THE EFFECT OF OUTLINING TECHNIQUE ON STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT GRADE VIII MTSN 1 MODEL PADANGSIDIMPUAN

A THESIS

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

Written by:

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

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LETTER OF AGREEMENT

Term   : Thesis   Padangsidimpuan, 02 December 2015
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Item   : 7 (Seven) Examplars   Dean Tarbiyah and Techer Training Faculty

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Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to FATIMAH BATUBARA, entitled **"The Effect of Outlining Technique on Studens' Ability in Writing Recount Text at Grade VIII MTsN 1 Model Padangsidimpuan"**, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr. Wb.

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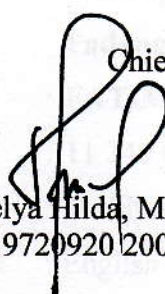Made in Padangsidimpuan
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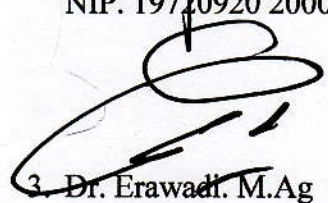
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Date   : December, 29[th]2015

Time   : 09:00 WIB - finish

Result/Mark   : 72.62 (B)

IPK   : 3.15

Predicate   : Very Good

LEGALIZATION

Title of Thesis : **The Effect of Outlining Technique on Students' Ability in Writing Recount Text at Grade VIII MTsN 1 Model Padangsidimpuan**

Written by : **FATIMAH BATUBARA**

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The thesis had been accepted as a partial fulfillment of requirement for degree of

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ABSTRACT

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The Title of the Thesis	:	**The Effect of Outlining Technique on Students' Ability in Writing Recount Text at Grade VIII MTsN 1 ModelPadangsidimpuan**

This research focused about the effect of Outlining Technique on Students' Ability in Writing Recount Text at Grade VIII MTsN 1 Model Padangsidimpuan. The problems of this research were most of the student less on writing text, it occurs when the teacher gives some writing tests, they failed to the tests. Most of the student still get low grade with average 70; meanwhile the standard of English competency in this school is 78, and the students were poor in vocabulary mastery and they lack in writing skill. So, make students difficult in guessing and getting the main ideas of written material. The aims of this research was to find out the effect of outlining technique on students' ability in writing recount text at grade VIII MTsN 1 Model Padangsidimpuan.

This research employed experimental research. The population of this research was the eight grade of MTsN 1 Model Padangsidimpuan. The total of population were five classes. Then, the sample of the research was two classes, experiment class (VIII-3) and control class (VIII-5). It was taken randomly after conducting normality and homogeneity test. To collect the data, researcher used test for measuring students' Writing Recount Text. To analysis the data, the researcher used t-test.

Based on the result of the research, researcher showed the description of the data was found that the mean scores of experimental class was higher than control class (72>63), and the score of t_{count} was bigger than t_{table} (10.22>2.000). It means that the hypothesis alternative (H_a) was accepted. It was concluded that there was the effect of outlining technique on students' ability in writing recount text at Grade VIII MTsN 1 Model Padangsidimpuan. Finally, the researcher suggested the using outlining technique was effective to improve students writing skill

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

Praise is to Allah lord of the word who has bestowed upon the writing in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

This thesis can't be completed without a great deal of help from many people, especially Mrs. Rayendriani Fahmei Lubis, M.Ag is as the first advisor and Mr. Sojuangon Rambe, S.S., M.Pd is as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.
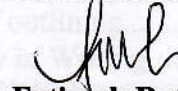
My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:

1. Dr. H. Ibrahim Siregar, MCL, is as the Rector of State Institute for Islamic Studies Padangsidimpuan.

2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, is as the Dean of Tarbiyah and Teaching Training Faculty.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag, is as the Leader of English Department.

4. All lecturers and staff of IAIN Padangsidimpuan who have given their valuable, advice, and cooperative.

5. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., M. Hum), for cooperative and permission to use the books.

6. Drs. H. Baharuddin Hasibuan,M.Pd is as the head master of MTs Negeri 1 Model Padangsidimpuan, who has helped to complete this research as well as his students for the helping has given to me.

7. My beloved Parents (Ruslan Batubara and Masri Matondang), my beloved sisters (Zubaidah Batubara, Jamiah Batubara, and Asmiyah Batubara), my beloved brother (Irsanuddin Batubara and Muhammad Ilham Batubara), my beloved friends (M.Rasyid Lubis, Dede syaputri, Fithri Adelina, Nur Kholisna, Siti Rahma, Yuni, Elisa, Fuji, Nurmaiyah, Yani and Fithri) who always give their materials, prays, motivation, and moral encouragement to finish my studying.

8. My beloved friends; Karlina Fitri, Hamni Mufidah S.Pd, Sri Heryani S.Pd, Gita, Ummi Fadylah, Effi Hsb, Rahmadeni, S.Pd, Rani, Jumaidah, Nur hawa S.Pd, Destiana, Mawar and especially all of TBI-3, TBI-1 and TBI-2. That I can't mention who was patience and care to support me. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the almighty bless them all, Amin.

9. All my friends in IAIN Padangsidimpuan, good luck for you.

10. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 02 December 2015
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CHAPTER I

INTRODUCTION

A. Background of the Problems

The general aims of teaching English to students is to enable them master all skils of the language (listening, speaking, reading and writing). Writing is one of the four skills that must improve by students become master in English. It is a factors of great and the most important activity in school. For most of learners, is needed in every level of field of studied and also in learning in any content class where writing in English is required. The following illustration about important of writing.

First, writing is the ability to find ideas, thinking about how to express and organize within form statements and paragraphs that will clear to a reader such as form write essay, letter, newspaper, story or research report. Naturally, students will have many opportunities to study and discuss material for own academic writing and the writing of students class. Therefore, writing will learn how important the reader is to the writer, and how to express clearly and directly what the mind to communicate. It is good thing that most of the students can learn.

Second, writing is a process of expressing ideas or someone thought in words. Writing can be very enjoyable as long as ideas that writer want to

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achieve it and every ideas value indicate an understanding of knowledge in writing. Writing gives them the ability to record and to communicate effectively, they should be able to write a text which is fully integrated to the equipments.

Finally, we can learn through writing. Writing in education or daily life demands so writing is assigment that way range from one paragraph to several pages long and we can write answer on tests and exams that may be a few sentences long or a complete essay to recognise and produce the sort of written.

Based on the illustration above, the researcher choose of the skill writing because the students have problematic at MTsN 1 Model Padangsidimpuan and also the researcher was experienced in practice teaching there. Belong to the three aspect there are achievement, vocabulary and skill on writing, that is important aspect for helping students writing ability. However writing is problematic here. In fact revealed in the following illustration.

First, for most of students are writing only without know the points and main ideas, thus students indicate failed in writing ability. For instance, the teacher give write a simple text to students and ask them what is ideas they have write, use for developing their ability in writing text. It occurs when the teacher gives some writing tests, they answer failed to the tests that indicate students lacked vocabulary and writing skill.

Second, students ability in English subject especially on matter recount text is low. Based on the interviewed from English teacher subjects most of them unable to mastered it. It source from the information of teacher at MTsN 1 Model padangsidimpuan. Whereas, standard minimum completeness of mastery learning for junior high school in MTsN 1 Model Padangsidimpuan of grade VIII is 78, But some of them reveals the average of students' achievement writing of grade VIII is 70 it means students less on ability writing subject.

Students less in writing skill and vocabulary. It made students difficult in guessing and getting the main ideas of written material, also lack of vocabulary and attention. Although, the teacher of English must be better, and conduct various endured to be able to upgrade quality of students skill in learning English, such as giving motivation, asking the students to identify of recount text good in social function, generic structure and language feature. Besides, the teacher can teach students' writing through outline technique.

Based on fact above, the problems need to solve in order to upgrade in students as product of educations. There are many stages to solve the students' ability in writing recount text, such as outlining technique is students facilitate for organizing paragraph and topic development, which students make a list of ideas need to be getting right written. These process theoretically judged to be good apply in ability through writing.

From the two alternative aboves, the writer choose to employ outlining technique. At least three reasons are available as background of the choice that is consideration of students learning materials characteristic of the students and appropriateness of outlining technique as compared with the other two strategies. Below the researcher reveal the reasons.

First, Based on English teacher at MTsN 1 Model Padangsidimpuan, there are many steps that is learning during in this level the first, work on recognise and identify key writing structure from model paragraph, and then apply the structures to their own writing. Conceptually, outlining technique is activity can use to structure a whole lesson, because outlining technique is a working plan for making a list each ideas of writing.

Second, each of students has a different part of such knowledge background, there are some students only able to acquire a few things and general understanding of the text, so students ability also in difference. Thus, outlining technique is to help and appropriate with their level of cognition of students ability on writing recount text.

The last, compared what the topic the lesson, outlining is of all the ideas to set and arranging students' writing ability. That the composed of three reasons, the first need basic what you're going to say in your piece. Second, represent using index cards the aims to rearrange your ideas. Third, finding the patterns in ideas, exactly what is included the classification of beginning, middle, and end of a piece of writing.

Outlining technique is part of a group of teaching learning techniques where students make a list of ideas to rearrange and orderly sequence that will inform to the reader. It's a technique to easier students achievement and to active thinkers when students writing the text. So,outlining technique make students effectively in learning process students writing with focus or direction.

Able to understand the recount text is the aims of teaching English as foreign language in this grade. Recount text is one of the story genres, the purpose is to reconstruct past experiences by retelling events and incidents is the order in which the have accured.[1] The purpose of social recount is to document a series of events and evaluate their significance in some way and also to give the audience a descriptions of what occured and when it occured.

From the explanation above, the writer was interested in conducting a research entitled : **The Effect Of Outlining Technique on Students Ability in Writing Recount Text at Grade VIII MTsN 1 Model Padangsidimpuan.**

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[1]Sanggaham Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha ilmu 2008),.p 70

B. Identification Of the Problem

Based on background above. There are some factor students problems the successfulness of students in writing skill at MTsN 1 Model Padangsidimpuan are: 1). Most of the students failed for getting ideas of written material, it occur when the teacher give some tests based on text, they difficult to answer the tests, 2). The students still getting low grade with average 70, meanwhile KKM English at MTsN 1 Model padangsidimpuan is 78 based on an interviewed with the English teacher.[2] and 3). They lack of writing skill in vocabulary mastery and lack technique in writing recount text, this research only to solve students writing recount text by applying outlining technique in teaching writing skill

C. Limitation of the Problem

Based on the identification problems above, the researcher focuses the problems in students' ability in writing recount text that have been solved by using Outlining Technique. Which, in theory outlining before students actually write, students must make a list or plan to get the information. So, The researcher was limited to investigate the cause-effect relationship between outlining technique on students' ability in writing recount text in grade VIII at MTsN 1 Model Padangsidimpuan in 2015/2016 academic years.

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[2]Interview with Erna Sri Atika, *English Teacher at garde VIII MTsN 1 Model Padangsidimpuan.* MTsN 1 Model. Padangsidimpuan : Monday 2 March 2015

Either subjects left and related to this study can be the domain of the future researchers.

