



**THE EFFECT OF GENRE BASED LANGUAGE TEACHING ON THE  
STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE  
TEXT AT MAS HUTAPADANG PIJORKOLING  
PADANGSIDIMPUAN TENGGARA**

**A THESIS**

*Submitted to the English Education Study Program of State College for Islamic  
Studies Padangsidempuan, in Partial Fulfilment of the Requirement for  
the Degree of Islamic Education Schbolar (S.Pd.I)  
in English education Study Program*

**BY**

**SITI HANDAYANI PULUNGAN**  
**Reg. No 07 340 0068**

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTEMENT OF TARBIYAH**

**STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN**

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Padangsidempuan, 14 Mei 2012

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Kepada Yth,

Lamp : 5 (Lima) exemplar

Bapak Ketua STAIN Padangsidempuan

*Assalamu 'alaikum Wr. Wb*

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Siti Handayani Pulungan yang berjudul: *The Effect Of Genre Based Language Teaching On Students' Achievemenn In Writing Procedure Text At Mas Hutapadang* . Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melangkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

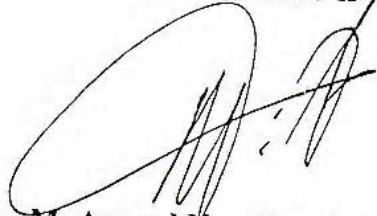
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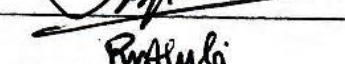
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Judul Skripsi : **THE EFFECT OF GENRE BASED LANGUAGE  
TEACHING ON THE STUDENTS' ACHIEVEMENT  
IN WRITING PROCEDURE TEXT AT MAS  
HUTAPADANG PIJORKOLING  
PADANGSIDIMPUAN TENGGARA**

Ditulis oleh : **SITI HANDAYANI PULUNGAN**

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Telah dapat diterima sebagai salah satu syarat memperoleh gelar

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**DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

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Registration Number : 07 340 0068

Department/ Study Program : TARBIYAH/ TBI-2

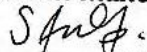
The Title of Thesis : **The Effect Of Genre Based Language Teaching On  
The Students' Achievement In Writing Procedure  
Text At Mas Hutapadang.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

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Declaration maker,



**Siti Handayani Pulungan**

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Saya yang bertanda tangan di bawah ini:

Nama : Siti Handayani Pulungan  
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Judul Skripsi : The Effect Of Genre Based Language Teaching On Students' Achievement In Writing Procedure Text At MAS Hutapadang

Menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

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Padangsidempuan, 14 MEI 2012  
Saya yang menyatakan,



Siti Handayani Pulungan  
Reg. No. 07 340 0068



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Firstly, the writer would like to convey her grateful to Allah SWT, the most Creator and Merciful that has given her the health, time and chance for finishing this thesis on titled "The Effect of Genre Based Language Teaching On The Students' Achievement In Writing Procedure Text At MAS Htapadang Pijorkoling Padangsidimpuan Tenggara ". This thesis is written in order to fulfill one of the requirements for being Islamic Education Scholar in English Department at the Tarbiyah Faculty of State Collage for Islamic Studies (STAIN) Padangsidimpuan.

In the process of finishing this thesis some people have granted academic support for the writer, she would like to make the opportunity to thank them all in completing this thesis, the writer would like to express her gratitude:

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Very special and sincerest thanks to beloved parent, my sisters and my brothers. Thank for their sympathy, understanding, spirits, constantly love, interest, both of the moral and material support, never ending encouragements and understanding given during her Academic year at the English Department of State Collage for Islamic Studies (STAIN) Padangsidimpuan, and their never ending pray and as spritual support for her to finish this study, without them the writer could not finish this all.

Finally, the writer fully realizes that this thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticisms and suggestions from the readers to improve this thesis.

