THE EFFECT OF QUICK WRITING TECHNIQUE ON STUDENTS' WRITING ABILITY AT GRADE VIII MTs NEGERI 2 PADANGSIDIMPUAN

A THESIS

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

Written by :

SAFITRI RAMADHANI HRP
Reg. Number: 10 340 0072

ENGLISH EDUCATION DEPARTMENT

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

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To:

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in-

Padangsidimpuan

Assalamu'alaikumWr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to SAFITRI RAMADHANI HRP, entitled **"THE EFFECT OF QUICK WRITITNG TECHNIQUE ON STUDENTS' WRITING ABILITY AT GRADE VIII MTs N 2 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.
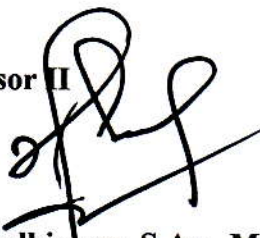
Wassalamu'alaikumWr.Wb.

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DECLARATION LETTER OF SELF THESES COMPLETION

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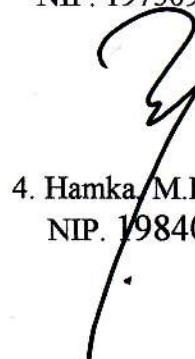Secretary

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Thesis   :THE EFFECT OF QUICK WRITING TECHNIQUE ON STUDENTS' WRITING ABILITY AT GRADE VIII MTs NEGERI 2 PADANGSIDIMPUAN

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic Education (S.Pd.I)

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ABSTRACT

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Title of the Research : THE EFFECT OF QUICK WRITING TECHNIQUE ON STUDENTS' WRITING ABILITY AT GRADE VIII MTs N 2 PADANGSIDIMPUAN

The problems of this research were:1) Low writing ability; 2) Lack of writing motivation, and 3) Poor vocabulary. The consequence of these problems was students' achievement in writing was under average. Therefore, this research had objective to examine whether there was significant effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

The researcher was conducted by quantitative research. The population of this research was all of grade VIII students in MTs N 2 Padangsidimpuan, the total of population was 191 students. Then, the sample of research control class was 32 students and the sample of research experimental class was 34 students. So, the total of sample was 66 students. In collecting the data, the instrument was essay test. To analysis the data, it was used T-test formula.

After calculating the data, it shows that there is the effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan. It can be seen from mean score of control class was 74.99and experimental class was 80.7. Based on calculation of T-test, the researcher found that $t_{count}= 8.03$ and $t_{table} = 1.671$. It means $t_{count}>t_{table}(8.03>1.671)$. It means that the hyphotesis was accepted. It was concluded that there was the significant effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

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اَلرَّحِيمِ الرَّحْمَنِ اللَّهِ بِسْمِ

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Padangsidimpuan, 09 Juli 2015

The researcher

SARITRI RAMADHANI HRP
Reg. Num: 10 340 0072

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that necessary to be mastered by students. It is a skill in the exclusive domain of scribes and scholars in educational or religious institutions. It is the representation of language in textual medium through the using of a set of sign or symbols knows as writing system. In this case, the communication occurred between writers and readers. The writer transferees his/her thought, opinions, or comment in written form, which is expected to be comprehended by the readers. Therefore, writing is one of important skill that the writer can transfer his/her ideas to do the communication with the reader.

Writing is an activity to establish a note or information in a media with letter. Writing is also system of human visual communication using signs or symbols associated by convention with units of language, meanings or sounds, and recorded on materials such as paper, stone, or clay. Besides, writing is one of the four skills in language. Writing is very important for us. With writing, the students can express their mind, their ideas, and their opinions. The following illustration will present some significances of writing for our life.

First, writing is tool communication. Written communication is different from oral communication. Although equally is communication activities, that have the purposes to give something to other people, but writing has special character. Our fingers are trained to arrange the letter to word, word to sentence, sentence to paragraph, and paragraph to article. Through writing, the students can communicate with other people, like writing a letter, short message, and others.

Second, writing is the instrument of recorder historic cost. Through writing, the students can know histories in the past, like history of Indonesia freedom, story about patriot of Indonesia freedom, story about life of the prophet. So, if the students want to record something, the students can do it through writing.

The last, writing give advantages of opportunities. Reformation era brings changing the development in mass media. This development gives opportunity to journalist and writer. Grow and development in mass media not only gives opportunity to journalist, but also to writer.

Based on the illustration above, writing is very important for the young learners. Writing not only writes something, but also can be express the students feeling, communicate with other people, and get money. However, writing is problematic at MTs N 2 Padangsidimpuan. The fact is revealed in the following illustration.

First, students' writing achievement was low. Based on the information from the English teacher in MTs N 2 Padangsidimpuan, the students were poor

vocabulary.[1] The students were difficult to write because the students didn't have many vocabularies. If the teacher ordered them to write paragraph for instance, the students ware directly opened dictionary. For consequences in final semester, the students ware difficult to write paragraph.

Second, based on information from teacher, problems regarded to write skill happened at research school MTs N 2 Padangsidimpuan. English was hard to use in society for communication, the students did not have desired to write. Students did not interest to write because the students felt difficult to write English. The students were lazy to read the dictionary, the students just enjoyed playing with their friends. Most of them cannot develop their mind when they written so that the students became lazy to write.[2]

The last, there were many students problem in writing, such as: the first, lack of mastering grammar that made students often to make mistake in the structure of the sentences. The second, lack of mastering vocabularies made the students felt difficulties in choosing the appropriate words in writing text. Also it cause the students did not have ideas that made students lazy and difficult to write. Then, to make students shy and afraid to write well, because students not have motivation

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. Some technique can enhance students'

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[1]Rafni Dewi Yanti Tanjung, *English Teacher* at Grade VIII MTs N 2 Padangsidimpuan, *Private Interview* (MTs N 2 Padangsidimpuan, Agustus 25 2014 at 09.15 a.m).
[2]*Ibid.,*

writing ability such as quick writing, free writing, made students easy, and understand about writing.

From the three alternative techniques above, the researcher chooses to employ quick writing technique. At least three reasons were available as background of the choice that was consideration of students learning material, characteristics of the students and appropriateness of quick writing as compared to other techniques.

The researcher chooses to employ quick writing technique because it can created students creativity in thinking, made students more spirit and active. Then, the students were easy, were enjoyed and fluency when writing. So, the aim of English teaching learning was gotten.

Based on the explanation above, researcher wants to conduct a research on titled: **The Effect Of Quick Writing Technique On Students' Writing Ability At Grade VIII MTs N 2 Padangsidimpuan.**This research had been compare the difference of students' writing achievement by using quick writing technique with the conventional way of teachers in teaching writing ability.

B. **Identification of the Problem**

Based on the background above, problems concerning writing ability at grade VIII MTs N 2 Padangsidimpuan were: First, poor vocabulary. Second, English was very hard to use in society for communication; there were students did not desire to write. The last, lack of mastering grammar that made students

often to made mistakes in the structure of the sentences, lack of mastering vocabulary made the students facing difficult in choose the appropriate words in writing text, students not have ideas that made students lazy and difficult begin to write, no motivation that made students shy and afraid have mistaken in writing and lack confidence.

C. Limitation of the Problem

The coverage of the variables stated above was so large in the matter of materials, space, and time that were difficult to explore alone. Due to the limitation of the researcher in the aspect of ability, time, and finance, this research must be limited. Thus, this research was limited to investigate the causal-effect relationship between quick writing technique on writing ability second semester 2014/2015 academic year at grade VIII MTs N 2 Padangsidimpuan. Other subjects left and related to this study were the domain of the future researchers.

D. Formulation of the Problem

The formulation of the problem was "Is there the effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan"?

E. Purpose of the Research

Based on the above question, the purposes of this research is:

1. There is the significant effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

F. Significances of the Problem

There are many significances of this research, may be for researcher, students and also for teachers, this research is useful for:

1. English teacher as information to increase knowledge especially about the effect of quick writing technique on students' writing ability.

2. Other researcher as information and contribution to do the relevance research.

3. Educational, to improve the quality of education especially in English by using appropriate method in teaching English.

G. Definition of the Operational Variables

Avoiding vagueness misunderstanding in assuming the title of the research, then it will be clarified the definition of operational variables in title: The Effect of Quick Writing Technique on Students' Writing Ability At Grade VIII MTs Negeri 2 Padangsidimpuan as in the following:

1. Dependents variable which will the effect of quick writing technique.

a. Effect is a change produced by an action or a cause; a result or an outcome.[3] In this research, effect is defined to be the extent of students' writing ability achievement at pre-test compared with the post-test in experiment class and control class.

b. Quick writing is where students begin with a topic, but then write rapidly about it. You can give the students a time limit, usually 10 to15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping, and to just let the ideas and words come out without concern for spelling, grammar, or punctuation. From their piece of quick writing, they then identify key ideas or interesting thoughts by underlining them. These ideas are then used in the first draft of their essays.[4]

2. Independents variable which will students' writing ability.

a. A student, according to Hornby that student is a person who is studying at school or college.[5] Based on those above definitions, the researcher concludes that student is a person who learns on the elementary, junior and senior high school for both formal and informal education.

b. Writing is written works of an author or persons handwriting.[6] According to David Nunan, writing is written language that can be used for public

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[3]A S Hornby, *Oxford advanced Learners' Dictionary* (New York: Oxford University Press, 1995), p. 369.
[4]David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill Companies, 2003), p. 97.
[5]*Ibid*., p.1187.
[6]A S Hornby, *Oxford Advanced Learners' Dictionary* (New York: Oxford University Press, 2000), p. 502.

signs such as recipes, maps, television, and so on, can be information such as advertisement, and can be entertainment such as magazines, fiction books, and so on.[7]

c. Ability is a level of skill or intelligence.[8]

So, students' writing ability is a person who has a level of skill or intelligence in written works that person is studying at Junior High School up to a University or College.

H. Outline of Thesis

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

In chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problems, purpose of the research, significances of the research, and definition of the operational variables.

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

In chapter three, it is consist of research methodology and in research methodology consist of time and place of research, research design, population

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[7]David Nunan, *Language Teaching Methodology* (Sydney: Longman, 2000), p. 84.
[8]A S Hornby, *Op....* p. 357.

and sample, instrument of research, the techniques of collecting data and the last the techniques of data analysis and outline of the thesis.

In chapter four, it is research finding talking about the analysis of data. This chapter consists of description data of pre-test, description data of post-test, data analysis, discussion, and threats of the research.

And the last chapter, it is chapter five. Consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some concept or terms are used in this research and they need to be theoretically explained. In the following part theoretical elaboration on the concept or terms used will be presented.

A. Theoretical Description

1. Students' writing ability

a. Definition of Students' Writing ability

A student is a person who is studying in a university or collage. While in Indonesia dictionary the students is a learner especially on the grade of elementary, junior, and senior high school.[1] According to Ramayulisthat students is the member of society that effort to develop his/her self through education level process and kind of certain education.[2]

So based on above those definitions, the researcher conclude that the students is a person who live together and studies in formal education and how is their relation as a member of society to develop education level process.

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[1]Tim PenyusunKamusPusatPembinaandanPengembanganBahasa, *KamusBesarBahasa Indonesia,* (Jakarta: BalaiPustaka, 2001), p. 1077

[2]Ramayulis, *IlmuPendidikan Islam,* (Jakarta: KalamMulia, 2010), p. 169.

Then, writing is one of the most important things the students do in college for inventing ideas or experience with used tools such as writing pen, pencil,   book   and   so   on. *KamusBesarBahasaIndonesia*says"*menulisadalahsuatukegiatanuntukmencipt akanpikiranatauperasaansepertimembuatpuisi,   lagudancerita.Kemudian, kamubisamembuathuruf, angkadenganpena, pensildankapur.*"[3] (Writing is the activity to express ideas or experience such as, makes poetry, tune, and story. Then, the students can make letter, numeral with writing pen, pencil, and chalk). It means writing is an activity for producing language through inventing ideas and expressing, it was producing the word and sentences so a poetry, tune and story.

There are so many definitions of writing. Writing is lowering the symbols graphic the represent a language that is understood by someone. According   to   H.R   Tarigan, *"menulisialahmenurunkanataumelukiskanlambang-lambanggrafik   yang menggambarkansuatubahasa   yang   dipahamiolehseseorang,   sehingga orang   lain   dapatmembacalambang-lambanggrafikitu, menulismerupakansuaturepresentasibagiandarikesatuanekpresibahasa."[4]* (Writing is lowering or drawing the symbol graphic that describes a language that is understood by someone, so that other can read the

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[3]Muhammad Ali, *KamusLengkapBahasa Indonesia,* (Jakarta: Pustaka Amin), p. 575.
[4]H.R Tarigan, *MenulisSebagaiSuatuKeterampilanBerbahasa,* (Bandung: Angkasa, 1986), p. 21.