D. Formulation of the Problem

Based on the problems above, the researcher described the formulation of the problem : "is there the significance effect of outlining technique on students' ability in writing recount text at grade VIII MTsN 1 Padangsidimpuan?".

E. Purpose of the Research

The purpose of this research is based on the question above is "to examine the effect of outlining technique on students ability in writing recount text at grade VIII MTsN 1 Model Padangsidimpuan".

F. Significant of the Research

The significances of research can be described as follow:

1. To the Head Master of the school, to motivate the English teacher to teach well.

2. English teacher, this research can useful for teacher as source teaching. it can be improving students' the process and study result.

3. Students and readers, to know the way to learn English be better.

4. The researchers, who want to do research the same problem as information about the topics.

G. Defenition of Operational Variables

1. Outlining Technique: Outlining is a list of all the ideas to set and arranging students' writing the text. Experienced writers, especially when writing longer papers about a complex subject, need ways to test drafts for the logical sequence of points: its structure.[3] So, students' making an outlining in advance will support they text by providing it's structure.

2. Students' Writing ability: Writing is the expression something ourselves, about what we have experienced and how we feel.[4] Ability was a capacity or power to do something physical or mental, like cleverness, intelligence a man of great or special natural power to do something well.[5] Writing ability is the understand or mastery what they write, or physical capacity, power or skill required to do.

H. Outline of the Thesis

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

In the chapter one, it was consist of background of the problem, identification of the problem, limitation of the problem, formulation of the

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[3]Kathleen Lietzau, "Reverse Outlines a Writer Technique for Examining Organization",(*http://Creating Outliness. Efm.* Accessed on april 20, 2015. Retrieved on 14 pm)

[4]Brown Dougles. *Teaching by Principle : an interactive approach to language pedagogy.*Cambridge Longman 2004,.p.33

[5]As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), P. 2.

problem, the purpose of the research, the significances of the research, the definition of operational variables. This chapter talking about the problems that found in the field of research, the question of research and the object of research.

In the chapter two, it was consist of the theoretical description, review of related finding, conceptual framework, and hypothesis.

In the chapter three, it was consist of research methodology and in research methodology consist of time and place of the research, research methodology, population and sample, instrumentation collecting data, validity of instruments, the techniques of data collection and the last the techniques of data analysis.

In the four chapter, it was the result of the research talking about the analysis of data (the result of research). This chapter consist of description of data, hypothesis testing, discussion and threats of the research.

Finally, in the chapter five consist of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Description

1. Outlining Technique

a. Defenition of Outlining Technique

Outlining technique is the activity for students in making a list and piece ideas in writing. Is a like working plan of all the ideas that are going in the order students should go.[1] Outlining technique is a very formal way of activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants

Outlining technique is a make list information you will put in your text you need to know basically what you're going to say in your piece. Once students have a basic approach to shape ideas into an outlining, and start with the most basic shapes, using the fact every piece of writing has a Begining, a Middle and in the End.[2] A teacher can develop instructional plan that assist the students cognitive information processing that help them to effectively in their work.

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[1]Dorothy Zemach E and Lisa A Rumisek. *Academic Writing (from paragraph to essay). (*Macmillan 1986).,p.63

[2]Kate Grenville, *Writing from Start to Finish.*(Australia: National Library.2001),.p.75

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Students can stop worrying about each ideas, students just concentration for getting sentence right. Outlining work as an affective assessment tool to rearrange those ideas so they end up as an orderly sequence that will inform or persuade the reader. Outlining technique help students' become a good writing, make the students' to be easy going to active thinkers when they write also help students put the ideas.[3]

Writers of fiction and creative nonfiction, may use outlines to establish plot sequence, character development and dramatic flow of a story, sometimes in conjunction with free writing.[4] Creating outlining give students practical writing experiences which, provides a basis for them to be prepared to move on to more sophisticate of writing.

b. Principles of Outlining Technique

There are some principles of outlining technique, they are:

a. In outlining the teacher show to students what to write before students actually begin in writing.

b. Create a list of the information card or on paper.

c. An outlining technique students is also known as : a map, a flow and a plan,

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[3]Alice Oshima. *Introduce Academic Writing*. (Addison-Wesley Publishing Company: 1998).p.67

[4]Encyclopedia. *Outlining,retrived from https://en.encyclopedia org/wiki/Mainpage. accessed on Nov 20,2015*. Reterived on 13 pm

d. The students should check outline for organisation, support, and topic development. Thus, students have written clearly focused and to right order

e. The students should keep ideas from forgetting any important points.

f. The students write the things they know from the topic.

Based on some principles above can be concluded that the outlining technique make the students easy to writing the text, and then make students effectively in learning process students writing with little focus or direction, so students must know principles material that build the foundation of clear expression in the text.

c. Benefit of Outlining Technique

Outlining technique have benefits to help students getting information from topic. Outlining is activity of getting meaning process, in outlining before actually write, the writers must make a list or plan to get the information and to write their own expeirences in writing to the text well. [5] That students not just write, but students know what should be write.

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[5] Dorothy, Zemach, *Op.cit*. p.68

The outlining technique is one of those teaching and learning technique used mainly for information texts; it help students to:

a)   Help students determine the paper meets its goal

b)   Make all ideas fit arround about topic

c)   Getting a sentences right

d)   Easiest ways to let students ideas into pattern and make a list of all ideas of writing

e)   Writing before the outline works properly, it could take students rewrite and rewrite again

f)   Outlining technique help students more easy to rearrange the ideas become a text

g)   Outlining help students rearrange of a piece of writing

h)   Increase the remember that behind their differences and all writing shares as all topic

i)   Outlining technique allows students to identify information about a given subject

j)   Outlining technique helps determine if they paper meets goal, discover places to expand on evidence or analysis and see where readers might be tripped up by you organization or structure.

So, outlining technique gives benefits is to help students in writing a text that how words arranging become a text complete, students are

actively engaged in using their prior knowledge. Outlining should reflect logical thinking and have an organizational structure that enables the reader to quickly identify the purpose of the assignment.[6] Outlining technique can apply to students in writing, that help students put topic and ideas as well in a text.

d. Basic Making an Outlining Technique

In order to make an outline for writing essay, students need to know basically what they are going to say or make in pieces of writing. The following writing essay can reduced to the three basic parts:

a) Beginning
Beginning it called orientation the situation everything start, where the scene is setting and the characters introduce. Beginnings might include:
   1. A description of character, settings or subject are on the text
   2. Essential information about text it's place the reader in time and space.
   3. Background information to fill in some essential past information.

b) Middle
Middle it called the complication consists part of the story, where the initial situation is complicated by some new factor. The action and see how the characters responds. A middle might included:
   1. An accident that sets of a sequence of cause and effect;
   2. Character development
   3. A response by the characters to what's happening
   4. A revealing of how the characters feel about what's happening (evaluation)

c) End
End it often called the resolution of the story. It's where the complicating factor is resolving in some way. An End might included:

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[6] Muirhead Brent. *Using Outline to Students Writing Skills, retrived from http//Using Outline.Com Article. Accessed on 20 April 2015.* Retrieved on 14 p.m

1. A punch-line or sudden reversal;
2. A surprise twist;
3. A drawing-together of different story threads
4. A broadening-out effect, pulling back from close-up of characters and action;
5. Afocus on an image that resonates with the meaning of the piece. [7]

From the explanation above it can be concluded there are three basic for making an outlining are; beginning, middle and end. Thus, this basic must be able to students success in writing process, cause basics in writing important to know by students in order to become a text organizing. When teacher role during writing students was known basic an outlining, so students feel easy in writing process.

e. Procedure of Outlining Technique

There are procedures of outlining technique process in writing:

1. Create a writing assignment

2. Make a card with four columns and write the each ideas into the card. There are:

   a. Ideas about what "orientation" it give background subject of the assignment
   b. Ideas about what "events" can mean (action)
   c. Ideas about what "re-orientation" can mean (action in the end)
   d. Impression from the activity (coda)

3. Teacher explain to students, that each ideas and information there will be writing in the index card

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[7]Kate Grenville, *Writing from Start to Finish*.(Australia: National Library.2001),.p.72

4. Students write each ideas and information into index card

5. The students write a text in accordance from index card with have arranged.[8]

According to procedure above, that procedure used mainly to make writing in the right order. Procedure above very important for students on writing outlining and help them easy passed in writing outlining. Students must follow the procedure making outline, so that students can product writing in the right order.

2. Writing Ability

a. Defenition of Writing Ability

Writing is a process activity to arrange word to sentence, sentence to paragraph, and paragraph to text.[9] Good writing in English a good product in grammar or organization of sentence in a text. Writing ability is a good ideas, an interesting ideas, even the most skillful writing will result in a weak piece.[10] At best, the reader will difficult throught such as a piece. According to Nunan says, that writing can be defined by a series of contrasts as:

1. It is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the

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[8]*Ibid*.p. 91

[9]Terase Grainger., et.,al., *Creativiting and Writing: developing voice in the classroom.* (Routledge,2005).,P.50

[10]Gary Robert Musch, *Exploringg Writing,* (New york 1976),.p.5

other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a read.

2. It is purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing-a shopping list, notes from a meeting, a scholary article, a novel, or poetry are only a few of the choice.

3. It is both aprocess and product. The writer imagines, organizes, darfts, edits, read, and rereads. This process of writing is often cyclical and sometimes disorderly, ultimately, what the udience sees, whether it is an instructor or wider audience, is a product-an essay, letter,story, or research report.[11]

From explanation above, the emphasis throughout in writing is on the process involved in producing complete, conceptualized, pieces of writing, the focus especially know writing is being purpose and for audience. Which the activities that offers to both highly practical based as students make experienced and interesting to do.

Writing is discovery process, it involves discovering ideas, discovering how to organize them, and know writing is being purpose and for audience.[12] Writing is also your personal experience all the things you have ever done, seen, read, or heard about you can develop to ideas you can use for writing.

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[11]David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill,2003).p.88

[12]Kristine Brown And Susan hood. *Writing Matters: writing skills and strategies for students of english*. Cambridge, 1989.,p.7

b. Requirement of writing Ability

There are some requirement of a good writing the text, paragraph should have four characteristic is completeness, unity, order and coherence. [13]

1. Completeness

A complete text or paragraph contains details as fact such as are name specifics individual, data, figure, location, cost and so forth. Completeness means the controlling ideas throughly develop by the use of particular information.

2. Unity

Unity in the text are combination between word to sentences, sentences to paragraph on the text to make a written go well unity.

3. Order

Order in a text or paragraph is like organization began with what is oldest happend first and the end with what in newest. Houghton mifflin says that "chronological order is a way organizing include the time in which happend not.

4. Coherences

Coherences is basically a matter for having the part of a pieces of writing in the right with the clear process. The matter write as

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[13]Thesis by Dwi Nur Indah. *Op.cit*. p,12

sytematically complete realism, certain things, come coherence is the clear and orderly.

From the explanation above, a good writer must have requirement to get the result and comprehensible and acceptable pieces of writing. So, characteristic of a good writing can see from completeness relation on the right writing, it up to standard on writing are; completeness, unity, order, coherences.

c. Evaluation of Writing Ability

In the writing evaluation, we have seen at the writer and the type of knowledge writer bring to the writing task. Two important components in the assessment of writing are the nature of the task and the scoring criteria. There are some criterias of writing assessment.