Padangsidimpuan, 31-05-2012

  
**Siti Handayani Pulungan**  
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## **ABSTRACT**

**Name : Siti Handayani Pulungan**

**Reg.No : 07 340 0068**

**Title : The Effect of Genre Based Language Teaching on the Students' Achievement in Writing Procedure Text at Mas Hutapadang.**

This research is taken based on fact of the problem in learning English especially in writing achievement. The researcher identifying many problems such as students were taught the writing achievement and way, there were learning difficulties in word and grammar, lack of interest and motivation. The aims of this research were to know the ability of students' in 'writing procedure text. Students' achievement in writing by genre based language at grade XI MAS Hutapadang.

The research was conducted by quantitative method. The population was 93 students of MAS Hutapadang. Then, the sample of research intended 30 students. Next, the researcher got pre-test and post-test about writing procedure text. To analysis the data, the writer used formulation of T-test.

Met calculating the data to show the description of the data was found that the score of t was not bigger than t (3, 04>2, 76). It is mean that the hypothesis was not accepted. It was concluded that there was not a significant effect of genre based language teaching on students' achievement in writing procedure text XI MAS Hutapadangn. Finally, the researcher suggested genre based language teaching was not effective to achievement in writing procedure text.



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Title of Thesis: **THE EFFECT OF GENRE BASED LANGUAGE TEACHING ON  
THE STUDENTS' ACHIVEMENT IN WRITING PROCEDURE  
TEXT AT MAS HUTAPADANG PIJORKOLING PADANDSIDIMPUAN  
TENGGARA**

### **ABSTRACT**

The research is taken based on fact of the problems in learning English especially in writing procedure text. The research identified many problems such as difficulties in word and grammar, lack of interest and motivation. The aims of the research was to know the ability of the students' in writing procedure text. Students' achievement in genre based language teaching at grade XI MAS Hutapadang Pijorkoling Padangsidimpuan Tenggara.

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## APPENDIX I

### Pre Test

Write a process in which your goal is to describe how to make a delicious food until accomplished such as:

1. Make cake
2. Make orange juice
3. Fried noodles

Based on the indicator above, the writer make score, the score are:

Indicator	Score
1 (The goal)	20
2 (The materials needed)	25
3 (Orientation)	30
4 (Practically)	25
Total	100

## APPENDIX II

### Test Pre-test

Write a process in which your goal is to describe how to make a delicious food until accomplished such as:

1. Make cake
2. Make orange juice
3. Fried noodles

Based on the indicator above, the writer make score, the score are:

Indicator	Score
1 (The goal)	10
2 (The materials needed)	20
3 (Method steps 1-n)	30
4 (Orientation)	20
5 (Practically)	20
Total	100



### APPENDIX III

**The Score of Control Class**

No	Student Initial	Pre-test					Post-test				
		Vc	Gr	FI/Ac	Co	Total	Vc	Gr	FI/Ac	Co	Total
1	AA	20	20	15	15	70	23	15	20	15	76
2	AF	18	20	13	15	68	21	15	20	14	70
3	DE	20	20	15	15	70	23	15	20	15	73
4	ER	20	24	14	14	72	22	15	22	15	74
5	FA	20	22	15	14	71	20	15	22	15	72
6	HP	19	20	14	15	68	21	14	22	14	71
7	IKS	19	20	14	15	68	21	14	22	14	71
8	JB	23	22	13	15	73	24	14	24	14	76
9	JP	21	20	14	15	70	21	15	21	15	72
10	MF	21	22	15	14	72	22	15	22	15	74
11	MIK	23	21	15	14	73	20	15	21	15	71
12	MR	18	21	15	15	69	20	15	21	15	71
13	MN	21	22	15	14	72	22	15	22	15	74
14	NS	19	20	15	14	68	22	14	21	14	71
15	NK	23	20	15	15	73	25	15	21	15	77
16	NA	22	21	14	15	72	25	15	17	15	74
17	NZ	20	22	15	14	71	28	15	17	14	74
18	PE	21	19	15	14	70	26	15	17	15	73
19	PR	22	20	14	14	70	25	15	17	15	72
20	RH	13	22	22	14	71	23	14	22	15	74
21	RI	14	20	20	14	71	23	15	21	14	73