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symbol of the graphic if they understand the language and graphic picture, writing is a representation of language expression).

According to David Nunan that, "writing is the physical act of commuting words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer."[5] On other hand, writing is the mental work of inventing ideas, thinking about how to express the students, and organizing the students into statements, paragraphs, and discourse that will be clear to reader. It means that writing is a medium of communication that represents language through the inscription of signs and symbols. Writing is a complement to speech or spoken language.

Besides the information above, the researcher concludes that, writing is the activity for inventing ideas, thinking about how to express to some medium with used writing pen or pencil. Writing is the process of giving information by texts that involved in generating the letters, words, and sentences.

Then, A.S. Hornby say that ability is able to do, or a level of skill or intelligences.[6] While A. Merriam Webster stated that ability is physical,

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

[6]A.S.Hornby, *Oxford's Learner's Pocket Dictionary,* (New York: Oxford University, 2003), p. 502.

mental or legal to perform (he has ability accomplish whatever he sets his mind to).[7]

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement.[8]It's also can be determined as a skills, expertness or talents. So, ability is a power, capacity or mental to do something.

b. **The process of writing**

There are three stages of writing process, they are:[9]

1) *Prewriting,* in prewriting stage, students might use graphic organizers as an aid to clarify the concepts the students will use in writing.

2) *Writing,* which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.

3) *Post writing,* in which students share their writing with others, read aloud what the students have written, or exchange writing with other students.

According to Jack.C.Richards, Willy A.Renandya that, the process writing as a classroom activity incorporates the four basic, they are:[10]

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[7]A. Merriam Websters, *Webster's Colegiate Thesaurus,* (USA: Massa Chusetts, 1976), p. 33.
[8]Victoria Neufelat and David B. Guralmik, *Wesbtern New World Collage Dictionary,* (USA: MacMillan, 1995), p. 2.
[9]J. Michael O. Malley and Friends, *Authentic Assesment for English Language Learner,* (United States of America: Addision-Wesley Publishing Company, 1996), p. 137
[10]Jack. C. Richards, Willy A. Renandya, *Methodology in Language Teaching,* (United States of America: Cambridge University Prsess, 2002), p. 316.

1) Planning (Prewriting), prewriting is any in the classroom that encourages students to write.

2) Drafting (Writing), once sufficient ideas are gathered at the planning stage, the first attempt at writing that is, drafting may proceed quickly.

3) Revising (redrafting), when students revise, the students review their texts on the basis of the feedback give in the responding stage.

4) Editing, at this stage, students are engaged in tidying up their texts as the students prepare the final draft for evaluation by the teacher.

c. Kinds of writing

There are many kinds of writing. The various kinds can be grouped into modes, a word that refers to the central purpose of a piece of writing. Writing can also be divided into two broader categories: reflexive and extensive, base on the source of inspiration and audience for a piece of writing. When the students write reflexively, the students chose what to write, what formal to use, and whether to share your writing with others. Reflexive writing- such as a journal entry, a personal essay, or a list-is writing students do for them self. Extensive writing, which focuses on topics outside of your imagination and experience, is writing that you do for others. Example of extensive writing includes research papers,

persuasive essays, and book and theater reviews.[11] It concludes that reflexive writing can share to other people or not. Whereas extensive writing, the students must share with other people and write something fact.

According to Michael O'Malley and Lorraine Valdez Pierce, kinds of writing, are:[12]

1) Expository or informative writing to share knowledge and give information, directions, or ideas to the readers. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationships. This kind of writing could include a biography about a well-known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.

2) Expressive/narrative writing is a personal or imaginative expression in which the writer produces stories, novel, or essays. This kind of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may

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[11]Joyce AmstrongCarrol, Edward E. Wilson, and Gary Forlini, *Op*.... p. 14.
[12]Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), p. 137.

include an autobiographical incident or a reflection in which a writer describes an occurrence in her or his own life. This kind of writing is often used for entertainment, pleasure, and discovery or, simply, as "fun" writing and can include poems and short plays.

3) Persuasive in writing, writers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. Writers use higher- level cognitive skills in this kind of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

d. Characteristic of written language

Characteristic of written language are:

1) Permanence

Once something is written down and delivers in its final form to its intended audience, the writer abdicates a certain power: to emend, to clarify, and to withdraw. The prospect is the single most significant contributor to making writing a very scary operation! Students' writers often feel that the act of releasing a written work to an instructor is not unlike putting yourself in front of a firing squad.

Therefore, whatever you can do as a teacher and guide facilitator to help your students to revise and refine their work before final submission will help to give them confidence in their work.

2) Production time

The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. The bad news is that many educational contexts demand students writing within time limits. So, one of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitations. This many mean sacrificing some process time, but which sufficient training process writing, you can help your students to deal with time limitations.

3) Distance

One of the thorniest problems writers face is anticipating their audience. That anticipation ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs are going to be interpreted. The distance factor requires what I have called cognitive empathy, in that good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter

knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greeting to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of the English writing by our students. If students are non-literate in the native language, you must begin at the very beginning with language system is not alphabetic, new symbols have to be produced by hands that may have gotten too accustomed to another system then some attention is due here.

5) Complexity

The complexity of written-as opposed to spoken language. Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use then goes speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare contrast, illustrate, defend, criticize, and argue.[13]

e. **Level of achievement in writing**

Level of achievement in writing consists of appropriate and strong achievement, they are:[14]

Table 1
Level of Achievement in Writing

Appropriate Achievement	Strong Achievement
Students can:	Students demonstrating
1. Generate ideas from peer and class discussions, topic lists/personalinterests, and models (e.g., books, class charts, student samples).	strongachievement apply strategies andexhibit behaviors at theappropriate level in an increasinglyindependent manner, and
2. Use drawings, and graphic organizers (with teacher	1. Attend to organization and include more details

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[13]H. Douglas Brown, *Op. Cit.,* p. 325.
[14]Regional Department of Education Literacy Committees, *Reading and Writing Achievement Standard* (Canada: New Nouveau Brunswick, 2008), p. 33.

19

support), to planand organize writing. 3. Reread while drafting to monitor word sequence, and to check for meaning. 4. Use writing tools such as a word wall, environmental print, and simpledictionaries. 5. Use sound/symbol knowledge, word structures (ed, s, ing endings), familiar onset and rimes and word chunks to write unknown words. 6. Revise some pieces of writing, with teacher direction and support, by adding details or changing words. 7. edit a piece of writing, with teacher-support, using a simple editingchecklist (e.g., capitals, periods, spelling). 8. Present writing orally and/or in simple published forms.	whenplanning and organizing writing. 2. Choose language that showsan awareness of audience (i.e., writing with the reader's reactionin mind). 3. Apply a well-establishedknowledge of sound/symbol,word structures, onset and rime,and word chunks to writeunknown words with fluency.

f. Evaluating of writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assessments in writing task are:

1) Composing

Composing includes to central ideas with an organized and elaborated text.

2) Style

Style includes chosen vocabulary, sentence variety, information, and voice to affect reader.

3) Sentence formation

Sentence formation includes to modifiers and transitions

4) Usage

Usage includes inflection (e.g., plurals, possessives,-ed,-ing with verbs, and –ly with adverbs), subject-verb agreement (we were vs we was), and standard word meaning.

5) Mechanics

Mechanics includes using of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting).

2. Quick writing Technique

a. Definition of Quick Writing Technique

Quick writing is where students begin with opportunity a topic, or respond to question. But then writes rapidly about it. With quick writing technique teacher can give the students a time limit usually ten or fifteen minutes. Sometimes the strategy asked the students to respond in two or ten minutes to open-ended question. The students writing without stopping during the allocated time. The quick writing strategy is often used an anticipation activity or a consolidation activity.

According to David Nunan, "quick writing is where students begin with a topic, but then writes rapidly about it. teacher can give the students a time limit, usually 10 to15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping, and to just let the ideas and words come out without concern for spelling, grammar, or punctuation."[15] From students' piece of quick writing, the students then identify key ideas or interesting thoughts by underlining students. These ideas are then used in the first draft of their essays. It means quick writing is where students begin with a topic with a time limit for the students know writing ability.

According to Alan Crawford & Friends, quick writing is an opportunity a topic, or to respond to a question, for just a minute or two-

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[15]David Nunan, *Op*....p. 97.

not more than five minutes.[16] The prompt can often be an open-ended statement for students to complete. Students should write quickly and without lifting the pencil from the paper, in a sense, "thinking out loud." The focus should be on what students are writing, not on how students are writing it. The teacher can invite a few students to share what students have written. The quick write strategy is often used as an anticipation activity or a consolidation activity. A quick write can be use in any discipline, including science and mathematics.

The other definition quick writing is a versatile strategy use to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.[17]

Based on the definition above, the researcher can conclude that quick writing technique is where students begin write with a topic, but the students give a time limit. So, with a time limit, the students can write with carefully for result write good.

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[16]Alan Crawford, Wendy Saul, Samuel R. Mathews and James Makinster, *Teaching and Learning Strategies for the Thinking Classroom,* (New York: The International Debate Education Association, 2005), p. 131

[17]http://nrhs.nred.org/www/nred_nrhs/site, (Selasa, 11 November 20014), jam 2.30 wib.

b. Literacy strategies the quick writing

The Quick Write is a literacy strategy that is designed to give students the opportunity to reflect upon their learning. This writing assignment can be used at the beginning, middle, or end of a lesson and takes only about three to five minutes. Short, open-ended statements are usually given.[18]

For example, students are asked to write about what they learned, problems they encountered, what they liked (or did not like) about the lesson, and about how well they understood the concepts. In content teaching, the integration of reading and writing reinforces meaning construction as both activities use similar processing skills.

c. Directions of quick writing

There are four directions of quick writing, they are:[19]

1) Explain that a quick write helps engage students in thinking about a content topic before, during, and after reading. Stress that in a quick write, students respond to a question or prompt related to the text by writing down whatever comes to their minds without organizing it too much or worrying about grammar.

2) Select a topic related to the text being studied and define the purpose for the quick write. Examples:

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[18] *Ibid.,*
[19] *Ibid.,*

a) Summarize what was learned.

b) Connect to background information or students' lives.

c) Explain content concepts or vocabulary.

d) Make predictions, inferences, and hypotheses.

e) Pose a question that addresses a key point in the reading selection

3) Tell the students how long they will have to do the writing, typically 2–10 minutes.

4) Use the quick write as part of instruction, assessment, and discussion.

a. The seven quick-start technique for fighting the fear to write, they are:[20]

1) Write down your goal.

2) Plan your content.

3) Ten minutes of gibberish

4) Divide your ideas into sections.

5) Explain it to the potted plant.

6) Editing, your deadly new friend.

7) Still overwhelmed?

B. Review Of Related Findings

There are related finding to this research. The first, research by YF Lan. His thesis was about ''The Effect of Guided Writing Strategies on Students'

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[20]http://www.copyblogger.com/beat-writing-fear,(Kamis, 6 November 20014), jam 2.00 wib.

Writing Attitudes Based on Media Richness Theory." He found that guided strategy could help learners to have better writing attitudes in terms of motivation, enjoyment, and anxiety.[21]

The second, research by HanifahParadiptaSiregar. Her thesis was about "The Effect of Guided Writing on Students' Writing Descriptive Paragraph Ability At Grade VII SMP N 5 Padangsidimpuan." The kind of research is Experimental Research. The participant of this research chooses two classes. She chooses VII.1 consists 26 students and VII.2 consist 26 students. Therefore, total samples are 52 students. She chooses theses classes because they have similar competence in English. She found that the implementation of guided writing strategy was more effective than conventional writing descriptive. Then, the conclusions are scoring rubric for writing 4 consistent controls.[22]

In this research, the researcher just research about the effect of quick writing technique to students' writing ability at grade VIII MTs N 2 Padangsidimpuan. The researcher wants to know the causal-effect relationship between quick writing techniques to students' writing ability.

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[21]YF Lan, *The Effect of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory,* (Taiwan: National Formosa University, 2011), p. 14.