1. Grammar, is the part of the study of language which deals with forms and structure of words.
2. Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture
3. Mechanics. This criteria is talk about punctuation and spelling of the writing
4. Fluency. In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.
5. Form. Is one of the main assessments in writing ability. This criterion is identified introduction, body and conclusion of writing task.[14]

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[14]Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.

3. Recount Text

a. Defenition of the Recount Text

Recount text is a text telling the reader about one story, action or activity and experience of someone in the past event with chronological order to entertaining or informing the listener or reader.[15] Recount text means telling about oneself adventure and other activities in the past. The purpose is list and describe past experience by retelling events in the order in which they happend or chronological order.

Recount is speaking or writing about past events or a piece of text that retell past events, usually in the order which they happened.[16] Recount text means the form of the text telling about someone experience in the past there for experience of the readers themselves, suach as their advanture and their day's activities.

Recount texts do not include conflicts but only retell a sequence of events which occurred in the past. Recount texts that the past events, so recount commonly use past tense.[17] Besides, recount use sequence of time usually found within biography, the different type lies on their structure of text.

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[15]Englishindo.*Recount text, retrieved from http://www.englishindo.com/2014/03/recount-text-full-materi-contoh.html* . Accessed on Monday14 march 2015

[16]Juwandi and Dwi Haryuni, *English 2 for Junior High School and MTs Class VIII,* (Grahadi 2007),.p.136

[17]Djuharie Setiawan Otongg, *Genre*. (Bandung: Yana Widha, 2007),.p.20

b. The Generic Structure of the Recount Text

Recount text and narrative are similiar that is both tell past events use time sequence in telling past, so narrative is often found in story books about myths, fabel, folklores, etc.[18] While recount text usually found in biography or experiences of someone. The generic structure recount text was explained more in the table below:

The Generic Structure of Recount Text

Text Elements	Content
Orientation	Information about an event and its setting. It provides details of who, where, when.
Events	A sequence of events which happened in a chronological order. What happened? First…, Next…, Soon…, During…, After…, Later…., Eventually…, Finally…
Closing Reorientation	Conclusion/ summary of the events. What you think, feel or decide about the occurred events.[19]

Recount is text containing three components are orientation usually there in paragraph one, events is activity on the text contained more than events, re-orientation is activities in the end of the events.

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[18]Malikatul Laila. *Part:2 Long Functional Text.*, PLPG Sertifikasi Guru 2013 Rayon 133 Universitas HKBP Nommensen.p.168

[19]*Ibid.*p.169

b. Language Features

Recount are a text containing three components; orientation, events, and reorientation.[20] The language features usually found in a recount texts include the following are:

1. Use of nouns and pronouns to identify persons, animals, or things involved such as David, the monkey, we, etc

2. Use of past action verbs to refer the events such as go, sleep, run.

3. Use Past tense to located events in relation to speaker's or writer's time such as We went to the market; She was happy, etc.

4. Use conjunctions and time connectives to sequence the events which, happenings, or actions, such as and, but, then, after that.

5. Adverbs and adverb phrases to indicate place and time and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.

6. Adjectives to describe nouns such as beautiful, funny, black and etc.The following paragraph is example of recount text

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[20]Sudarwati and Eudia Grace. Look Ahead an English Course 2. Erlangga (2007). p. 154

Example of recount text and Generic Stucture of the text

My Holiday	
Orientation	Last Weekend, after visiting my grandmother at Panyabungan. I and my family went to Natal Beach to spend our holiday by bus.
Events	The way to get Natal Beach is very zigzag and it's very quite in the middle of night. We almost got lostsince we never go there before,but eventually we got there safely. We hardly get a room to stay overnight it was long weekend so that we could not find a room easily.
Re-orientation	We got up so early in the morning that we could enjoy sunrise landscape at the beach. And also I took some pictures.

B. Review of Related Finding

There are researches done regard to this research and the found some related researches such as;

First, Adey Anugrah, his thesis " The Effect of Using Questions-Search-Outline on Students' Writing Ability in Recount text at the Eleventh Grade of SMAN 7 Pekanbaru". Then, the conclusion are: the students' ability in the using Questions-Search-Outline-Write strategy was 77. While, in the traditional strategy was 69. This condition shows us that

students' have skill taugh by Question-Search-Outline-Write strategy is higher than traditional strategy.[21]

Second, Dwi Nur Indah, her thesis "The Effect of using Photographs on students' Ability Writing Recount Text a Case Study of the Eleventh Years Students of SMA Negeri 1 Batang Pati in the Academic Years 2009/2010 "conclusion of his research are: the students' achieved in the using photographs was 80. While, in the traditional technique was 70. This condition shows us that students' achievement taugh by using photographs is higher than traditional technique.[22]

So, from the researchers above, the researcher want to look for other information deeply, with the same material in writing recount text and outlining. It is "The Effect of Outlining technique on Students' Ability in Writing Recount Text at Grade VIII MTsN 1 Model Padangsidimpuan.

C. **Framework of Thinking**

Writing is the ability in expressing ideas, through opinion and argumentation by writing it consists in structure and grammar. The suitable technique very important to teach writing recount text. so the

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[21]Adey Anugrah,The Effect of Using Questions-Search-Outline on Students' Writing Ability in Recount text at the Eleventh Grade of SMAN 7 Pekanbaru

[22]Dwi Nur Indah, her thesis "The Effect of using Photographs on students' Ability Writing Recount Text a Case Study of the Eleventh Years Students of SMA Negeri 1 Batang Pati in the Academic Years 2009/2010

effect of outlining technique on students ability in writing recount text can

be seen as picture below:

```
┌─────────────────────────────────────────────┐
│   1.  Students only write without know the   │
│       points                                 │
│   2.  Students have less skill on writing    │
│   3.  Students have poor vocabulary          │
└─────────────────────────────────────────────┘
                     │
┌─────────────────────────────────────────────┐
│   Outlining technique to solve the problem of│
│      student's ability writing recount text  │
└─────────────────────────────────────────────┘
                     │
              ┌──────────┐
              │ Pre-test │
              └──────────┘
            ╱               ╲
┌──────────────────────┐  ┌──────────────────────┐
│ Experimental Class with│ │   Control Class with │
│   Outlining Technique │  │  Conventional Method │
└──────────────────────┘  └──────────────────────┘
            ╲               ╱
              ┌──────────┐
              │ Post- Test│
              └──────────┘
            ╱               ╲
          Ha                  H0
```
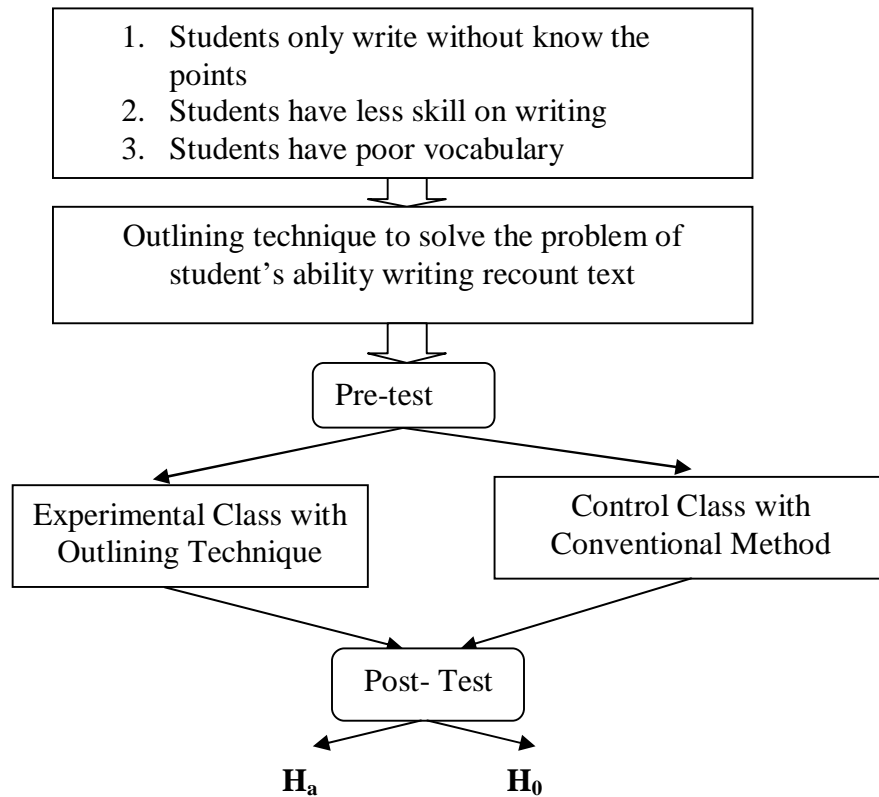
The researcher was found the problems that the students only write

without know the points, low skill on writing, and students have poor

vocabulary.

Therefore, in this research uses outlining technique to solve the

problems. Before doing outlining technique the researcher was given pre-

test to control class and experiment class. After that, the researcher has

teach writing recount text with outlining technique to experimental class,

and the english teacher with conventional method to controll class. Next,

both are two classes are giving post-test, experimental and control class. Finally, the researcher was compared the writing product of Pre-test and Post-test between Experimental and Control class.

D. Hypothesis

Hypothesis is a tentative prediction result of the research finding. So, the purpose of hypothesis is to answer a certain specific question. Based on formulation of the problems above, the hypothesis of the research are: "There is significant effect of outlining technique on student's ability in writing recount text at grade VIII MTsN 1 Model Padangsidimpuan" (Ha).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This resesarch had been done at grade VIII MTsN 1 Model Padangsidimpuan 2015 academic years. That is located at Jl. Sutan Soripada Mulia Padangsidimpuan of North Sumatera. This research has been done from December 2015.

B. Ressearch Design

This research is designed by quantitative research. The quantitative research is the research which use statistic data as techniques of collecting data an anlysis of data.[1] To take the data, the researcher used some tests and used experimental method. L.R. Gay and Peter Airasian say, "experimental research is that the experiment the research controls the independent variable in fact, the experimental is the quantitative approach that provides the greatest degree of control over the research procedures."[2]Experimental research is the only type of research that can test hypotheses to established cause and effect.

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[1]Jhon Creswell. *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition* (USA: Prentice hall., 2000)*,* p.14.

[2]L.R. Gay and Peter Airasian, *Educational Research,* (USA: Merrill, 2000), p. 367.

From the quotation above can be concluded that the experimental research are kinds of research which has the aims to examine causal effect relationship between one variable or more to other variable. The experimental research method is the most productive method, because if the researcher is conducted well, it can be answere the hyphoteses relevant with cause and effect relationship.

