	34,382	37,652	44,314					
26	25,336	29,246	31,795	35,563	38,885	45,642					
27	26,336	30,319	32,912	36,741	40,113	46,963					
28	27,336	31,391	34,027	37,916	41,337	48,278					
29	28,336	32,461	35,139	39,087	42,557	49,588					
30	29,336	33,530	36,250	40,256	43,773	50,892					