[22]HanifahParadiptaSiregar, *The Effect of Guided Writing on Students' Writing Descriptive Paragraph Ability,* (Padangsidimpuan: Institute Agama Islam Negeri, 2014), p. 43

C. Conceptual Framework

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┌─────────────────────────────────────┐
│  1.  Students' writing result is low │
│  2.  Lack of writing motivation      │
│  3.  Poor vocabulary.                │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Quick writing solves that problem of│
│  writing ability.                    │
└─────────────────────────────────────┘
                  │
                  ▼
          ┌───────────────┐
          │   Pre-test    │
          └───────────────┘
           ╱             ╲
          ▼               ▼
┌──────────────────────┐   ┌──────────────────────┐
│ Experiment class with│   │   Control class with │
│ quick writing ability│   │ conventional technique│
└──────────────────────┘   └──────────────────────┘
           ╲               ╱
            ▼             ▼
          ┌───────────────┐
          │   Post-test   │
          └───────────────┘
           ╱             ╲
          ▼               ▼
      ┌───────┐       ┌───────┐
      │  Hₐ   │       │  Hₒ   │
      └───────┘       └───────┘
```
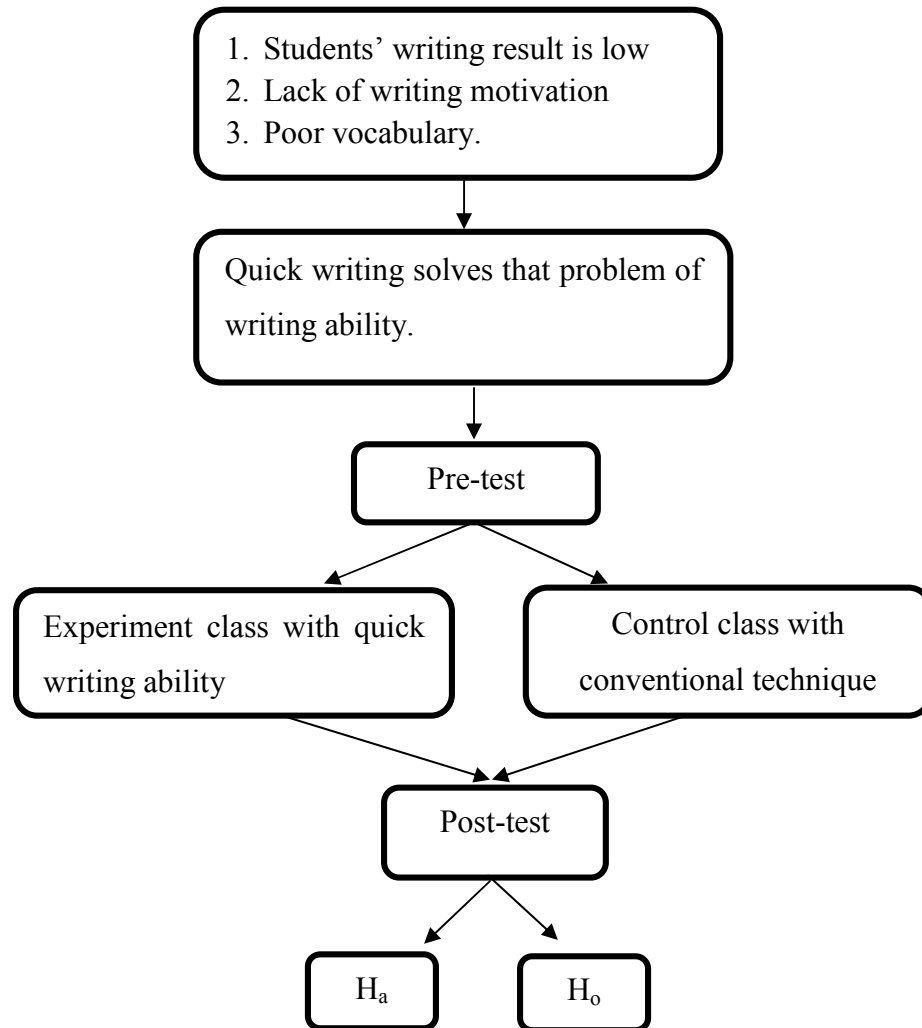
The researcher found the problems that students' writing result is low, lack of writing motivation, and poor vocabulary. Therefore, in this researcher searcher uses quick writing technique to solve the problems. Before doing quick writing, researcher will give pre-test to control and experimental class. After that, researcher will teach writing ability with quick writing to experimental class, and the English teacher with conventional technique to control class. Then,

researcher will give post-test to both of class, experimental and control class. The last, researcher will compare the writing result of pre-test and post-test between experimental and control class.

D. Hypothesis

In accordance with the formulation and limitation of the problem above and in order to provide guidance for this research which specifies the correct processing, acquiring, and analyzing of the data, it needs to formulate hypothesis. Thus, hypotheses of this research are as follows:

1. Students' writing ability achievement in class with quick writing technique is significantly better than the conventional strategy (Ha).

   $$\mu_1 > \mu_2$$

2. Students' writing ability achievement in class with quick writing technique is not significantly better than the conventional strategy (Ho).

   $$\mu_1 = \mu_2$$

CHAPTER III

RESEARCH METHODOLOGY

This chapter was discussed about the method and the procedure of the research that had been done by the researcher to answer the problem of the research in the previous chapter. The procedures consist of the place and time of the research, research design, population and sample, instrumentation, technique of collecting data, technique of data analysis.

A. Place and Time of the Research

The location of the research was at MTs N 2Padangsidimpuan. The school waslocatedon Jl. H.T. Rizal Nurdin KM 6,5Gg. Pendidikan Pal-IV Pijorkoling.This subject of research was at the VIII grade of students at MTs N 2 Padangsidimpuan 2015academic years. This research wasplannedto start from October2014 until finally.

B. Research Design

In this research, experimental research was applied. Experimental research is a kind of quantitative research. The researcher uses experimental method in doing this research. L.R Gay says, "Experimental research is the only type of research that can test hypothesis to establish cause - effect relationship."[1] In experimental research, the researcher manipulated at least one independent

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

variable, controls other relevant variables, and observed the effect of one or more dependents variables. In experimental research, independent variable was called the treatment, causal, or experimental variable, was the treatment or characteristic believe to make a difference, such as teaching strategy, method of instruction, type of reinforcement, arrangement of learning environment, type of learning materials, and length of treatment. Whereas dependent variable was called the criterion, affect or outcome variable showed the result of the study, changed or difference in groups that occurs as a result of the independent variable.

Other definition of "experimental research is the research to know the causal effect relationships between one or more of experiment class that given treatment or one or more comparative class that was not given the treatment."[2] Experimental research also compared the result of experimental class and control class.

Relevant with definition and characteristics of experimental research above, this research was aimed to examine the causal-effect relationship between quick writing technique treatments with students' writing descriptive paragraph. Experimental classroom employ quick writing technique, on the other hand the control classroom used conventional strategy. Before done the learning processed, both of class experiment and control were given pre-test in ordered to

[2]SuharsimisArikuntoro, *ManajemenPenelitian,* (Jakarta: RinekaCipta, 2003), p. 272.

acquire the data, which present the ability and range of score among students. The result of this test used as reference to explore the degree of improvement of each student before and after the process of learning. The design was presented as follows:

Tabel 2

Research Design

Teaching of writing (μ)	Writing Descriptive Paragraph Ability (Y)	Hypotheses
Experimental Class with the Use of quick writing technique (μ_1)	X_1y	$\mu_1y > \mu_2y$
Control Class without the Use Of quick writing technique (μ_2)	X_2y	

In which:

$\mu_1y =$ students' writing descriptive paragraph in class with quick writing technique.

$\mu_2y =$ students' writing descriptive paragraph in class without quick writing technique (conventional strategy).

After the process of teaching writing descriptive paragraph, both of class experiment and conventional strategy had been given post-test. The result of the

test used to differentiate of writing descriptive paragraph achievement with and without quick writing technique was significant or not.

C. Population and Sample

1. Population

In doing a research, the researcher needs population. "Population is whole subject of the research."[3]Population of this research was grade VIII students at MTs N 2Padangsidimpuan academic year 2014/2015, presented as follows:

Table 3
Grade VIII students at MTs Negeri 2Padangsidimpuan
Academic Year 2014/2015

No	Classroom	Male	Female	Amount
1.	VIII.1	8	26	34
2.	VIII.2	14	18	32
3.	VIII.3	11	22	33
4.	VIII.4	11	21	32
5.	VIII.5	16	14	30

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[3]SuharsimiArikuntoro, *ProsedurePenelitianSuatuPendekatanPraktik,* (Jakarta: PT RinekaCipta, 2006), P. 130.

6.	VIII.6	16	14	30

Source: School Administration Data of MTs N 2Padangsidimpuan

2. Sample

Sample is part of population. In addition, sample is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises the individuals, items, or events selected from a larger group referred to as a population. The purpose of sampling is to gain and to know information about the population by using the sample.[4]

In this research, the researcher used random sampling. Before used random sampling, the researcher used normality and homogeneity test to get sample that have similar competence. The researcher gave pre-test to three classes of the population. After that, the researcher chose two classes that have similar competence in writing as a sample.

3. Testing observation of analysis data

To determine appropriate sample was tasted by normality and homogeneity test, as follow:

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[4]L.R.Gay and Peter Airasia, *Op*.... p. 121.

a. Normality test

Normality test is used to know whether the data of research is normal or not. The researcher used normality test with using Chi-Quadrate formula, as follow:

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

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.[5]

To calculate the result of Chi- Quadrate, it was 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 can be concluded that data is distributed by normal.

From the calculation of normality test, the researcher found that:

1. VIII 1 = x^2_{count} = 1.22, x^2_{table}=14.067.

$x^2_{count}< x^2_{table}$ (1.22 <14.067). It means VIII 1 is normal.

2. VIII 2 = x^2_{count} = -16.45, x^2_{table} = 5.991.

$x^2_{count}< x^2_{table}$ (-16.45<5.991). It means VIII 2 is normal.

[5]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal,* (Jakarta: BumiAksara, 2003), p. 85.

3. VIII 3 = x^2_{count} = 42.50, x^2_{table} = 9.488

x^2_{count}> x^2_{table} (42.50>9.488). It means VIII 3 is not normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If the both of classes were same, it was can be called homogeneous. To test it, researcher used Harley test, as follow:[6]

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

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

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

From the calculation of homogeneity test, the researcher found that:

1. VIII 1 and VIII 3 = F_{count} = 1,77, F_{table} = 1.697

F_{count}<F_{table}(1.77< 1.697). It means that VIII 1 and VIII 3 is homogenous.

2. VIII 1 and VIII 2 = F_{count} = 1.73, F_{table} = 1.697.

F_{count}<F_{table}(1.73< 1.697). It means that VIII 1 and VIII 2 is homogenous.

3. VIII 2 and VIII 3 = F_{count} = 1.02, F_{table} = 1.697.

F_{count}<F_{table}(1.02< 1.697). It means that VIII 2 and VIII 3 is homogenous.