Furthermore, the researcher used two clasess. The first, experimental classroom implement outlining. The second, the control classroomimplement conventional method. Both of classes was given pre-test to examibe the students' ability and score of students. It can be seen from table:

Table I
Table of design instrument

Class		Treatment	
Treatment class	Pre Test	Teaching Writing about Recount Text by using Outlining Technique	Post Test
Control class	Pre Test	TeachingWriting Recount Text by using conventional Technique	Post Test

C. Population and sample

a. Population

According to Suharsimi, " populasi adalah keseluruhan data subjek penelitian".[3] It means that population is all of the subject of the

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[3]Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 1993) p. 180

research. This research has implemented in MTsN 1 Model Padangsidimpuan. The population is grade VIII students at MTsN 1 Model Padangsidimpuan. There are five classes and these classes consist of 148 students, presented as follows:

Table II
The Population of the Grade VIII MTsN 1 Model Padangsidimpuan
Academic Years 2014/2015

No.	Classroom	Amount
1.	VIII.1	20
2.	VIII.2	35
3.	VIII.3	32
4.	VIII.4	33
5.	VIII.5	28
Total		**148**

Source: School Administration Data of MTsN 1 Model Padangsidimpuan

b. **Sample**

Sample is the part of population. Sample is the part of population that are taken to be investigated.[4]According to Gay and Airasian stated " sample is a number of individuals for a study in such as a way that they represent the large group from they were selected." in this research the writer used normality test and homogeneity test to take the sample". So, the formula are:

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[4]*Ibid*,p.121

a. Normality Test

In Normality test, the data can be tested with Chi-quadrate:

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

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 population.

To calculate the result of Chi- Quadrate uses 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 was could be concluded that the data was distributed by normal.

b. Homogeneity test

Homogeneity test was 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 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 variant

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

After do the calculation, the researcher found that F_{count}= 2,14 with α 5 % and dk = 28 from the distribution list F, researcher found that F_{table} = 2,75 cause F_{count} <F_{table} (2,14 < 2,75). So, there is no difference the variant between the both classes (homogeneous). The calculation how to get it can be seen in the appendix 11.

From above explanation the data was distributed normal and homogen. It means that in this research the researcher used random smapling to taken the sample. So that, the researcher taken the sample from class VIII-3 (experiment class) and VIII-5 (control class) total the sample was 60.

Table III
Sample of the research

Experimental Class	Control Class
VIII3 = 32	VIII5 = 28

D. Instrumentation of Collections

A research must have an instrument, instrument of the research is atool of facility is uses by the researcher in collecting data. So, the process was easier and better with the more careful, complete and systematic. In this research, the instrument of collecting data is use test. So that, there are five indicators to test writing ability. They are: Grammar, Vocabulary, Mechanics, Fluency, and Form (organization).

Table IV
Rubric Score of Writing

No.	Indicators	Score			
1	Grammar	20	15	10	5
2	Vocabulary	20	15	10	5
3	Mechanics	20	15	10	5
4	Fluency	20	15	10	5
5	Form (organization)	20	15	10	5[5]

E. Techniques of Data Collections

To get the data from students, the researcher collection by giving pre-test and post-test to students. The tests are some question or view and other tool used for measure skill, knowledge and intelligence.

a. Pre-test

The function of the pre-test is to finding the mean scores before the researcher give treatment.In this case, the researcher hopes that the

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[5]Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.

whole students' in writing recount text is sameor if there is a difference between those students', the difference is hopefully not significantly..

b. Treatment

The writer teaches the experiment class and control class give some materials, which the teacher teach in different ways. The experiment class give treatment, and control class teach by the conventional method.

c. Post-test

After given treatment, the researcher conducts a post-test which the same test with the pre-test, has been conducted in the privous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is an effect or not. After conducting the post-test, the researcher analyzes the data, and then, the researcher finds out the effect of using outlining technique in the experimental class.

F. The techniques of Data analysis

The analysis of data was done to find out the ability of the two groups that have been devided into experiment and control class. In this research, the researcher usednormality and homogenity test. So the formula are:

a) **Normality test**

To know whether data of research has normal. Researcher used*Chi – Quadrat* formula, as follow:[6]

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

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 population

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 lessen if 3 (dk = k – 3). If result $x^2_{count} < x^2_{table}$. So that, it can be concluded the that data distributed by normal.

After do the research, the researcher concluded that the data of research was normal can be seen from result experiment class (VIII-3) was x^2_{count} = 10,74 while x^2_{table} = 11.070. Whereas for control class (VIII-5) was x^2_{count} = -0,607 while x^2_{table} = 9,488, cause $x^2_{cause} < x^2_{table}$ so that H$_0$ was accepted. So, it can can be concluded that data wa distributed

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[6]Ahmad Nizar Rangkuti. *Statistik untuk Penelitian Pendidikan*. (Citapustaka media 2014),.p.77

by normal. Next, the calculation how to get in can be seen in appendix 7
and 8

b) **Homogeneity variant test**

Homogeneity test was 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 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 variant

Hypothesis is rejected if $\boxed{F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}}$ While if

$\boxed{F_{count} > F_{table}}$ hypothesis is accepted. It determined with significant
level 5% (0,05) and dk numerator is $(n_1 - 1)$ while dk denominator
is $(n_2 - 1)$.

c) **Hypothesis test**

Data analysis was used to test the hyphotesis of the research.
So, the data analysis was used *t-test,* that:[7]

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

[7] Agus Irianto. *Statistik Konsep Dasar dan Aplikasinya.* Padang: P2LPTK Departemen
Pendidikan Nasional. 2003, p. 276

$H_o : \mu_1 \leq \mu_2$

If $H_a: \mu_1 > \mu_2$, (accepted) it was mean the result of students' ability in writing recount text by using outlining technique at grade VIII MTsN 1 Model Padangsidimpuan is was significant effect. But, if the $H_0: \mu_1 \leq \mu_2$ (rejected) it means the result of students' ability in writing recount text by using outlining technique at grade VIII MTsN 1 Model Padangsidimpuan there is no significant effect. To test the hypothesis, researcher used formula as follow:

$$ t = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}} $$

Where:

$\overline{x}_1$ = Mean of experimental class sample

$\overline{x}_2$ = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample[8]

and the formula of standard deviation is:

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

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[8]Sugiyono.*StatistikauntukPenelitian* (Bandung: Alfabeta, 2011), p. 138-139.

Where :

S= Variant

$s_1{}^2$ = Variant of experiment class

$s_2{}^2$ = Variant of control class

To test criteria of hypothesis 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_0 was rejected if there was t has the other results.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of outlining on students' ability in writing recount text. The researcher has calculated the data by using pre test and post test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. Researcher applied quantitative analysis by used the formulation of *t-test*. It is done to examine the effect of outlining technique on students' ability in writing recount text. Then, Researcher was described the result based on the data that has been done as follow.

A. Description Data of pre-test (Before teaching)

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 follows:

Table 5

The score of pre test in experimental class

Mean	62,24
Median	63,54
Modus	74,5
The highest score	80
The lowest score	30

From the table above the mean score of experimental class was 62,24, median was 63,54, modus was 74,5. The writer got the highest score was 80, and lowest score was 30. Next, to calculation how to get it can be seen in appendix 7.

Table 6
Table Frequency Distribution of Students score
in Experimental class

No.	Interval	Median	Frequency	Percentages
1	30 – 37	48,5	5	15%
2	38 – 45	41,5	10	31%
3	46 – 53	49,5	6	18%
4	54 – 60	57	8	25%
5	61 – 68	64,5	0	0%
6	69 – 75	72	1	3%
7	76 – 83	79,5	2	6%
i=8	Total		32	100%

Based on table above, it can be drawn at histogram as below:

Figure 1. Diagram Result Score of the Students' ability in writing recount text in experimental class in Pre-test

| 48.5 | 41.5 | 49.5 | 57 | 64.5 | 72 | 79.5 |
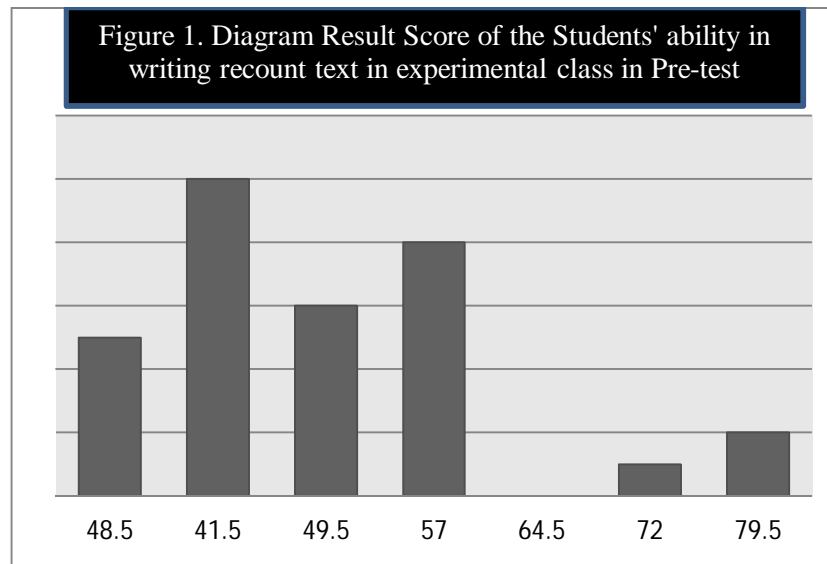
2. Control Class

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

Table 7
The score of pre test in control class

Mean	56,24
Median	64,5
Modus	60
The highest score	75
The lowest score	30

Based on the table above, the mean score of control class was 56,24, median was 64,5, modus was 60. The writer got the highest score was 75, and lowest score was 30. Next, to calculation how to get it can be seen in appendix 8. Then, the computed of the frequency

distribution of the students' score class can be applied into table

frequency as follow:

Table 8
Table Frequency Distribution of Students score in control class

No.	Interval	Median	Frequency	Percentages
1	30 - 36	33	1	3%
2	37 - 43	40	3	10%
3	44 - 50	47	5	17%
4	51 - 57	54	5	17%
5	58 - 64	61	7	25%
6	65 - 71	68	5	17%
7	72 - 78	74	2	7%
i=7	Total		28	100%

Histogram students' score of pre test in control class is as below:

Figure 2. Diagram Result Score of the Students' ability in writing recount text in control class in Pre-test
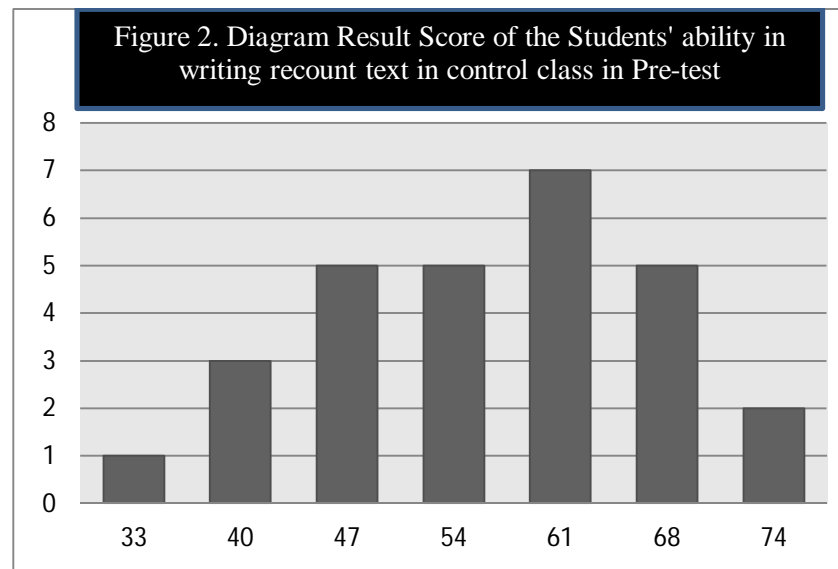
From the table above, the writer concluded the students' ability before teaching was low. It was improved by students mean score in experimental class was 62,24, and control class was 56,24.