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[6]AgusIrianto, *StatistikKonsepDasardanAplikasinya,* (Padang: UniversitasNegeri Padang, 2003), p. 276.

Therefore, by using normality and homogeneity test, the researcher found that VIII 1 and VIII 2 classes were homogenous and normal. Therefore, it concluded that the sample is VIII 1 and VIII 2 classes.

D. Instrumentation

In this research, the researcher used test as an instrument. Test has three kinds like aptitude test (test is used to know talent of the sample), attitude test (test is used to know attitude of the sample), and achievement test (test is used to know performance of the sample).[7]Therefore, the researcher used achievement test. Essay test was applied.

There are two crucial components to concern in analyzed the test:

1. Validity instrument

Validity is a standard that show the level of validity or legally of instrument.[8] In this research, the researcher used content validity to established validity of the instrument. Content validity can be done with compare between content of item and matter of lesson. In this research, the researcher used writing descriptive paragraph test as the started point of making the test. To analyze the test comprehensively, the researcher used basic question, like: Do items of the test measure what is suppose to measure? In this research, the test function measures the students' writing descriptive

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[7]SuharsimiArikunto,*ManajemenPenelitian*,*Op….* p. 223.
[8]SuharsimiArikunto, *ProsedurPenelitian*, *Op….* p. 169.

paragraph. Besides compared the content of the test, the test also have instrument of assessment, so the test was valid. Therefore, the test was standardizing.

2. Reliability instrument

The instrument is said reliable when the instrument believable to uses as an instrument of collecting data because the instrument was good. In this research, the researcher used standardizing test with compared the item of the test with suppose to measure and because of the test have instrument of assessment, so the test has standardized. With the result that, test was suppose reliable.

E. **Technique of Data Collection**

In collecting data, the research conducted twice of test for these classes. They were pre-test and post-test like the table below:

Table 4

Table of the design of collecting data

Class	Pre test	Treatment	Post test
Experiment class	✓	✓	✓
Control class	✓	✗	✓

The process of testing is explained as follow:

1. Pre-test

    Before doing the treatment, the researcher gave pre-test to all of the population. The pre-test conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of the experimental class and conventional class before the researcher gave treatment. In this case, the researcher hopes that the whole students' writing descriptive paragraph ability were same, or if there was a difference between those classes, the difference was hopefully not significant.

2. Post-test

    After gave treatment, the researcher conducted a post-test, which the same test with the pre-test, and has been conducted in the previous of the research. This post-test was the final test in the research, especially measuring the treatment, whether was significant or not. After conducting the post-test, the researcher analyzed the data and the researcherfound out the effect of using quick writing technique in the experimental class.

F. Technique of Data Analysis

    The analysis of data was done to find out the ability of the two classes that have been divided in to experimental and control class. In this research, the researcher used technique of data analysis as follow:

1. Requirement test

   a. Homogeneity test (post-test)

   The calculation can be seen to the table, that:

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

Source of Variation	Experimental Class	Control Class
Total	2260	22,50
N	32	33
Mean	80.7	74.99
Variant	83.46	193.46
StandardDeviation	16.75	12.18

From the researcher calculation of the homogeneity variant test, researcher found that $F_{count}$was 2.31 While, F_{table} with dk = 32. $F_{table}$with α 5 % from the distribution list F, researcher found that F_{table} =1.697, cause F_{count}< F_{table} (2.31< 1.697). So, there is no difference the variant between experimental class and control class, it means that the variant is homogenous (see appendix 15).

   b. Normality test (post-test)

   Testing the data analysis of Post- test was identical with the testing data analysis in Pre-test. Based on the testing of data analysis in

the experimental class (Post-test), the researcher got the highest score= 90, smallest score = 60, range = 30, mean =80.7, standard of deviation = 16.75, and result of chi $-$ quadrate (x^2) = 2.03. While, testing of data analysis in the control class (Post-test), the researcher got the highest score = 80, smallest score = 60, range = 20, mean =74.99, standard of deviation = 12.18, and result of chi $-$ quadrate (x^2) = 1.58 (see appendix 14).

The score x^2_{table} = 5,991 in experimental research (post-test) with degree of freedom dk = (k $-$ 3) = (5 $-$ 3 = 2) and significat level α = 5%. The score x^2_{count} in the experimental research was got 2.03. Cause $x^2_{count}<x^2_{table}$ (2.03 < 5.991), so the test distributed was normal. While the score x^2_{table} = 3.841 in control class (Post-test) with degree of freedom dk = 3 $-$ 3 = 0 and significant level α = 5%. The score x^2_{count} in the control class got 1.58. Cause $x^2_{count}<x^2_{table}$ (1.58 <3.841) in control class, so the test distributed was normal. In conclusion, x^2_{count} in experimental class and x^2_{count} in control class $<x^2_{table}$in experimental class and control class, So H$_o$ is accepted, it means that the test distributed was normal.

2. Hypotheses test

       In this research, data analysis used to test hypotheses by using t-test, as follow:[9]

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

In which:

$\overline{X}_1$ = reading score average of experimental class

$\overline{X}_2$ = reading score average of control class

n_1 = number of population in experimental class

n_2 = number of population in control class

3. Level of attainment

  a. $0.91 - 1.00$ = Very high

  b. $0.71 - 0.90$ = High

  c. $0.41 - 0.70$ = Enough

  d. $0.20 - 0.40$ = Low

  e. < 0.20 = Very low

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[9]Mardalis, *Op*....p. 219.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of quick writing technique on students' writing ability, the researcher has calculated the data using test, the test consist of pre-test and post-test and use quantitative data analysis, the researcher use t-test as the formulation for calculating the data. Next, the researcher described the data as below:

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

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

1. Control Class

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

Table 7

The Score of Pre-Test in Control Class

Mean	56.1
Median	47.0
Modus	57.65
The lowest score	30

The highest score	60

Based on the table above, the mean of the score in control class was 56.1, modus was 57.65, and median was 47.0. The writer got the highest score was 60, and the lowest score was 30. Next, the calculation of how to get it can be seen in the appendix 8.

Table 8.

The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	30 – 34	4	12.12 %
2.	35 – 39	5	15.15 %
3.	40 – 44	1	3.03 %
4.	45 – 49	1	3.03 %
5.	50 – 54	10	30.30 %
6.	55 – 60	12	36.36 %
	Total	33	100 %

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

Figure 1. Histogram the Result of Students' Writng Ability Before Gave Treatment in the control Class (Pre-test)
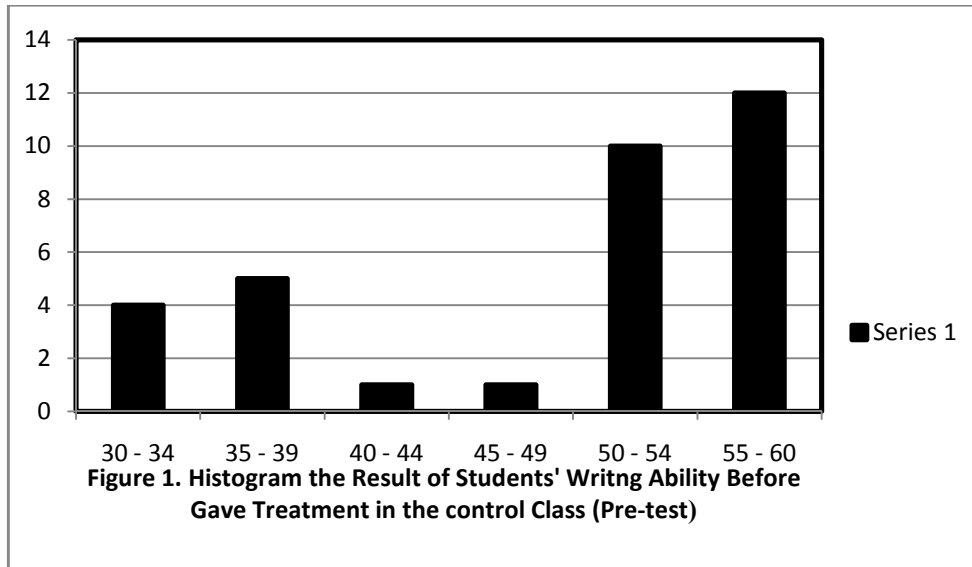
2. Experimental Class

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

Table 5

The Score of Pre- Test in Experimental Class

Mean	56.9
Median	69.5
Modus	89.5
The lowest score	20
The highest score	80

Based on the table above, the mean of the score in experimental class was 56.9, modus was 89.5, and median was 69.5. The writer got the highest score

was 80, and the lowest score was 20. Next, the calculation of how to get it can

be seen in the appendix 8.

Table 6

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	20 – 29	1	3.12 %
2.	30 – 39	4	12.5 %
3.	40 – 49	7	21.87 %
4.	50 – 59	5	15.62 %
5.	60 – 69	8	25.0 %
6.	70 – 79	4	12.5 %
7.	80 – 90	3	9.37 %
	Total	32	100 %

Distributing the data of experimental class in pre-test can be described to

histogram, as follow:

Figure 2. Histogram the Result of Students' Writing Ability Before Gave Treatment in the Experimental Class (Pre-test)
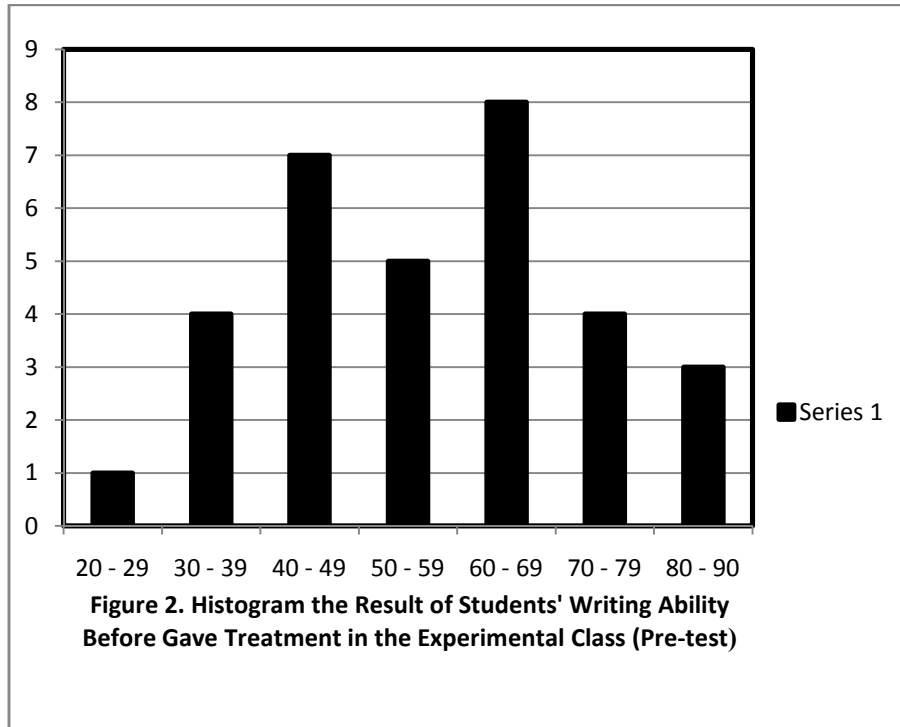
From the table above, the researcher concluded that the students' ability before treatment was enough. It was improved by the means score of control class was 56.1 and score of experimental class was 56.9.

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

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

1. Control Class

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

Table11

The Score of Post- Test in Control Class

Mean	74.99
Median	77.11
Modus	76.0
The lowest score	60
The highest score	80

    Based on the table above, the mean of the score in control class was 74.99, modus was 77.11 and median was 76.0. The writer got the highest score was 80, and the lowest score was 60. Next the calculation of how to get it can be seen in the appendix 14.Then; the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:

Table 12

The frequency distribution of students' score in control class

No.	Interval	Frequency	Percentages
1.	60 – 62	3	9.09 %
2.	63 – 65	3	9.09 %
3.	66 – 68	2	6.06 %
4.	69 – 71	4	12.12 %
5.	72 – 74	10	30.30 %
6.	75 – 77	4	12.12 %
7.	78 - 80	7	21.21 %
Total		33	100 %

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

Figure 3. Histogram the Result of Students' Writing Ability after Gave Treatment in the control Class (post-test)
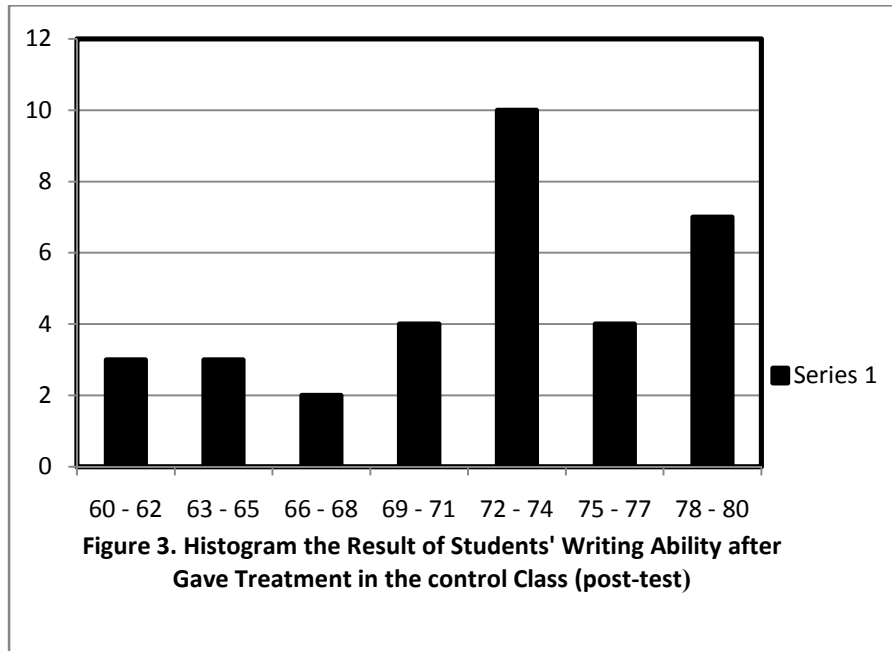
2. Experimental Class

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

Table 9

The Score of Post- Test in Experimental Class

Mean	80.7
Median	85.5
Modus	77.9
The lowest score	60
The highest score	90

Based on the table above, the mean of the score in experimental class was 80.7, modus was 77.9, and median was 85.5. The writer got the highest score was 90, and the lowest score was 60. Next the calculation of how to get it can be seen in the appendix 13. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follow:

Table 10

The frequency distribution of students' score in experimental class

No.	Interval	Frequency	Percentages
1.	60 – 64	3	9.37 %
2.	65 – 69	7	21.87 %
3.	70 – 74	3	9.37 %
4.	75 – 79	10	31.25 %
5.	80 – 84	5	15.62 %
6.	85 – 89	2	6.25 %
7.	90 – 94	2	6.25 %
	Total	32	100 %

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

Figure 4. Histogram the Result of Students' Writing Ability after Gave Treatment in the experimental Class (post-test)
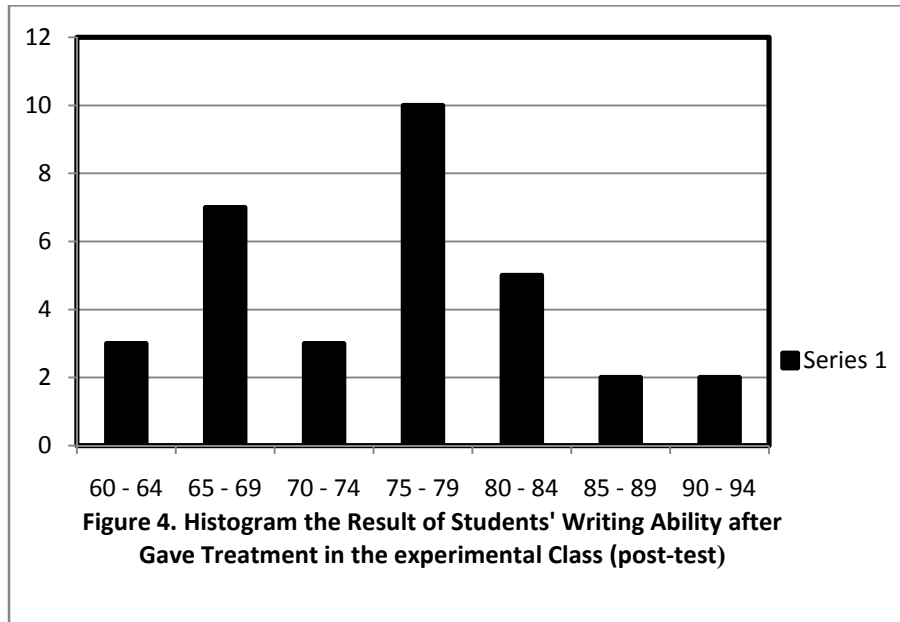
From calculation above the researcher concluded the students' ability after treatment increased slowly. It can be seen from the mean score of experimental class was bigger than control class (80.7>74.99).

C. Testing Hypothesis

The hypothesis of this research was "quick writing technique has significantly effect on students' writing ability in MTs N 2 Padangsidimpuan." Hypothesis alternative (H_a) of research was students'writing ability by using quick writing technique is better than conventional strategy ($\mu^1 > \mu^2$) and Hypothesis zero (H_0) of research was students'writing ability by using quick

writing technique is not better than conventional strategy ($\mu_1 = \mu_2$). Based on the

data analysis, to prove hypothesis above used formula of T-test, as follow:

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

So:

$$S = \sqrt{\frac{(32-1)\,83.46 + (33-2)\,193.46}{32 + 33 - 2}}$$

$$= \sqrt{\frac{31\,(83.46) + 31\,(193.46)}{63}}$$

$$= \sqrt{\frac{2587.26 + 5997.26}{63}}$$

$$= \sqrt{\frac{8584.52}{63}}$$

$$= \sqrt{136.262}$$

$$= 11.67$$

So:

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

$$t = \frac{80.7 - 74.99}{11.67\sqrt{\frac{1}{32}+\frac{1}{33}}}$$

$$= \frac{5,71}{11.67\sqrt{0.031+0.030}}$$

$$= \frac{5,71}{11.67\,(0.061)}$$

$$= \frac{5.71}{0.711}$$

$$= 8.03$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 8.03 with opportunity (1-α) = 1 – 5% = 95% and dk = n_1 + n_2 -2 = 32 + 33 – 2 = 63 , reseracher found that t_{table} = 1,671, cause t_{count}> t_{table}(8.03> 1,671). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research (see appendix 16).

D. Discussion

Based on the related findings, the researcher discussed what that was. The first, research by YF Lan about Effects of Guided Writing Strategies on Students' Writing Attitudes Based on Media Richness Theory. He found that guided writing strategy was most suitable to support writing activity. The second,

research by HanifahParadiptaSiregar. Her thesis was about "The Effect of Guided Writing on Students' Writing Descriptive Paragraph Ability At Grade VII SMP N 5 Padangsidimpuan." The kind of research is Experimental Research. The participant of this research chooses two classes. She chooses VII.1 consists 26 students and VII.2 consist 26 students. Therefore, total samples are 52 students. She chooses theses classes because they have similar competence in English. She found that the implementation of guided writing strategy was more effective than conventional writing descriptive.

Therefore, in this research, the researcher found that quick writing technique could increase students' writing ability in MTs N 2 Padangsidimpuan. It can be seen from experimental class before treatment was 56.9 and after treatment was 80.7. Then also from mean score between control class was 74.99 and experimental class was 80.7. Finally, the researcher concluded that hypotheses alternative was accepted and there was effect of quick writing on students' writing ability.

E. **Threats of the Research**

The researcher found the threats of the research as follows:

1. The students were not serious to perform the strategy in their groups.

2. The students were noisy when answering the test.

3. The limited of the instrument of research.

4. The limited of English books (especially quick writing) in the writer's campus.

5. The researcher was lack of experience in processing data or lack of knowledge about it.

6. Matter of serious of respondents in answering the questions contained in the instrument (test), the respondent may be true but sometimes there was also not serious to answer the question that affect the data obtained.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research and calculations of the data, the researcher got the conclusion that quick writing technique has the effect on students writing ability. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

Students' writing ability before learning using quick writing technique at grade VIII MTs Negeri 2 Padangsidimpuan categorized still low and far from hope. It was provided from mean of control and experimental class was 56.1 and 56.9.

Students' writing achievement by using quick writing is better than conventionalstrategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted. It can be seen from the mean score of control class was 74.99 and mean score of experimental class was 80.7. Therefore, students' are writing achievement by using quick writing technique was better than conventional strategy. It means that there is effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

B. SUGGESTION

Based on above conclusion and implication of thus research that have mentioned before, the researcher wants to give some suggestion as below:

1. For headmaster, to make students get goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.

2. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, quick writing technique can be applied on the English teaching classroom especially for the teachers who want to increase students' writing ability.

3. For students, students must follow the procedure of learning technique.

4. For other researcher, the research hopes to the other researcher to do the research about the other technique.

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CURRICULUM VITAE

A. Identity

Name   : SAFITRI RAMADHANI HRP

Reg. Number   : 10 340 0072

Place and Birthday   : Kotapinang, 28th April 1991

Sex   : Female

Religion   : Moslem

Address   : Salambue.

B. Parents

Fathers' Name   : Abdul Halim Harahap

Mothers' Name   : Jubaidah Siregar

C. Education Background

1. Graduated from Elementary school in SD N 200502 Pijorkoling from 1997 - 2003.

2. Graduated from Junior High School in SMP N 8 Padangsidimpuan from 2003 - 2006.

3. Graduated from Senior High School in SMK N 3 Padangsidimpuan from 2006 - 2009.

4. Be University Student in English Bachelor of IAIN Padangsidimpuan.

Appendix 1

<div align="center">

INSTRUMENT FOR PRE TEST

</div>

Information: This test is just to know your ability in writing descriptive and there is no affected in your appraisal in final examination of this school.

Name   :_____
Class   :_____

Instruction: Write the descriptive text, based on your own topic and description in 15 minute.

<div align="center">

Validator	**Researcher**

</div>

Yusni Sinaga, M.Hum   **SAFITRI RAMADHANI HRP**
NIP. 19700715 200501 2 010   **NIM. 10 340 0072**

Appendix 2

<div align="center">

INSTRUMENT FOR POST TEST

</div>

Information: This test is just to know your ability in writing descriptive and there is no affected in your appraisal in final examination of this school.

Name   :_____

Class   :_____

   Instruction: Write the descriptive text, based on your own topic and description in 15 minute.

         Validator   **Researcher**

Yusni Sinaga, M.Hum   **SAFITRI RAMADHANI HRP**

NIP. 19700715 200501 2 010   **NIM. 10 340 0072**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

EXPERIMENT CLASS

Namasekolah : MTs Negeri 2 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII/II (genap)

StandarKompetensi :Mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk descriptive text dalam konteks kehidupan sehari-hari.

KompetensiDasar :Mengungkapkan makna dan langkah- langkah retorikadalam teks tulis fungsional pendek berbentuk descriptive dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Jenisteks/ Tema : Descriptive Text

AlokasiWaktu : 4 x 45 menit(2xpertemuan)

Indikator : 1. Mengidentifikasi makna dalam teks descriptive

2. Menulis teksberbentuk descriptive

TujuanPembelajaran :Siswa dapat menulis teks monolog sederhana berbentuk descriptive.

MateriPembelajaran : Descriptive Paragraph

Metode **:**Quick Writing

Langkah-Langkah Kegiatan (Procedure):

Pertemuan Pertama

a. Kegiatan Pendahuluan

1. Mengucapkan salam
2. Menanyakan kabar

b. Kegiatan Inti

1. Guru menjelaskan tentang menulis cepat
2. Guru menjelaskan cara menulis cepat dengan waktu yang di tentukan
3. Guru menjelaskan tentang descriptive text
4. Guru menjelaskan tentang generic structure of descriptive paragraph
5. Guru memberikan contoh descriptive text
6. Siswa diminta untuk membaca dan menulis contoh text tersebut
7. Guru menyuruh siswa untuk menulis paragraph berdasarkan judul yang mereka sukai sesuai dengan waktu yang di tentukan
8. Guru menyuruh siswa untuk membacakan hasil tulisannya di depan teman - temannya
9. Guru menyuruh siswa untuk merevisi tulisannya.

c. Kegiatan Penutup

1. Menyimpulkan pembelajaran
2. Mengucapkan salam

Pertemuan Kedua

a. Kegiatan Pendahuluan

1. Mengucapkan salam
2. Menanyakan kabar
3. Menanyakan tentang pelajaran yang lalu

b. KegiatanInti

1. Melanjutkan kegiatan pada pertemuan pertama.