B. Description Data of Post Test (After Teaching)

The post test scores obtained after teaching in experimental class and control class is as below:

1. Experimental Class

The scores of post test in experimental class after teaching is as follow:

Table 9

The score of post test in experimental class

Mean	72
Median	73
Modus	79,5
The highest score	90
The lowest score	35

Based on the table above, the mean score of experimental class was 72, median was 73, modus was 79,5. The writer get the highest score was 90, and lowest score was 35. Next, to calculation how to get it can be seen in appendix 9. Then, the computed of the frequency distribution of the students' score class can be applied into table frequency as follow:

Table 10

Table Frequency Distribution of Students scores in experimental

class

No.	Interval	Median	Frequency	Percentages
1	35 - 43	39	1	3%
2	44 - 52	48	8	25%
3	53 - 61	57	9	28%
4	62 - 70	66	11	34%
5	71 - 79	75	0	0%
6	80 - 88	84	2	6%
7	89 - 97	93	1	3%
i=9	Total		32	100%

Histogram students' score of post test in experimental class

is as below:

Figure 3. Diagram Result Score of the Students' ability in writing recount text in experimental class in Post-test
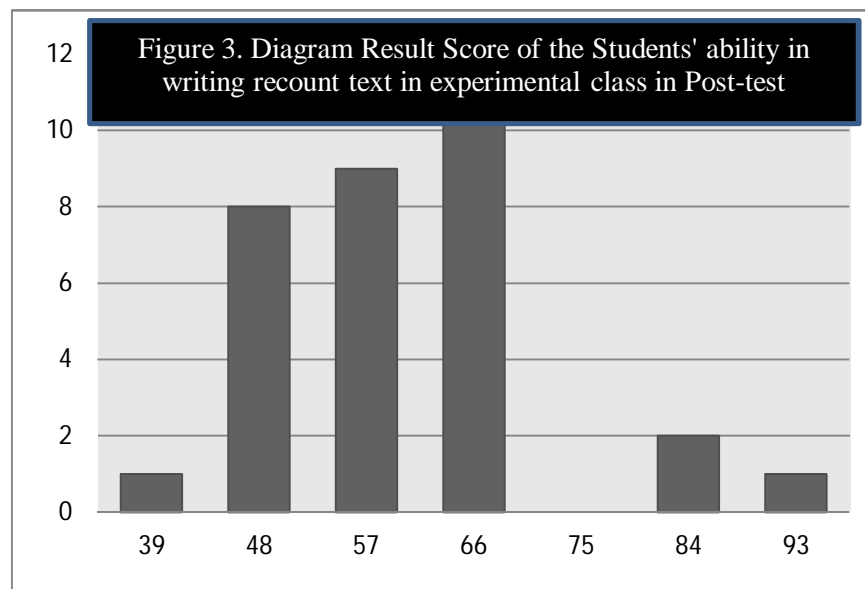
2. **Control Class**

The score of post test in control class after teaching is as follow:

Table 11
The score of post test in control class

Mean	63
Median	67,04
Modus	67,28
The highest score	75
The lowest score	40

Based on the table above, the mean score of control class was 63, median was 67,04, modus was 67,28. The writer got the highest score was 75, and lowest score was 40. Next, to calculation how to get it can be seen in appendix 10. Then, the computed of the frequency distribution of the students' score class can be applied into table frequency as follow:

Table 12
Table Frequency Distribution of Students scores
in control class

No.	Interval	Median	Frequency	Percentages
1	40 - 45	42,5	2	7%
2	46 - 51	48,5	9	32%
3	52 - 57	54,5	1	3%
4	58 - 63	60,5	7	25%
5	64 - 69	66,5	4	14%
6	70 - 75	72,5	5	17%
i=6	Total		28	100%

Histogram students' score of post test in control class is as below:

Figure 4. Diagram Result Score of the Students' ability in writing recount text in control class in Post-test
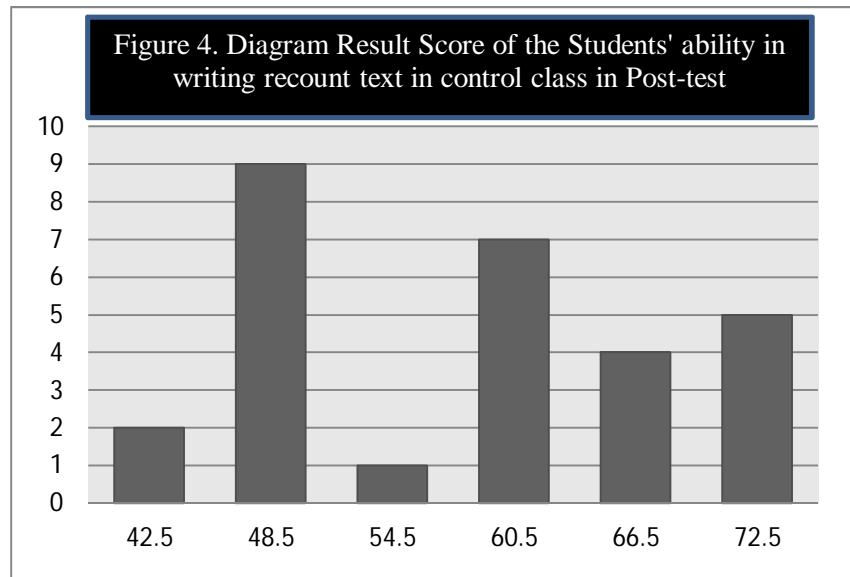
From calculation above, the writer concluded the students' ability after teaching increased slowly. It can be seen from mean score in experimental class was 72 and control class was 63.

C. Data Analysis

The analysis of data was done to find out the ability of the two groups that have been devided into experimental class and control class. In this research the writer use requirement test and hypothesis test to take the data.

1. **Requirement test**

The data was used to know that the data is homogeny and normal.

a. **Homogeneity test (Post test)**

Homogeneity variant test was used to know whether the experiment class and control class have the same variant or not. If the both classes are same, it can be called homogeneous.

Calculation of parameter to get variant are used homogeneity test by using formula:

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

Hypothesis:

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

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

A. Variant of the experimental class for post test (after teaching) is:

$$\begin{aligned} n &= 32 \\ \Sigma xi &= 1920 \\ \Sigma_{xi} 2 &= 119800 \end{aligned}$$

$$\begin{aligned} S^2 &= n\Sigma xi^2 - (\Sigma xi)^2 \\ &= \frac{32(119800) - (1920)^2}{32(32-1)} \\ &= \frac{3833600 - 3686400}{32(31)} \\ &= \frac{147200}{992} \\ &= 148,38 \end{aligned}$$

B. Variant of the control class for post test (after teaching) is:

n $= 28$

$\sum xi = 1620$

$\sum_{xi} 2 = 96050$

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}$$

$$= \frac{28(96050) - (1620)^2}{28(28-1)}$$

$$= \frac{2689400 - 2624400}{28(27)}$$

$$= \frac{65000}{756}$$

$$= 85,97$$

C. The formula was used to test hypothesis:

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

So:

$$F = \frac{148,38}{85,97}$$

$$= 1,72$$

After doing the calculation, reseracher found that $F_{count} = 1,72$ with α 5 % and dk $= 30$ from the distribution list F, researcher found that $F_{table} = 2,75$ cause $F_{count} < F_{table}$ (1,72 < 2,75). So, there is no difference the variant between experimental class by using outlining and control class by using discourse method (homogeneous).

b. Normality test (Post test)

Normality test has used to know whether the data of research has normal. So, researcher used chi-Quadrate formula. For experimental class (VIII-3) after doing the calculation, researcher found that X^2_{count} = 8,5 while X^2_{table} = 12,59 whereas for control class (VIII-5) that X^2_{count} = -2,43 while X^2_{table} = 7,815, Cause $X^2_{cause} < X^2_{table}$ so that. H_0 (null hyphotesis) was accepted. So, it can be concluded that data was distribution by normal. Next, the calculate how to get it can be seen in appendix 9 and 10.

2. Hypothesis Test

The data of this research is the students' scores on writing. To analyze the data, the researcher use the formula of the t-test as shown below, to find which is more significant effect of outlining on students' in writing recount text. The formula as below:

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

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(32 - 1)(148,38) + (28 - 2)(85,98)}{32 + 28 - 2}}$$

$$= \sqrt{\frac{31(153,22) + (26)(85,98)}{58}}$$

$$= \sqrt{\frac{4749,82 + 2235,48}{58}}$$

$$= \sqrt{\frac{6985,3}{58}}$$

$$= \sqrt{120,4}$$

$$= 10,85$$

So:

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

$$= \frac{72 - 63}{\sqrt[10,85]{\frac{1}{32} + \frac{1}{28}}}$$

$$= \frac{9}{\sqrt[10,85]{0,0312 + 0,0357}}$$

$$= \frac{9}{\sqrt[10,85]{0,0669}}$$

$$= \frac{9}{0,88}$$

$$= 10,22$$

From the above calculation that was (H_0) was rejected the and (H_a) was accepted. So that, $H_a : \mu_1 > \mu_2$ was accepted, the degree of freedom (df) is $= n_1 + n_2 - 2$. The total of students in every classes are 32 in class VIII-5 and 28 in class VIII-3. So, df $= 32+28 = 60$, from calculation researcher found that (T_{count} 10,22 $> T_{table}$ 2,000). It's mean that hyphotesis alternative (H^α) of research was students' ability in writing recount text by using outlining technique better than conventional method. That hyphotesis null (H_0) of research was (T_{count} (6,59$< T_{table}$ 2.000). So that, there is the significant effect of outlining technique on students' ability in writing recount text at grade VIII MTsN 1 Model Padangsidimpuan.

D. Discussion

Based on theory in chapter II and related finding, the researcher discussed the result of this research and compare with related finding. The first, descript of the research by Adey Anugrah, "The Effect of using Questions-Search-Outline on Students' Writing Ability in Recount text at the Eleventh Grade of SMAN 7 Pekanbaru". The result is the students' writing ability before learning by using Questions-Search-Outline is bad. It can be seen from mean score of the experimental class in pre-test was 69 and the students' writing ability after learning increased categorized excellent. The result of a research by using Questions-Search-Outline was

found that mean score of the experimental class in post test was 77 and the result of t-test was gotten, t_{count} was bigger than t_{table} were $t_{count} = 9,30$ and $t_{table} = 1,67$, cause $t_{count} > t_{table}$ (9,30 > 1,67). It means, there was the effect of using Questions-Search-Outline on students' writing ability recount text at the Eleventh Grade of SMAN 7 Pekanbaru.

The second, descript of the research by Dwi Nur Indah, "The Effect of Using Photographs in Writing Recount Text a Case Study of the Eleventh Years Students of SMA Negeri 1 Batang Pati in the Academic Years 2009/2010". The mean score of the experimental class in pre-test was 70 and mean score after using Photographs was 80. The concluding of her research, there is the effect of using Photographs to students' writing ability recount text, with t_0 is higher than t_t (77.68>72.27). So, the implication of using Photographs was better than conventional strategy.