c. Kegiatan Penutup

1. Menyimpulkan pembelajaran
2. Menutup pembelajaran

Sumber Belajar

1. Buku teks dan buku-buku yang relevan

Evaluasi**:**

Indikatorpencapaiankompetensi	Teknikpenilaian	Bentukinstrumen	Instrument/ soal
Menulisteksberbentukdescriptive	Testulis	Tugas individual	Write a descriptive text should be consisting of identification and description.

Bahan Ajar   :

Example of descriptive paragraph:

My House

I live in a small house. It has five roomsthere are two bedrooms, a living room, a bathroom, anda kitchen.My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. Next to my bedroom is my mother's.In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole houseI know it is a very small house; but it is the best place I have ever seen.

Task   :Write the descriptive text, based on your own topic and description in 15 minute

Mengetahui

Padangsidimpuan,   Juni 2015

Validator   Researcher

Yusni Sinaga, M.Hum   **SAFITRI RAMADHANI HRP**
NIP. 19700715 200501 2 010   **NIM. 10 340 0072**

KepalaSekolah

MTs N 2 Padangsidimpuan

BUSRO EFFENDY, S. Ag
NIP : 19960807 199103 1 002

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CONTROL CLASS

Nama sekolah   : MTs Negeri 2 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 2

Standar Kompetensi :Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar   :Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

Jenis teks   : DescriptiveText

Alokasi Waktu   : 4 x 45 menit (2x pertemuan)

Indikator   : 1. Mengidentifikasi makna dalam teks descriptive

                         2. Menulis teks berbentuk descriptive

Tujuan Pembelajaran :Siswa dapat memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive yang berkaitan dengan lingkungan terdekat.

Metode   : Conventional Strategy

Materi Pembelajaran : Text berbentuk descriptive

Langkah-LangkahKegiatan

a. KegiatanPendahuluan

1. Mengucapkan salam

2. Menanyakan kabar

3. Menjelaskan pentingnya materi yang akan dipelajari

b. KegiatanInti

1. Guru menjelaskan tentang descriptive paragraph.

2. Guru memberikan contoh descriptive paragraph.

3. Guru menanyakan kesulitan yang dialami siswa mengenai descriptive paragraph.

4. Memberikan penjelasan kembali agar siswa lebih memahami tentang descriptive paragraph.

5. Meminta siswa untuk menulis paragraph berbentuk descriptive.

6. Memeriksa hasil pekerjaan siswa dan menjelaskan kembali pada siswa yang masih salah paragraphnya

c. Kegiatan Penutup

1. Menyimpulkan pembelajaran.

2. Menutup pembelajaran.

SumberBelajar

1.Buku teks

2.Buku – buku lain yang relevan

Evaluasi**:**

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/ soal
Menulis teks berbentuk descriptive	Tes tulis	Tugas individu	Write a descriptive text should beconsisting of identification, and description.

Mengetahui,

Padangsidimpuan,   Juni 2015

English teacher   **Researcher**

RAFNI DEWI TANJUNG, SPd   **SAFITRI RAMADHANI HRP**

NIP.   **NIM. 10 340 0072**

KepalaSekolah

MTs N 2 Padangsidimpuan

BUSRO EFFENDY, S. Ag

NIP : 19960807 199103 1 002

Appendix 5

WRITING RUBRIC

Dimension		Score
Composing	Focus on central ideas with an organized and elaborated text.	20
Style	Purposefully chosen vocabulary, sentence variety, information, and voice to affect reader.	20
Sentence Formation	Standard word order, no enjambment (run-on sentences), completeness (no sentence fragments), standard modifiers and coordinators, and effective transitions.	20
Usage	Standard inflections (e.g., plurals, possessives,-ed,-ing with verbs, and –ly with adverbs), subject-verb agreement(we were vs we was), standard word meaning	20
Mechanics	Effective use of capitalization, effective use of point and comma in sentence and formatting (paragraphs noted by indenting).	20

Appendix 6

RUBRICWRITING

Dimension		Score
Susunan	Fokus pada ide utama dengan mengorganisasikan dan menguraikan teks	20
Gaya bahasa	Pemilihan kosakata yang tepat, kalimat yang bervariasi, berisi informasi, dan mempengaruhi pembaca.	20
Pembentukankalimat	Kata yang baku, kalimat sesuai dengan ide utama, kalimat lengkap (tidak ada kalimat yang terpotong-potong), Menggunakan modifier yang baku, dan menggunakan transisi yang tepat.	20
Cara pemakaian kata	Infleksi-infleksi yang baku (contoh; bentuk-bentuk jamak, kepunyaan, kata kerja yang berakhiran –ed,-ing, dan –lydengan kata keterangan), subjek-kata kerja yang menyatakan persetujuan (we were vs we was), kata-kata yang memiliki arti yang baku.	20
Tandabaca	Menggunakan huruf besar yang tepat, menggunakan titik dan koma dalam kalimat, dan format (jarak/spasi antara paragraph)	20

Appendix 7

THE SCORE OF PRE – TEST

VIII 1.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	X	x^2
1.	AA	20	10	10	10	10	60	3600
2.	ATA	10	5	5	5	5	30	900
3.	AB	10	5	5	5	5	30	900
4.	APR	20	20	10	10	10	70	4900
5.	CSN	10	10	5	5	10	40	1600
6.	DG	20	10	10	10	10	60	3600
7.	EFS	10	10	5	5	10	40	1600
8.	FHH	10	10	5	5	10	40	1600
9.	FSL	20	10	10	10	10	60	3600
10.	FAS	10	10	5	5	10	40	1600
11.	HWH	20	10	5	5	10	50	2500
12.	HUR	10	10	5	5	10	40	1600
13.	IAH	20	10	10	10	10	60	3600
14.	JZ	10	10	5	5	10	40	1600
15.	HSP	10	10	10	10	10	50	2500
16.	MGS	20	20	10	10	20	80	6400
17.	MFR	10	5	5	5	5	30	900
18.	MH	20	10	10	10	10	60	3600
19.	NA	10	5	5	5	5	30	900
20.	NS	10	10	10	10	10	50	2500
21.	NH	20	10	10	10	20	70	4900
22.	OA	10	10	10	10	10	50	2500
23.	PRB	20	10	5	5	10	50	2500
24.	RH	10	10	5	5	10	40	1600
25.	RDA	20	10	10	10	10	60	3600
26.	RAH	20	20	10	10	10	70	4900
27.	SSN	10	5	-	-	5	20	400
28.	SH	10	5	5	5	5	30	900
29.	SMS	20	20	10	10	20	80	6400
30.	UHH	20	10	10	10	10	60	3600
31.	UHA	20	10	10	10	20	70	4900
32.	ZNM	20	10	10	10	10	60	3600
TOTAL							1620	89800

VIII 2.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	X	x^2
1.	AYT	10	5	5	5	5	30	900
2.	ABS	10	5	5	5	5	30	900
3.	AR	10	10	5	5	10	40	1600
4.	AR	20	10	10	10	10	60	3600
5.	AMS	20	10	10	10	10	60	3600
6.	ALN	10	10	10	10	10	50	2500
7.	DS	10	5	5	5	5	30	900
8.	EN	20	10	10	10	10	60	3600
9.	EZ	20	10	10	10	10	60	3600
10.	FYS	20	10	10	10	10	60	3600
11.	FPS	20	10	20	10	10	60	3600
12.	FS	10	10	10	10	10	50	2500
13.	GSH	10	10	10	10	10	50	2500
14.	HFR	10	5	5	5	5	30	900
15.	IWP	10	10	10	10	10	50	2500
16.	KND	10	10	10	10	10	50	2500
17.	KAK	10	5	5	5	5	30	900
18.	LS	20	10	10	10	10	60	3600
19.	MS	10	5	5	5	5	30	900
20.	MH	20	10	10	10	10	60	3600
21.	MZ	20	10	10	10	10	60	3600
22.	MRA	10	10	10	10	10	50	2500
23.	MHD	10	10	10	10	10	50	2500
24.	MF	20	10	10	10	10	60	3600
25.	NYR	10	10	10	10	10	50	2500
26.	NS	10	10	10	10	10	50	2500
27.	NHS	20	10	10	10	10	60	3600
28.	RAM	10	5	5	5	5	30	900
29.	RAS	20	10	10	10	10	60	3600
30.	REP	10	5	5	5	5	30	900
31.	RES	20	10	10	10	10	60	3600
32.	SS	10	10	10	10	10	50	2500
33.	YSR	10	5	5	10	10	40	1600
TOTAL							1600	82200

VIII 3.

No.	Students' initial	Pre-Test						
		C	S	SF	U	M	x	x^2
1.	AW	5	5	-	5	5	20	400
2.	AP	10	10	10	10	10	50	2500
3.	ADI	10	5	5	5	5	30	900
4.	CT	10	5	5	5	5	30	900
5.	CSH	10	10	10	10	10	50	2500
6.	DG	10	5	5	5	15	40	1600
7.	DR	5	5	-	5	5	20	400
8.	ER	10	10	10	10	10	50	2500
9.	HS	10	5	5	5	5	30	900
10.	HT	20	10	5	5	10	50	2500
11.	HA	20	10	10	10	10	60	3600
12.	IZ	10	10	5	5	10	40	1600
13.	IS	5	5	-	5	5	20	400
14.	IPS	5	5	5	-	5	20	400
15.	KH	10	5	5	5	5	30	900
16.	L	5	5	5	5	-	20	400
17.	MA	5	-	5	5	5	20	400
18.	MA	5	5	-	5	5	20	400
19.	MR	10	5	5	5	5	30	900
20.	MRS	5	5	-	5	5	20	400
21.	MD	10	5	5	5	5	30	900
22.	NH	5	5	-	5	5	20	400
23.	NH	10	10	5	5	10	40	1600
24.	NI	10	5	5	10	10	40	1600
25.	NN	10	10	10	10	10	50	2500
26.	RID	10	10	5	5	10	40	1600
27.	SNI	5	5	-	5	5	20	400
28.	SN	10	5	5	5	5	30	900
29.	SM	10	5	5	5	5	30	900
30.	TN	10	5	5	5	5	30	900
31.	UH	10	10	5	5	10	40	1600
TOTAL							1020	37800

Appendix 8

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

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

   20 30 30 30 30 30 40 40 40 40
   40 40 40 50 50 50 50 50 60 60
   60 60 60 60 60 60 70 70 70 70
   80 80

2. High   = 80

   Low   = 20

   Range   = High – Low

                 = 80 – 20
                 = 60

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 $= \dfrac{range}{total\ of\ class}$ $= \dfrac{60}{6} = 10 = 10$

5. Mean

Interval Class	F	X	x$'$	fx$'$	x$'^2$	fx$'^2$
20 – 29	1	24,5	3	3	9	9
30 – 39	4	34,5	2	8	4	16
40 – 49	7	44,5	1	7	1	7
50 – 59	5	54,5	0	0	0	0
60 – 69	8	64,5	-1	-8	1	8
70 – 79	4	74,5	-2	-8	4	16
80 – 90	3	85	-3	-9	9	27
$i =$ 10	32	-		-7		83

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

$$= 59 + 10 \left(\frac{-7}{32}\right)$$

$$= 59 + 10 \, (\text{-}0.21)$$

$$= 59 + (\text{-}2.1)$$

$$= \ 56.9$$

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

$$= \sqrt[10]{\frac{83}{32} - \left(\frac{-7}{32}\right)^2}$$

$$= \sqrt[10]{2.59 - (-0.21)^2}$$

$$= \sqrt[10]{2.59 - 0.0441}$$

$$= \sqrt[10]{2.545}$$

$$= 10 \, (1.59)$$

$$= 15.9$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0-f_h)}{f_h}$
	90,5	2,11	0.4826				
80 - 90				0,06	1,92	3	0,36
	79,5	1,42	0.4222				
70 - 79				0,13	4,16	4	-0,04
	69,5	0,79	0.2852				
60 - 69				0,22	7,04	8	0,12
	59,5	0,16	0.0636				
50 - 59				-0,11	- 3,52	5	0.29
	49,5	-0,46	0,1772				
40 - 49				-0,18	5,75	7	0,17
	39,5	-1,09	0,3621				
30 - 39				-0,09	2,88	4	0,28
	29,5	-1,72	0,4573				
20 - 29				-0,03	0,96	1	0,04
	19,5	-2,35	0,4904				
						X^2	1,22

Based on table above, reseracher found that x^2_{count} = 1,22 while x^2_{table} = 14.067 cause x^2_{count} < x^2_{table} (1.22 < 14.067) with degree of freedom dk = 10 – 3 = 7 and significat level α = 5%. So distribution of VIII 1 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	Fk
1	20 – 29	1	1
2	30 - 39	4	5
3	40 - 49	7	12
4	50 - 59	5	17
5	60 - 69	8	25
6	70 - 79	4	29
7	80 - 90	3	32

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

Bb $= 29.5$

F $= 1$

fm $= 4$

i $= 10$

n $= 32$

1/2n $= 16$

So :

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

$$= 29.5 + 10 \left(\frac{16-1}{4} \right)$$

$$= 29.5 + 10(4)$$

$$= 29.5 + 40$$

$$= 69.5$$

7. Modus

No	Interval of Classes	F	Fk
1	20 – 29	1	1