Then, the research by using Outlining Technique showed the result of mean score in pre test was 63 and the mean score of the experimental class in post test was 72, It means the result and hypothesis testing showed that Outlining Technique had the effect, and hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It was indicated that the score of experimental class was bigger than control class (10,22>2,000).

Based on the analysis above, the researcher concluded that using Otlining Technique was better than conventional method with the mean score (72>63) and t_{count} was bigger than t_{table} 7,95>2,000 > (6,59 > 2,000). Thus, the researcher concluded that the Outlining Technique there was the effect and also was an effective technique to the students' ability inwriting recount text and was rather same with the other although it was in this different location. It can be stated that the ability of the students in writing recount text is enough.

E. Threats of the research

The writer found the treat of this research as below:

1. The students needed more the time for answering the test

2. The students were noisy to the answering the test

3. The limited of the instruments of research

4. The writer was lack of experience and processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion of the effect of outlining technique on students' ability in writing recount text at grade VIII MTsN 1 Model Padangsidimpuan. researcher concluded;

Bassed on the result of the data analysis that had described in previous chapter. The researcher concluded that there was the effect of outlining technique to students' recount writing ability at grade VIII MTsN 1 Model Padangsidimpuan. Hypothesis alternative (H_a). It was based on the mean score of experimental class after using Outlining Technique was bigger than control class (72>63) and proven with t_{count} was higher than t_{table}(10.22> 2.000). The hypothesis zero (H_0) was rejected. Thus, the researcher concluded that the using Outlining Technique was an effective and efficient on students' ability in writing recount text.It means that there is significance effect of outlining technique to students' ability in writing recount text at VIII MTsN 1 Model Padangsidimpuan academic years 2014-2015.

B. **Suggestion**

After the researcher finished this research, the researcher got many informations in English teaching and learning process. Therefore researcher has suggestions below:

1. For teacher, The writer suggest, that the Outlining can be applied on English teaching classroom especially for teacher who want to increase the students ability especially on writing skill

2. The principle of MTsN 1 Model Padangsidimpuan, to motivate the teacher, especially English teachers to teach as well as possible by maximizing the using of Outlining in writing recount text

3. For other research, the writer suggest to conduct the research of continuation to find other influence students' writing ability by using outlining technique and more paying attention in the efficiency of time

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CURRICULUM VITAE

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3. Senior high school : MAN Panyabungan (2011)

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APPENDIX 7

Result of the Normality Test of Experimental Class by Using Outlining Technique in Pre-Test

1. The score of experiment class in pre test from low score to high score:
   30 30 35 35 35 40 40 40 40 40
   40 40 45 45 45 50 50 50 50 50
   50 55 55 55 55 55 55 60 60 70
   80 80

2. High   = 80
   Low   = 30
   Range   = High – Low
                = 80 – 30
                = 50

3. Total of Classes   = 1 + 3,3 log (n)
                      = 1 + 3,3 log (32)
                      = 1 + 3,3 (1,505)
                      = 1 + 4,8
                      = 5,8

= 6

4. Length of Classes $=\dfrac{range}{total\ of\ class}$ $=\dfrac{50}{6}= 8,3$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
30 – 37	5	48,5	3	15	9	45
38 – 45	10	41,5	2	20	4	40
46 – 53	6	49,5	1	6	1	6
54 – 60	8	57	0	0	0	0
61 – 68	0	64,5	-1	0	-1	0
69 – 75	1	72	-2	-2	-4	-4
76– 83	2	79,5	-3	-6	-9	-18
$i = 8$	32			33		69

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$
$$= 57 + 8(\frac{33}{32})$$
$$= 57 + 8\ (1,03)$$
$$= 57 + (8,24)$$

$$= 62{,}24$$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 8\sqrt{\frac{69}{32} - \left[\frac{33}{32}\right]^2}$$

$$= 8\sqrt{2{,}15 - 1{,}06}$$

$$= 8\sqrt{1{,}09}$$

$$= 8(1{,}04)$$

$$= 8{,}32$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	83,5	2,55	0,4916				
76-83				0,0475	1,52	2	0,31
	75,5	1,59	0,4441				
69-75				0,1707	5,4624	1	0,81
	68,5	0,75	0,2734				
61-68				-0,1473	-4,7136	0	- 0,09
	60,5	- 0,20	0,42074				
54-60				0,2738	8,7616	8	- 0,08
	53,5	- 1,05	0,14686				
46-53				0,1187	3,7987	6	0,57
	45,5	- 2.01	0,02807				
38-45				0,0265	0,848	10	9,15
	37,5	-2,97	0,00149				
30-37				0,00145	4,640	5	0,07
	29,5	-3,93	0,00004				
							10,74

Based on table above, reseracher found that $x^2_{count} = 10{,}74$ while $x^2_{table} = 11.070$, cause $x^2_{cause} < x^2_{table}$ (10,74< 11.070) with degree of freedom dk = 8 − 3 =

5and significant level α = 5%. So distribution of experimental class by using outlining technique (Pre-test) was normal.

6. Median

No	Interval of Classes	F	fk
1	30-37	5	5
2	38-45	10	15
3	46-53	6	21
4	**54-60**	**8**	**29**
5	61-68	0	29
6	69-75	1	30
7	76-83	2	32

Explanation :

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

Me = Median
Bb = Low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F = Frequencyof cumulative before interval of classes conceives Me
i = Length of classes
n = Total of sample

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

Bb = 60,5
F = 8
fm = 21
i = 8
n = 32
1/2n = 16

So :

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

$$= 60,5 + 8 \left(\frac{16 - 8}{21} \right)$$

$$= 60,5 + 8 \, (0,38)$$

$$= 60,5 + 3,04$$

$$= 63,54$$

7. Modus = 74,5

APPENDIX 9

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

1. The score of experiment class in pre test from low score to high score:
   35 45 45 45 50 50 50 50 50 55
   55 55 55 55 55 60 60 60 65 65
   65 65 65 65 65 65 70 70 70 85
   85 90

2. High   = 90
   Low   = 35
   Range   = High – Low
              = 90 – 35
              = 55

3. Total of Classes   = 1 + 3,3 log (n)
                        = 1 + 3,3 log (32)
                        = 1 + 3,3 (1,50)
                        = 1 + 4,95
                        = 5,95
                        = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{55}{6} = 9{,}16 = 9$

5. Mean

Interval Class	f	X	x'	fx'	x'^2	fx'^2
35 - 43	1	39	3	3	9	9
44 - 52	8	48	2	16	4	32
53 - 61	9	57	1	9	1	9
62 - 70	11	66	0	0	0	0
71 – 79	0	75	-1	0	1	0
80 – 88	2	84	-2	-4	4	8
89 – 97	1	93	-3	-3	9	9
$i = 9$	32			21		67

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

$$= 66 + 9\left(\frac{21}{32}\right)$$

$$= 66 + 9\,(0{,}65)$$
$$= 66 + (5{,}85)$$

$$= 71{,}85$$

$$= 72$$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 9\sqrt{\frac{67}{32} - \left[\frac{21}{32}\right]^2}$$

$$= 9\sqrt{2{,}09 - (0{,}65)^2}$$

$$= 9\sqrt{2{,}09 - 0{,}42}$$

$$= 9\sqrt{1{,}67}$$

$$= 9\,(1{,}29)$$

$$= 11{,}61$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0 - f_h)}{f_h}$
	97,5	3,501	0,4998				
89 - 97				0,003	0,09	1	10,11
	88,5	2,726	0,4967				
80 - 88				0,022	0,704	2	1,84
	79,5	1,950	0,4744				
71 - 79				0,095	3,04	0	-1
	70,5	1,175	0,3790				
62 - 70				0,223	7,136	11	0,54
	60,5	0, 400	0,1554				
53 - 61				-0,200	-6,4	9	-2,40
	52,5	-0,374	0,35569				
44 – 52				0,228	7,29	8	0,09
	43,5	-1,149	0,12714				
35 - 43				0,099	3,16	1	-0,68
	34,5	-1925	0,02743				
							8,5

Based on table above,reseracher found that $X^2{}_{count} = 8{,}5$ while $X^2{}_{table} = 12{,}592$ cause $X^2{}_{cause} < X^2{}_{table}$ (8,5 < 12,592) with degree of freedom dk = 9 – 3 = 6 and significant

level α = 5%. So distribution of experimental class by using outlining technique (Post-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	35 - 43	1	1
2	44 - 52	8	9
3	53 - 61	9	18
4	**62 - 70**	**11**	**29**
5	71 - 79	0	29
6	80 – 88	2	31
7	89 - 97	1	32

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

Bb = 70,5
F = 11
fm = 18
i = 9
n = 32
1/2n = 16

So :

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

$$= 70,5 + 9 \left(\frac{16 - 11}{18} \right)$$

$$= 70,5 + 9 \ (0,27)$$

$$= 70,5 + 2,43$$

$$= 72,293$$

$$= 73$$

7. Modus = 79,5

APPENDIX 10

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

1. The score of experiment class in post test from low score to high score:
   40 40 50 50 50 50 50 50 50 50
   50 55 60 60 60 60 60 60 60 65
   65 65 65 7070 70 7075

2. High $= 75$
   Low $= 40$
   Range $=$ High – Low
             $= 75 - 40$
             $= 35$
3. Total of Classes $= 1 + 3,3 \log (n)$
             $= 1 + 3,3 \log (28)$
             $= 1 + 3,3 (1,44)$
             $= 1 + 4,74$
             $= 5,74$

$= 6$

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{35}{6} = 5,83 = 6$

5. Mean

Interval Class	F	X	x'	fx'	x'^{2}	fx'^{2}
40 – 45	2	42,5	3	6	9	18
46 – 51	9	48,5	2	18	4	36
52 – 57	1	54,5	1	1	1	1
58 – 63	7	60,5	-0	0	0	0
64 – 69	4	66,5	-1	-4	1	4
70 - 75	5	72,5	-2	-10	4	20
$i= 6$	28			11		79

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

$$= 60,5 + 6(\frac{11}{28})$$

$$= 60,5 + 6\ (0,39)$$
$$= 60,5 + 2,34$$

$= 62.84$

$= 63$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 6\sqrt{\frac{79}{28} - \left[\frac{11}{28}\right]^2}$$

$$= 6\sqrt{2,82 - (0,39)^2}$$

$$= 6\sqrt{2,96 - 0,152}$$

$$= 6\sqrt{2,808}$$

$$= 6\,(1,67)$$

$$= 10,02$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	75,5	1,213	0,3869				
70 - 75				0,14	3,92	5	0,27
	69,5	0,664	0,2454				
64 - 69				0,22	6,16	4	-0,35
	63.5	0,065	0,0239				
58 -63				-0,17	-4,76	7	-2,47
	57,5	0, 532	0,2019				
52 -57				-0,16	-4,48	1	-1,22
	51,5	1,131	0,3708				
46 - 51				0,32	8,96	9	-0,00
	45,5	-1,730	0,04182				
40- 45				0,03	0,84	2	1,38
	39,5	-2,32	0,01017				
							-2,43

Based on table above,reseracher found that $X^2_{count} = -2,43$ while $X^2_{table} = 7,815$, cause$X^2_{cause} < X^2_{table}$ (-2,43<7,815) with degree of freedom dk = 6 – 3 = 3and

significant level $\alpha = 5\%$. So distribution of control class by using discussion method (Post-test) is normal.