2	30 - 39	4	5
3	40 - 49	7	12
4	50 - 59	5	17
5	60 - 69	8	25
6	70 - 79	4	29
7	80 - 90	3	32

$M_o \quad = L + \dfrac{d_1}{d_1 + d_2} \, i$

L $\quad = 59.5$

$d_1 \quad = -2$

$d_2 \quad = -3$

i $\quad = 10$

$M_o \quad = 59.5 + \dfrac{-2}{-2 + -3} \; 10$

$\quad = 59.5 + \; 4(10)$

$\quad = 49.5 + 40$

$\quad = 89.5$

Result of the Normality Test of VIII 2 in Pre-Test

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

   30 30 30 30 30 30 30 30 40 40

   50 50 50 50 50 50 50 50 50 50

   60 60 60 60 60 60 60 60 60 60

   60 60 60

2. High   = 60

   Low   = 30

   Range   = High – Low

                = 60 – 30

                = 30

3. Total of Classes   = 1 + 3,3 log (n)

                         = 1 + 3,3 log (33)

                         = 1 + 3,3 (1,51)

                         = 1 + 4,983

                         = 5,983

                         = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{30}{6} = 5 = 5$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
30 – 34	4	32,0	4	8	16	64
35 – 39	5	37,0	3	15	9	45
40 – 44	1	42,0	2	2	4	4
45 – 49	1	47,0	1	1	1	1
50 – 54	10	52,0	0	0	0	0
55 – 60	12	57,5	-1	-12	1	12
$i = 5$	33	-		14		126

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

$$= 54 + 5\left(\frac{14}{33}\right)$$

$$= 54 + 5(0.42)$$

$$= 54 + 2.1$$

$$= 56.1$$

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

$$= 5\sqrt{\frac{126}{33} - \left(\frac{14}{33}\right)^{2}}$$

$$= 5\sqrt{3.81 - (0.42)^{2}}$$

$$= 5\sqrt{3.81 - 0.1764}$$

$$= 5\sqrt{3.634}$$

$$= 5 \ (1.906)$$

$$= 9.53$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0\text{-}f_h)}{f_h}$
	60,5	0,46	0.1772				
55 - 60				0,113	3,72	12	2,22
	54,5	-0,16	0.0636				
50 - 54				-0,191	-6,30	10	-0,58
	49,5	-0,69	0,2549				
45 - 49				-0,132	-4,35	1	-0,77
	44,5	-1,21	0,3869				
40 - 44				-0,072	-2,37	1	-0,57
	39,5	-1,74	0,4591				
35 - 39				-0,029	-0,95	5	-4,05
	34,5	-2,26	0,4881				
30 - 34				-0,009	-0,29	4	-12,7
	29,5	-2,79	0,4974				
						X^2	-16,45

Based on table above, reseracher found that x^2_{count} = -16.45 while x^2_{table} =5.991 cause $x^2_{count} < x^2_{table}$ (-16.45 <5.991) with degree of freedom dk = 5 – 3 = 2 and significat level α = 5%. So distribution of VIII 2 class (Pre-test) is normal.

6. Median

No	Interval of Classes	F	Fk
1	30 - 34	4	4
2	35 - 39	5	9
3	40 - 44	1	10
4	45 - 49	1	11
5	50 - 54	10	21
6	55 - 60	12	33

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

Bb $= 34{,}5$

F $= 4$

fm $= 5$

i $= 5$

n $= 33$

1/2n $= 16.5$

So :

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

$$= 34.5 + 5\left(\frac{16-4}{5}\right)$$

$$= 34.5 + 5(12.5/5)$$

$$= 34.5 + 5\,(2.5)$$

$$= 34.5 + 12.5$$

$$= 47.0$$

7. Modus

No	Interval of Classes	F	fk
1	30 - 34	4	4
2	35 - 39	5	9
3	40 - 44	1	10
4	45 - 49	1	11
5	50 - 54	10	21
6	55 - 60	12	33

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

$L \quad = 54.5$

$d_1 \quad = 21$

$d_2 \quad = 12$

$i \quad = 5$

$M_o \quad = 54.5 + \frac{21}{21+12} \; 5$

$\quad\quad = 54.5 + 0.63 \,(5)$

$\quad\quad = 54.5 + 3.15$

$\quad\quad = 57.65$

Result of the Normality Test of VIII 3 in Pre-Test

1. The score of VIII 3 class in pre test from low score to high score:

   20 20 20 20 20 20 20 20 20 20

   30 30 30 30 30 30 30 30 30 40

   40 40 40 40 40 50 50 50 50 50

   60

2. High   = 60

   Low   = 20

   Range   = High – Low

                  = 60 – 20

                  = 40

3. Total of Classes   = 1 + 3,3 log (n)

                          = 1 + 3,3 log (31)

                          = 1 + 3,3 (1.49)

                          = 1 + 4.917

                          = 5.917

                          = 6

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $= \dfrac{40}{6} = 6{,}66 = 7$

5. Mean

Interval Class	F	X	x'	fx'	x'^{2}	fx'^{2}
20 – 26	5	23,0	4	20	16	400
27 – 33	6	30,0	3	18	9	324
34 – 40	9	37,0	2	18	4	324
41 – 47	3	44,0	1	3	1	9
48 – 54	4	51,0	0	0	0	0
55 – 60	4	57,5	1	4	1	16
$i = 7$	31	-		63		1073

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

$$= 50.5 + 7(\frac{63}{31})$$

$$= 50.5 + 7(2.03)$$

$$= 50.5 + 14.21$$

$$= 64.71$$

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

$$= {}^7\sqrt{\frac{1073}{31} - \left(\frac{63}{31}\right)^2}$$

$$= {}^7\sqrt{34.61 - (2.032)^2}$$

$$= {}^7\sqrt{34.61 - 4.129}$$

$$= {}^7\sqrt{30.48}$$

$$= 7(1.48)$$

$$= 10.36$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0 - f_h)}{f_h}$
	60,5	-0,40	0,1554				
55 - 60				-0,1811	-5,61	4	-0,28
	54,5	-0,98	0,3365				
48 - 54				-0,115	-3,56	4	-0,12
	47,5	-1,66	0,4515				
41 - 47				-0,0386	-1,19	3	-1,52
	40,5	-2,33	0,4901				
34 - 40				-0,0086	-0,26	9	-33,6
	33,5	-3,01	0,4987				
27 - 33				-0,0012	-0,03	6	-1,99
	26,5	-3,68	0,4999				
20 -26				-0,0011	-0,001	5	-4,99
	19,5	-3,99	0,5000				
						X^2	42,50

Based on table above,reseracher found that $x^2_{count} = 42.50$ while $x^2_{table} = 9.488$ cause $x^2_{count} > x^2_{table}$ (42.50>9.488) with degree of freedom dk $= 7 - 3 = 4$ and significat level $\alpha = 5\%$. So distribution of VII 3 class (Pre-test) is not normal.

6. Median

No	Interval of Classes	F	Fk
1	55 - 60	4	4
2	48 - 54	4	8
3	41 - 47	3	11
4	34 - 40	9	20
5	27 - 33	6	26
6	20 - 26	5	31

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

Bb $= 60.5$

F $= 4$

fm $= 4$

i $= 7$

n $= 31$

1/2n $= 15.5$

So :

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

$$= 60.5 + 7 \left(\frac{15,5 - 4}{4} \right)$$

$$= 60.5 + 7 \ (11.5/4)$$

$$= 60.5 + 7 \ (2.8)$$

$$= 60.5 + 19.6$$

$$= 80.1$$

7. Modus

No	Interval of Classes	F	Fk
1	55 – 60	4	4
2	48 – 54	4	8
3	41 – 47	3	11
4	34 – 40	9	20
5	27 – 33	6	26
6	20 – 26	5	31

$M_o \quad = L + \dfrac{d_1}{d_1 + d_2} \, i$

$L \quad = \ 40{,}5$

$d_1 \quad = 6$

$d_2 \quad = 3$

$i \quad = 7$

$M_o \quad = 40.5 + \dfrac{6}{6+3} \, 7$

$\quad = 40.5 + 0.66 \,(7)$

$\quad = 40.5 + 4.62$

$\quad = 45.12$

Appendix 9

<div align="center">

HOMOGENEITY TEST (PRE-TEST)

</div>

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

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

Hypotheses:

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

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

A. Variant of the VIII 1 classis:

n $= 32$
$\Sigma xi = 1620$
$\Sigma_{xi} 2 = 89800$

So:

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

$$= \frac{32(89800) - (1620)^2}{32(32-1)}$$

$$= \frac{2873600 - 2624400}{32(31)}$$

$$= \frac{249200}{992}$$

$$= 251.20$$

B. Variant of the VIII 2 classis:

$$n = 33$$
$$\sum xi = 1600$$
$$\sum xi\,2 = 82200$$

So:

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

$$= \frac{33(82200) - (1600)^2}{33(33-1)}$$

$$= \frac{2712600 - 2560000}{33(32)}$$

$$= \frac{152600}{1056}$$

$$= 144.50$$

C. Variant of the VIII 3 classis:

$$n = 31$$
$$\sum xi = 1020$$
$$\sum xi\,2 = 37800$$

So:

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

$$= \frac{31(37800) - (1020)^2}{31(31-1)}$$

$$= \frac{1171800 - 1040400}{31(30)}$$

$$= \frac{131400}{930}$$

$$= 141.29$$

The Formula was used to test hypothesis was:

1. VIII 1 and VIII 3 :

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

So:

$$F = \frac{251,20}{141,29}$$
$$= 1,77$$

After doing the calculation, researcher found that $F_{count} = 1.77$ with α 5 % and dk = 32 from the distribution list F, researcher found that $F_{table} = 1,697$, cause $F_{count} < F_{table}$ (1.77< 1.697). So, there is no difference the variant between the VIII 1 class and VIII 3 class. It means that the variant is homogenous.

2. VIII 1 and VIII 2 :

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

So:

$$F = \frac{251.20}{144.50}$$
$$= 1,73$$

After doing the calculation, researcher found that $F_{count} = 1.73$ with α 5 % and dk = 32 from the distribution list F, researcher found that $F_{table} = 1.697$, cause $F_{count} < F_{table}$ (1.73< 1.697). So, there is no difference the variant between the VIII 1 class and VIII 2 class. It means that the variant is homogenous.

3. VIII 2 and VIII 3 :

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

So:

$$F = \frac{144.50}{141.29}$$
$$= 1{,}02$$

After doing the calculation, researcher found that $F_{count} = 1.02$ with α 5 % and dk = 33 from the distribution list F, researcher found that $F_{table} = 1.697$, cause $F_{count} < F_{table}$ (1.02 < 1.697). So, there is no difference the variant between the VIII 2 class and VIII 3 class. It means that the variant is homogenous.

Appendix 10

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

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

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

So:

$$S = \sqrt{\frac{(32-1)\,251.20 + (33-2)144.50}{32+33-2}}$$

$$= \sqrt{\frac{31\,(251.20) + 31\,(144.50)}{63}}$$

$$= \sqrt{\frac{7787.2 + 4479.5}{63}}$$

$$= \sqrt{\frac{12266.7}{63}}$$

$$= \sqrt{194.7095}$$

$$= 13.95$$

So:

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

$$t = \frac{56.9 - 56.1}{13.95\sqrt{\dfrac{1}{32} + \dfrac{1}{33}}}$$

$$= \frac{0.8}{13.95\sqrt{0.031 + 0.030}}$$

$$= \frac{0.8}{13.95\,(0.061)}$$

$$= \frac{0.8}{0.850}$$

$$= 0.94$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 0.94 with opportunity (1-α) = 1 − 5% = 95% and dk = n_1 + n_2 -2 = 32 + 33 − 2 = 63 , reseracher found that t_{table} = 1.671, cause t_{count}< t_{table}(0.94< 1.671). So, $H_a$is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

Appendix 11

THE SCORE OF EXPERIMENTALCLASS IN POST-TEST

No.	Students' initial	Post-Test						
		C	S	SF	U	M	X	x^2
1.	AA	20	20	10	10	10	70	4900
2.	ATA	20	10	10	10	20	70	4900
3.	AB	10	20	20	10	10	70	4900
4.	APR	20	20	10	10	20	80	6400
5.	CSN	20	10	10	10	20	70	4900
6.	DG	20	20	10	10	10	70	4900
7.	EFS	20	10	10	10	10	60	3600
8.	FHH	20	20	10	20	10	80	6400
9.	FSL	20	20	10	10	20	80	6400
10.	FAS	20	20	15	15	20	90	8100
11.	HWH	20	10	10	10	10	60	3600
12.	HUR	10	20	10	10	10	60	3600
13.	IAH	20	10	10	10	10	60	3600
14.	JZ	10	20	10	10	10	60	3600
15.	HSP	15	10	20	10	15	70	4900
16.	MGS	20	10	20	20	20	90	8100
17.	MFR	20	20	10	10	10	70	4900
18.	MH	20	20	20	10	10	80	6400
19.	NA	10	20	10	10	10	60	3600
20.	NS	15	20	10	20	15	80	6400
21.	NH	20	20	10	10	10	70	4900
22.	OA	10	20	10	20	10	70	4900
23.	PRB	20	10	10	10	10	60	3600
24.	RH	20	10	10	10	10	60	3600
25.	RDA	10	10	10	10	20	60	3600
26.	RAH	20	10	20	10	20	80	6400
27.	SSN	20	15	15	10	10	70	4900
28.	SH	15	10	10	10	15	60	3600
29.	SMS	20	15	15	20	10	80	6400
30.	UHH	20	10	10	15	15	70	4900
31.	UHA	20	20	15	15	10	80	6400
32.	ZNM	15	15	10	10	20	70	4900
TOTAL							2260	162200

Appendix 12

THE SCORE OF CONTROL CLASS IN POST-TEST

No.	Students' initial	Post-Test						
		C	S	SF	U	M	x	x^2
1.	AYT	10	10	20	10	20	70	4900
2.	ABS	20	20	10	20	10	80	6400
3.	AR	20	10	10	10	20	70	4900
4.	AR	20	10	10	10	10	60	3600
5.	AMS	20	10	10	10	20	70	4900
6.	ALN	10	10	20	10	10	60	3600
7.	DS	20	15	10	15	20	80	6400
8.	EN	10	20	20	10	10	70	4900
9.	EZ	10	20	20	10	10	70	4900
10.	FYS	20	20	10	10	10	70	4900
11.	FPS	20	10	20	10	10	70	4900
12.	FS	10	20	20	10	20	70	4900
13.	GSH	10	10	20	10	10	60	3600
14.	HFR	20	20	10	10	10	70	4900
15.	IWP	20	10	10	10	10	60	3600
16.	KND	10	20	20	10	10	70	4900
17.	KAK	20	10	10	10	20	70	4900
18.	LS	10	10	20	10	10	60	3600
19.	MS	20	10	10	20	10	70	4900
20.	MH	20	10	10	10	10	60	3600
21.	MZ	10	20	20	10	10	70	4900
22.	MRA	20	10	10	10	20	70	4900
23.	MHD	20	10	10	10	10	60	3600
24.	MF	10	20	20	10	10	70	4900
25.	NYR	20	10	10	10	10	60	3600
26.	NS	10	10	10	20	10	60	3600
27.	NHS	15	10	10	20	15	70	4900
28.	RAM	20	20	10	10	20	80	6400
29.	RAS	15	10	10	15	20	70	4900
30.	REP	20	15	10	10	15	70	4900
31.	RES	20	20	10	10	20	80	6400
32.	SS	15	10	10	15	20	70	4900
33	YSR	15	15	10	10	10	60	3600
TOTAL							2250	159600

Appendix 13

<div align="center">

Result of the Normality Test of Experimental Class by Using

Quick Writing Technique in Post-Test

</div>

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

   60 60 60 60 60 60 60 60 60 60
   70 70 70 70 70 70 70 70 70 70
   70 70 80 80 80 80 80 80 80 80
   90 90

2. High   = 90
   Low   = 60
   Range   = High – Low
             = 90 – 60
             = 30

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 $= \dfrac{range}{total\ of\ class} = \dfrac{30}{6} = 5$

5. Mean

Interval Class	f	X	x'	fx'	x'^2	fx'^2
60 – 64	3	62,0	3	9	9	81
65 – 69	7	67,0	2	14	4	196
70 – 74	3	72,0	1	3	1	9
75 – 79	10	77,0	0	0	0	0
80 – 84	5	82,0	-1	-5	1	25
85 – 89	2	87,0	-2	-4	4	16
90 – 94	2	92,0	-3	-6	9	36
$i=5$	32			11		363

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

$$= 79 + 5\left(\frac{11}{32}\right)$$

$$= 79 + 5(0.34)$$

$$= 79 + 1.7$$

$$= 80.7$$

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

$$= 5\sqrt{\frac{363}{32} - \left[\frac{11}{32}\right]^2}$$

$$= 5\sqrt{11.34 - (0.34)^2}$$

$$= 5\sqrt{11.34 - 0.11}$$

$$= 5\sqrt{11.23}$$

$$= 5\,(3.35)$$

$$= 16.75$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	94,5	0,82	0.2939				
90 - 94				0,095	3,04	2	-0,34
	89,5	0,52	0.1985				
85 - 89				0,111	3,55	2	-0,43
	84,5	0,22	0.0871				
80 - 84				0,059	1,88	5	1,65
	79,5	-0,07	0.0279				
75 - 79				-0,116	-3,71	10	1,69
	74,5	-0,37	0,1443				
70 - 74				-0,101	-3,23	3	-0,07
	69,5	-0,66	0,2454				
65 - 69				-0,086	-2,75	7	1,54
	64,5	-0,96	0,3315				
60 – 64				-0.064	-2,04	3	-0,47
	59,5	-1,26	0,3962				
						X^2	2,03

Based on table above, reseracher found that x^2_{count} = 2.03 while x^2_{table} = 5.991 cause x^2_{cause} < x^2_{table} (2.03 < 5.991) with degree of freedom dk = 5 – 3 = 2 and significat level α = 5%. So distribution of experimental classwith using guided writing strategy (Post-test) is normal.

6.Median

No	Interval of Classes	F	Fk
1	60 – 64	3	3
2	65 – 69	7	10
3	70 - 74	3	13
4	75 - 79	10	23
5	80 - 84	5	28
6	85 - 89	2	30
7	90 - 94	2	32

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

Bb　　= 79.5

F　　= 10

fm　　= 5

i　　= 5

n　　= 32

1/2n　=16

So :

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

$$= 79.5 + 5\left(\frac{16-10}{5}\right)$$

$$= 79.5 + 5(1.2)$$

$$= 79.5 + 6$$

$$= 85.5$$

7. Modus

No	Interval of Classes	F	Fk
1	60 – 64	3	3
2	65 - 69	7	10
3	70 -74	3	13
4	75 - 79	10	23
5	80 - 84	5	28
6	85 - 89	2	30
7	90 - 94	2	32

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L $\quad = 79$

$d_1 \quad = 7$

$d_2 \quad = 5$

i $\quad = 5$

$M_o \quad = 75 + \frac{7}{7+5} 5$

$\quad = 75 + 0.58 (5)$

$\quad = 75 + 2.9$

$\quad = 77.9$

Appendix 14

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

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

   60 60 60 60 60 60 60 60 60 60
   60 70 70 70 70 70 70 70 70 70
   70 70 70 70 70 70 70 70 70 80
   80 80 80

2. High $= 80$

   Low $= 60$

   Range $=$ High – Low

   $\qquad = 80 - 60$

   $\qquad = 20$

3. Total of Classes $= 1 + 3{,}3 \log (n)$

   $\qquad = 1 + 3{,}3 \log (33)$

   $\qquad = 1 + 3{,}3 \,(1.51)$

   $\qquad = 1 + 4.98$

   $\qquad = 5.98$

   $\qquad = 6$

4. Length of Classes $= \dfrac{range}{total\ of\ class}$ $\qquad = \dfrac{20}{6} = 3{,}33 = 3$

5. Mean

Interval Class	F	X	x'	fx'	x'^2	fx'^2
60 – 62	3	61,0	4	12	144	144
63 – 65	3	64,0	3	9	81	81
66 – 68	2	67,0	2	4	16	16
69 – 71	4	70,0	1	4	16	16
72 – 74	10	73,0	0	0	0	0
75 – 77	4	76,0	-1	-4	-16	-16
78 – 80	7	79,0	-2	-14	-196	196
$i= 3$	33			11		437

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

$$= 74 + 3(\frac{11}{33})$$

$$= 74 + 3(0,33)$$

$$= 74 + 0.99$$

$$= 74.99$$

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

$$= 3\sqrt{\frac{437}{33} - \left[\frac{11}{33}\right]^2}$$

$$= 3\sqrt{13.24 - (0.46)^2}$$

$$= 3\sqrt{16.84 - 0.33}$$

$$= 3\sqrt{16.51}$$

$$= 3(4.06)$$

$$= 12.18$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0 - f_h)}{f_h}$
	80,5	0,45	0.1736				
78 - 80				0,09	2,97	7	1,35
	77,5	0,20	0.0793				
75 - 77				0,06	1,98	4	1,02
	74,5	-0,04	0.0160				
72 - 74				-1,09	-35,97	10	-0,72
	71,5	-0,28	0,1103				
69 - 71				-0,09	-2,97	4	0,34
	68,5	-0,53	0,2019				
66 - 68				-0,07	-2,31	2	-0,13
	65,5	-0,77	0,2794				
63 - 65				0,23	7,59	3	-0,60
	62,5	-1,02	0,0478				
60 – 62				-0,35	-11,55	3	-074
	59,5	-1,27	0,3980				
						X^2	1,58

Based on table above, reseracher found that x^2_{count} = 1.58 while x^2_{table}=3.841 cause x^2_{cause}< x^2_{table} (1.58 <3.841) with degree of freedom dk = 3 – 3 = 0 and significat level α = 5%. So distribution of control classwith using conventional strategy (Post-test) is normal.

6. Median

No	Interval of Classes	F	fk
1	60 - 62	3	3
2	63 - 65	3	6
3	64 - 68	2	8
4	69 - 71	4	12
5	72 - 74	10	22
6	75 - 77	4	26
7	78 - 80	7	33

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

Bb $\quad$ = 74.5

F $\quad$ = 10

fm $\quad$ = 4

i $\quad$ = 3

n $\quad$ = 33

1/2n $\quad$ =16.5

So :

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

$$= 74.5 + 3\left(\frac{13.5 - 10}{4}\right)$$

$$= 74.5 + 3(0.87)$$

$$= 74.5 + 2{,}61$$

$$= 77.11$$

7. Modus

No	Interval of Classes	F	Fk
1	60 - 62	3	3
2	63 - 65	3	6
3	66 - 68	2	8
4	69 - 71	4	12
5	72 - 74	10	22
6	75 - 77	4	26
7	78 - 80	7	33

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L   = 74.5

d_1 = 6

d_2 = 6

i   = 3

M_o $= 74.5 + \frac{6}{6+(6)} \, 3$

        $= 74.5 + 0.5 \,(3)$

        $= 74.5 + 1.5$

        $= 76.0$

Appendix 15

<div align="center">

HOMOGENITY TEST (POST-TEST)

</div>

Calculation of parameter to get variant of the first class as experimental class sample by Quick Writing Technique and variant of the second class as control class sample by using conventional strategy 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 quick writing technique:

$$n \quad = 32$$
$$\Sigma xi \quad = 2260$$
$$\Sigma_{xi} 2 = 162200$$

$$S^2 = n\Sigma xi^2 - (\Sigma xi)^2$$

$$= \frac{32(162200) - (2260)^2}{32(32-1)}$$

$$= \frac{5190400 - 5107600}{32(31)}$$

$$= \frac{82800}{992}$$

$$= 83.46$$

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

$$n = 33$$
$$\Sigma xi = 2250$$
$$\Sigma xi\, 2 = 159600$$

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

$$= \frac{33(159600) - (2250)^2}{33(33-1)}$$

$$= \frac{5266800 - 5062500}{33(32)}$$

$$= \frac{204300}{1056}$$

$$= 193.46$$

The formula was used to test hypothesis was:

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

So:

$$F = \frac{193.46}{83.46}$$

$$= 2,31$$

After doing the calculation, reseracher found that $F_{count} = 2.31$ with α 5 % and dk $= 32$ from the distribution list F, researcher found that $F_{table} = 1.697$, cause $F_{count} < F_{table}$(2.31< 1.697). So, there is no difference the variant between experimental class by using Quick Writing Technique and control class by using conventional strategy. It means the variant is homogenous.

Appendix 16

$$\text{T}_{\text{test}} \text{ OF THE BOTH AVERAGES IN POST – TEST}$$

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

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

So:

$$S \quad = \sqrt{\frac{(32-1)\,83{,}46 + (33-2)19.,46}{32 + 33 - 2}}$$

$$= \sqrt{\frac{31\,(83.46) + 31\,(193.46)}{63}}$$

$$= \sqrt{\frac{2587.26 + 5997.26}{63}}$$

$$= \sqrt{\frac{8584.52}{63}}$$

$$= \sqrt{13.,262}$$

$$= 11.67$$

So:

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

$$t = \frac{80.7 - 74.99}{11.67\sqrt{\dfrac{1}{32} + \dfrac{1}{33}}}$$

$$= \frac{5.71}{11.67\sqrt{0.031 + 0.030}}$$

$$= \frac{5.71}{11.67(0.061)}$$

$$= \frac{5.71}{0.711}$$

$$= 8.03$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that t_{count}= 8.03 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 32 + 33 - 2 = 63$, reseracher found that $t_{table} = 1.671$, cause $t_{count} > t_{table}$(8.03> 1.671). So, H_a is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

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

APPENDIX 18

Chi-Square Table

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

APPENDIX 19

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, 05**	**0,025**	**0,01**	**0,005**
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 20

PHOTOS OF THE RESEARCH