6. Median

No	Interval of Classes	F	Fk
1	40 – 45	2	2
2	46 - 51	9	11
3	52 - 57	1	12
4	**58 - 63**	**7**	**19**
5	64 - 69	4	23
6	70 - 75	5	28

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

$\quad$ Bb $\quad = 63,5$
$\quad$ F $\quad = 7$
$\quad$ fm $\quad = 12$
$\quad$ i $\quad = 6$
$\quad$ n $\quad = 28$
$\quad$ 1/2n $\quad =14$

So :

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

$$= 63,5 + 6\left(\frac{14 - 7}{12} \right)$$
$$= 63,5 + 6(0,59)$$
$$= 63,5 + 3,54$$
$$= 67.04$$

7. Modus $= 67,28$

APPENDIX 11

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using Outlining Technique and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

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

Hypothesis:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$
$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using outlining is:

$\quad n \quad = 32$
$\Sigma xi = 1560$
$\Sigma_{xi} 2 = 80800$

So:

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

$$= \frac{32(80800) - (1560)^2}{32(32-1)}$$

$$= \frac{2585600 - 2433600}{32(31)}$$

$$= \frac{152000}{992}$$

$$= 153,22$$

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

$$n = 28$$
$$\sum xi = 1425$$
$$\sum_{xi} 2 = 91775$$

So:

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$= \frac{28(91775) - (1425)^2}{28(28-1)}$$

$$= \frac{2569700 - 2030625}{28(27)}$$

$$= \frac{53907}{756}$$

$$= 71,30$$

The Formula was used to test hypothesis was:

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

So:

$$F = \frac{153,22}{71,30}$$

$$= 2,14$$

After doing the calculation, researcher found that $F_{count} = 2,14$ with α 5 % and dk = 31 from the distribution list F, researcher found that $F_{table} = 2,75$ cause $F_{count} > F_{table}$ (2,14 > 2,75). So, there is no difference the variant between the first class as experimental class by using outlining and the second class as control class by using conventional strategy (homogeneous).

APPENDIX 12

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using outliningtechnique and variant of the second class as control class sample by using discourse method were used homogeneity test by using formula:

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

Hypothesis:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$
$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

A. variant of the experimental class sample by using outliningis:

$$n \quad = 32$$
$$\Sigma xi = 1920$$
$$\Sigma_{xi} 2 = 119800$$

$$S^2 = n\Sigma xi^2 - (\Sigma xi)^2$$
$$= \frac{32(119800) - (1920)^2}{32(32-1)}$$
$$= \frac{3833600 - 3686400}{32(31)}$$
$$= \frac{147200}{992}$$
$$= 148,38$$

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

n $\quad$ = 28

$\sum xi$ = 1620

$\sum_{xi} 2$ = 96050

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$= \frac{28(96050) - (1620)^2}{28(28-1)}$$

$$= \frac{2689400 - 2624400}{28(27)}$$

$$= \frac{65000}{756}$$

$$= 85,97$$

The formula was used to test hypothesis:

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

So:

$$F = \frac{148,38}{85,97}$$

$$= 1,72$$

After doing the calculation, reseracher found that F_{count} = 1,72 with α 5 % and dk = 30from the distribution list F, researcher found that F_{table} = 2,75 cause $F_{count} < F_{table}$ (1,72 < 2,75). So, there is no difference the variant between experimental class by using outlining and control class by using discourse method (homogeneous).

APPENDIX 13

HOMOGENEITY TEST OF THE BOTH AVERAGES

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

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

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(32 - 1)(148,38) + (28 - 2)(85,98)}{32 + 28 - 2}}$$

$$= \sqrt{\frac{31(148,38) + (26)(85,98)}{58}}$$

$$= \sqrt{\frac{4599,78 + 2235,48}{58}}$$

$$= \sqrt{\frac{6835,26}{58}}$$

$$= \sqrt{117,84}$$

$$= 10,85$$

So:

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

$$= \frac{72 - 63}{10{,}85\sqrt{\dfrac{1}{32} + \dfrac{1}{28}}}$$

$$= \frac{9}{10{,}85\sqrt{0{,}0312 + 0{,}0357}}$$

$$= \frac{9}{10{,}85\sqrt{0{,}0669}}$$

$$= \frac{9}{0{,}88}$$

$$= 10{,}22$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count} = - with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2$ -2 = 32 + 28 – 2 = 58 , reseracher found that t_{table} = 2,00, cause $t_{count} > t_{table}$ (10,22 > 2,00). So, H_a was accepted, it means there difference the average between the first class as experimental class by using outlining and the second class as control class by using conventional strategy in this research.

Appendix 1

Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : MTs Negeri 1 Model Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/ 1

Standar Kompetensi   **:**

Mengungkapkan makna dalam teks fungsional dan esai pendek sederhana berbentuk *recount text* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar   **:**

Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis untuk berinteraksi dengan lingkungan sekitar berbentuk recount text.

Alokasi Waktu   : 2 x 40 menit (1 x pertemuan)

Jenis teks   : Recount text

Indikator   : 1. Mengidentifikasi makna dalam teks recount

                       2. Menulis teks berbentuk Recount

Tujuan Pembelajaran : Pada akhir pembelajaran siswa dapat menulis teks monolog sederhana berbentuk recount teks.

Materi Pembelajaran : Recount Text

Karakter siswa yang diharapkan:

- Dapat dipercaya (*Trustworthiness*)
- Rasa hormat dan perhatian (*Respect*)
- Tekun (*Diligence*)

Metode Pembelajaran   : Outlining

Langkah –langkah Kegiatan:

A. Pendahuluan

- Salam dan tegur sapa

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan inti

1. Guru memberikan tugas kepada siswa berupa menulis sebuah pengalaman mereka dimasa lalu
2. Guru memberikan index card kepada tiap-tiap siswa yang di dalam-nya memuat pokok-pokok penting sebagai berikut:
    1. Siapa, dimana dan kapan (orientation)
    2. Rangkaian kejadiannya (events)
    3. Kejadian akhir (Re-orientation)
    4. Kesan yang dapat diambil dari kegiatan tersebut (coda)
3. Guru menjelaskan kepada siswa setiap informasi dan ide-ide mereka harus dituliskan kedalam index card tersebut
4. Guru menyuruh siswa menuliskan informasi atau ide-ide mereka kedalam index card tersebut
5. Guru menyuruh siswa menulis teks berbentuk recount sesuai dengan kerangka-kerangka index card yang telah dibuat

C. Pembuatan Tugas   :

1. Setiap siswa melakukan tugas menulis berdasarkan pengalaman mereka berbentuk recount dimana guru monitoring, mendorong, dan membantu siswa melengkapinya.

D. Kegiatan Penutup

1. Guru mencek pemahaman siswa mengenai materi yang telah diajarkan.
2. Guru dan murid bersama-sama membuat kesimpulan dan rangkuman

Sumber Belajar

- Buku teks
- Buku-buku lain yang relevan.

Instrument Soal

Indikator Kompetensi	Tekhnik Penilaian	Bentuk Instrument	Instrument/ Soal
Menulis teks berbentuk recount	Test tulis	Tugas individu	*Write a text by the completing the following recount text.*

Padangsidimpuan,   Agustus 2015

Validator   **Researcher**

Sojuangon Rambe., S. S., M. Pd   **Fatimah Batubara**
NIP. 19790815 200604 1 003   **11 340 0098**

Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : MTsN 1 Padangsidimpuan

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/ 1

Standard Kompetensi   :

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar dalam.

Kompetensi Dasar   :

Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount

Alokasi Waktu   : 2 x 40 menit (1 x pertemuan)

Aspek/ skill   : Writing (menulis)

Indikator   : 1. Mengidentifikasi makna dalam teks recount

                      2. Menulis teks bentuk recount

Tujuan Pembelajaran   : Siswa dapat memahami dan menjawab pertanyaan teks monolog sederhana berbentuk recount

Karakter siswa yang diharapkan:

- Dapat dipercaya (*Trustworthiness*)
- Rasa hormat dan perhatian (*Respect*)
- Tekun (*Diligence*)

Materi Pembelajaran   **:** Recount Text

Metode Pembelajaran   **:** Discourse method

Langkah – langkah kegiatan:

A. Pendahuluan

- Salam dan tegur sapa
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan inti

1. Guru menyajikan bahan ajar yang berhubungan dengan pelajaran
2. Guru membahas kosakata dan tata bahasa yang berkaitan dengan recount text (noun, verb, past tense, adverb)
3. Guru memberikan contoh berbentuk teks recount kepada siswa
4. Membiasakan peserta didik menuliskan kalimat sederhana berbentuk recount
5. Memfasilitasi terjadinya interaksi antarpeserta didik dan guru, lingkungan dan lainnya
6. Melengkapi teks bersama-sama peserta didik mengenai structure generic teks recount
7. Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran
8. Guru menyuruh siswa menulis teks berbentuk recount

Kegiatan Penutup

- Guru mencek pemahaman siswa mengenai materi yang telah diajarkan
- Bersama-sama dengan siswa membuat rangkuman

Sumber Belajar

1. Text book
2. Internet

Instrument Soal

Indikator Kompetensi	Tekhnik Penilaian	Bentuk Instrument	Instrument/ Soal
Menulis teks berbentuk recount	Test tulis	Test individu	*Write a text by completing the following recount text*

Padangidimpuan,   2015

Validator   **Researcher**

Erna Sri Atika Harahap. B.A   **Fatimah Batubara**
Nip. 19551118 198503 2 001   **Nim. 11 340 0098**

Appendix 3

INSTRUMENT PRE-TEST

NAME   :

CLASS   :

Direction   *:*

Choose the following topics write your ideas in the card that has been provided to be developed to be recount text.

a. My unique experience
b. My Sad Story
c. My Holiday

Padangidimpuan,   agustus 2015

Validator   **Researcher**

Sojuangon Rambe, S. S., M. Pd   **Fatimah Batubara**
NIP. 19790815 200604 1 003   **11 340 0098**

Appendix 4

INSTRUMENT POST- TEST

NAME :

CLASS :

Direction *:*

  Choose the following topics write your ideas in the card that has been provided to be developed into a recount text.

    a. My Unforgettable Moments

    b. My Funny Story

    c. My Adventure

               Padangidimpuan, Juni 2015

Validator   **Researcher**

<u>**Sojuangon Rambe, S. S., M. Pd**</u>   <u>**Fatimah Batubara**</u>
NIP. 19790815 200604 1 003   **11 340 0098**

APPENDIX 5

The Score of Experiment Class

No	Initial	Pre-test							Post-test						
		G	V	M	FL	FO	X	X^2	G	V	M	FL	FO	X	X^2
1	AMR	5	10	5	15	5	40	1600	10	10	15	5	15	55	3025
2	ASF	15	10	10	10	10	55	3025	15	15	15	10	10	65	4225
3	AA	10	10	15	5	5	45	2025	20	15	10	10	10	65	4225
4	AFK	10	10	5	10	15	50	2500	10	15	10	10	10	55	3025
5	AH	5	10	10	5	10	40	1600	15	15	10	10	15	65	4225
6	AMR	10	15	10	10	5	50	2500	10	10	15	5	15	55	3025
7	DSR	10	10	5	5	15	45	2025	5	10	10	5	5	35	1225
8	EE	5	5	10	10	5	35	1225	10	10	15	15	15	65	4225
9	FFH	5	5	10	5	5	30	900	10	10	5	10	15	50	2500
10	FA	15	10	15	10	10	60	3600	15	10	15	15	15	70	4900
11	FS	10	10	5	5	10	40	1600	5	10	10	10	10	45	2025
12	GA	10	10	5	15	5	45	2025	10	10	10	10	10	50	2500
13	GP	5	5	10	5	10	35	1225	10	5	15	10	5	45	2025
14	HAL	10	10	10	10	10	50	2500	15	10	10	10	10	55	3025
15	HA	10	15	15	5	10	55	3025	15	15	10	15	10	65	4225
16	IW	5	10	10	5	5	35	1225	20	10	10	10	5	55	3025
17	IPS	5	10	5	5	5	30	900	10	10	10	10	10	50	2500
18	IRR	10	10	10	5	15	50	2500	15	10	10	15	15	65	4225
19	IM	15	10	15	5	10	55	3025	15	10	10	15	15	65	4225
20	JHR	5	15	15	10	15	60	3600	15	15	10	15	15	70	4900
21	MA	5	10	5	10	10	40	1600	15	15	15	10	5	60	3600
22	MPS	10	10	15	10	10	55	3025	15	10	10	10	10	55	3025
23	MHH	15	20	20	15	10	80	6400	15	15	20	15	20	85	7225
24	MR	10	10	5	10	5	40	1600	10	10	10	10	10	50	2500
25	NI	10	10	15	10	10	55	3025	15	15	10	15	15	70	4900
26	NMD	10	10	10	10	10	50	2500	10	10	10	15	15	60	3600
27	NM	15	10	10	5	10	50	2500	10	10	10	15	15	60	3600
28	NS	5	10	10	5	10	40	1600	10	10	10	10	10	50	2500
29	RR	5	10	10	10	5	40	1600	10	10	10	10	5	45	2025
30	SN	10	10	5	15	15	55	3025	10	10	15	15	15	65	4225
31	SAPH	15	15	15	15	10	70	4900	15	20	15	15	20	85	7225
32	WM	15	15	15	15	20	80	6400	20	15	15	20	20	90	8100
	Total						**1560**	**80800**						**1920**	**119800**

Note: G : Grammar   V : Vocabulary

M : Mechanic   FL : Fluency

FO: Form

APPENDIX 6

The Score of Control Class

No	Initial	Pre-test							Post-test						
		G	V	M	FL	FO	X	X^2	G	V	M	FL	FO	X	X^2
1	AAA	5	10	15	15	15	60	3600	10	15	15	10	10	60	3600
2	AN	10	10	10	10	15	55	3025	15	15	15	15	10	70	4900
3	ANA	10	15	15	15	15	70	4900	10	5	15	10	10	50	2500
4	AM	10	10	15	15	10	60	3600	10	10	15	5	10	50	2500
5	ASH	15	15	15	15	15	75	5625	15	15	10	10	15	60	3600
6	AH	10	15	10	10	10	55	3025	15	15	15	10	15	70	4900
7	ARIB	15	10	15	10	10	60	3600	15	15	10	10	10	60	3600
8	AA	15	15	15	15	15	75	5625	10	10	15	15	15	65	4225
9	CM	10	10	10	5	15	50	2500	10	10	5	10	15	50	2500
10	DAH	10	10	15	15	10	60	3600	15	15	15	15	15	75	5625
11	DPR	10	10	15	5	10	50	2500	15	5	10	10	10	50	2500
12	FUHD	10	10	10	10	5	45	2025	10	10	10	10	10	50	2500
13	FS	10	15	15	10	10	60	3600	15	10	10	15	10	60	3600
14	FA	15	10	15	10	15	65	4225	10	10	10	10	10	50	2500
15	HS	10	10	15	10	10	50	2500	15	15	10	15	15	70	4900
16	JH	15	15	10	15	10	65	4225	15	10	10	10	10	55	3025
17	LT	15	10	10	10	10	55	3025	10	15	10	10	15	60	3600
18	MF	5	10	5	5	5	30	900	15	10	10	15	15	65	4225
19	MI	15	10	15	15	10	65	4225	15	15	10	10	10	60	3600
20	MYGL	5	15	10	10	10	50	2500	15	15	15	10	10	65	4225
21	NS	10	10	10	15	10	55	3025	15	5	10	10	10	50	2500
22	NMN	10	10	15	10	15	60	3600	10	5	5	10	10	40	1600
23	RAR	15	15	10	15	15	70	4900	10	10	5	15	10	50	2500
24	SANN	10	10	10	5	5	40	1600	10	10	15	15	15	65	4225
25	SFHH	10	10	15	10	10	55	3025	15	15	10	15	15	70	4900
26	SS	10	5	10	10	5	40	1600	10	5	10	15	10	50	2500
27	WS	15	10	10	15	10	60	3600	10	5	5	15	5	40	1600
28	ZS	10	5	5	15	10	40	1600	15	10	10	15	10	60	3600
	Total						**1425**	**91775**						**1620**	**96050**

Note:

G : Grammar

V : Vocabulary M : Mechanic FL : Fluency

FO: Form

APPENDIX 8

Result of the Normality Test of Control Class by using conventional strategyin Pre-Test

1. The score of experiment class in pre test from low score to high score:
   30 40 40 40 45 50 50 50 50 50
   55 55 55 55 60 60 60 60 60 60
   60 65 65 65 70 70 75 75

2. High $= 75$
   Low $= 30$
   Range $=$ High – Low
                 $= 75 - 30$
                 $= 45$

3. Total of Classes $= 1 + 3,3 \log (n)$
                        $= 1 + 3,3 \log (28)$
                        $= 1 + 3,3 (1,447)$
                        $= 1 + 4,775$
                        $= 5,775$
   $= 6$

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

5. Mean

Interval Class	F	X	x$'$	fx$'$	x$'^2$	fx$'^2$
30 – 36	1	33	3	3	9	9
37 – 43	3	40	2	6	4	12
44 – 50	5	47	1	5	1	5
51 – 57	5	54	0	0	0	0
58 – 64	7	61	-1	-7	-1	7
65 – 71	5	68	-2	-10	-4	20
71– 77	2	74	-3	-6	-9	18
$i = 7$	28			-9		71

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

$\quad = 54 + 7\ (\dfrac{-9}{28})$

$\quad = 54 + 7(0,32)$

$\quad = 54 + (2,24)$

$\quad = 56,24$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 7\sqrt{\frac{71}{28} - \left[\frac{-9}{28}\right]^2}$$

$$= 7\sqrt{2,53 - (-0,32)^2}$$

$$= 7\sqrt{2,53 - 0,102}$$

$$= 7\sqrt{2,42}$$

$$= 7(1,55)$$

$$= 10,85$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
	77,5	1,96	0,4750				
71-77				0,0701	1,9628	2	0,018
	70,5	1,31	0,4049				
65-71				0,1285	3,3598	5	0,488
	64,5	1,76	0,2764				
58-64				0,2326	6,5128	7	0,074
	57,5	0, 119	0,0438				
51-57				-0,2577	-7,2156	5	-1,692
	50,5	- 0,52	0,30153				
44-50				0,1805	5,0454	5	-0,008
	43,5	-1,17	0,012100				
37-43				0,0858	2,4024	3	0,247
	36,5	-0,81	0,03515				
30-36				0,0282	0,7896	1	0,266
	29,5	-2,46	0,00695				
							-0,607

Based on table above,researcher found that x^2_{count} = -0607   while x^2_{table} = 9,488, cause $x^2_{cause} < x^2_{table}$ (-0,607<7,815) with degree of freedom dk = 7 – 3 = 4 and significant level α = 5%. So distribution of control class by using conventional method in (Pre-test) was normal.

6. Median

No	Interval of Classes	F	Fk
1	30-36	1	1
2	37-43	3	4
3	44-50	5	9
4	**51-57**	**5**	**14**
5	58-64	7	21
6	65-71	5	26
7	71-77	2	28

Explanation :

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

Me = Median
Bb = Low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F = Frequency of cumulative before interval of classes conceives Me
i = Length of classes
n = Total of sample

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

Bb = 57,5
F = 5
fm = 9
i = 7
n = 28
1/2n = 14

So :

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

$$= 57,5 + 7\left(\dfrac{14 - 5}{9}\right)$$

$$= 57,5 + 7\ (1)$$

$$= 57,5 + 7$$

$$= 64,5$$

7. Modus : 60

APPENDIX 14

DIFFERENCE TEST OF THE BOTH AVERAGES

To test difference test of the both averages was used t-test formula, that:

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

H_0 is accepted if t $\geq$ $t_{(1\text{-a})\,(n1 + n2)}$ with opportunity $(1 - \alpha) = 1 - 5 = 95\ \%$ and dk = (n1 + n2 − 2)

So:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}}$$

$$= \sqrt{\frac{(32 - 1)(153,22) + (28 - 2)(713,06)}{32 + 28 - 2}}$$

$$= \sqrt{\frac{31(153,22) + 26(713,06)}{58}}$$

$$= \sqrt{\frac{4749,82 + 18539,56}{58}}$$

$$= \sqrt{\frac{23289,38}{58}}$$

$$= = \sqrt{401,54}$$

$$= 20,03$$

So:

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

$$= \frac{62,24 - 56,24}{20,03\sqrt{\dfrac{1}{32} + \dfrac{1}{28}}}$$

$$= \frac{6}{20,03\sqrt{0,0312 + 0,0357}}$$

$$= \frac{6}{20,03\sqrt{0,0669}}$$

$$= \frac{6}{0,91}$$

$$= 6,59$$

Based on calculation result of the difference test of the both averages, researcher found that $t_{count} = 6,59$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 32 + 28 - 2 = 58$, and researcher found that $t_{table} = 2,00$, cause $t_{count} > t_{table}$ $(6,59 > 2,00)$. So, H_a is accepted, it means that there is significant difference of outlining technique and conventional strategy to students' recount text writing ability.

APPENDIX 15

Percentage Points of the t Distribution

	Two Tail Test					
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
	One Tail Test					
dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	**2,021**	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX 16

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	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

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

APPENDIX 17

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

APPENDIX 16

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

APPENDIX 16

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964

2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	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

Percentage Points of the t Distribution

	Two Tail Test					
	0,50	**0,20**	**0,10**	**0,05**	**0,02**	**0,01**
	One Tail Test					
dk	**0,25**	**0,10**	**0, 005**	**0,025**	**0,01**	**0,05**
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,721	1,486	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,165
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,178	2,681	3.055
13	0,692	1,350	1,771	2,160	2,650	3.012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,132	2,623	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,743	2,110	2,567	2,898
18	0,688	1,330	1,740	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	**2,021**	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

APPENDIX 18