## APPENDIX IV

### The Score of Experimental Class

No	Student' Initial	Pre- test					Post-test				
		Vc	Gr	Fl/Ac	Co	Total	Vc	Gr	Fl/Ac	Co	Total
1	AI	23	22	12	13	70	25	20	15	15	75
2	AS	23	22	12	13	70	23	19	16	16	73
3	EY	23	22	12	13	70	24	21	13	14	72
4	FD	20	21	15	15	71	24	22	15	15	76
5	HH	25	21	11	14	71	27	19	15	15	76
6	JW	20	20	15	15	70	25	19	15	15	74
7	KD	23	21	13	15	72	21	21	14	14	70
8	LS	21	25	12	12	68	24	23	12	11	70
9	KH	15	27	15	13	70	26	20	15	14	75
10	MIQ	24	26	11	12	73	24	23	12	11	70
11	MS	19	23	15	15	72	26	25	15	11	77
12	MW	20	25	13	12	68	25	21	12	14	72
13	NH	21	25	12	12	68	25	21	13	14	73
14	RM	20	20	15	15	70	25	19	15	15	74
15	SL	24	24	13	14	73	26	22	15	14	77
16	SP	18	21	15	14	68	24	15	15	15	69
17	SW	20	21	15	15	71	25	19	15	15	74
18	UAP	22	21	13	15	71	25	22	14	15	76
19	ZR	22	22	15	11	70	23	21	15	15	74
20	YK	15	27	15	15	72	24	22	15	15	76
21	YR	25	24	14	11	74	26	23	15	15	79

Vc : Vocabulary  
 Gr : Grammar  
 Fl/Ac : Fluency and Accuracy  
 Co : Comprehension

## APPENDIX V

### THE SCORE OF PRE-TEST CONTROL CLASS

1. The score of pre-test control class from low score to high score

60	66	70	71
64	69	70	71
65	69	70	71
66	70	70	

2. High score = 71

3. Low score = 60

4. Range = High score – low score

$$= 71 - 60 = 13$$

5. The total of lasses ( BK ) =  $1 + 3,3 \log$

$$= 1 + 3,3 ( \log 15 )$$

$$= 1 + 3,3 ( 1,176 )$$

$$= 1 + 3,8808$$

$$= 4,8808$$

$$= 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{13}{4} = 3,25$$

7. Mean Score (x) =  $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
68-64	2	65	130
65-66	5	67	335
70-71	8	71	568
i=2	15	137	1033



## APPENDIX VI

### THE SCORE OF PRE-TEST EXPERIMENTAL CLASS

1. The score of pre-test experimental class from low score to high score

68	70	71	73
68	70	71	74
70	70	71	76
70	71	72	

2. High score = 68

3. Low score = 76

4. Range = High score – low score

$$= 76 - 68 = 6$$

5. The total of lasses ( BK ) =  $1 + 3,3 \log$

$$= 1 + 3,3 ( \log 15 )$$

$$= 1 + 3,3 ( 1,176 )$$

$$= 1 + 3,8808$$

$$= 4,8808$$

$$= 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{6}{4} = 1,5$$

7. Mean Score (x) =  $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
68-64	7	69	483
71-73	6	72	432
74-76	2	75	150
i=2	15	137	1065

$$\bar{x} = \sum \frac{fixi}{xi} = \frac{1065}{15} = 71$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{70 + 7i}{2} = 70,5$$

$$p = 7.5$$

$$F = 7 + 6 + 2 = 15$$

$$f = 7$$

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 70,5 + 7.5 \left( \frac{7.5 - 15}{7} \right)$$

$$= 70,5 + (-7.5)$$

$$= 63$$

9. Modus = 70

## APPENDIX VII

### THE SCORE OF POST-TEST CONTROL CLASS

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

71	72	74	76
71	73	74	76
71	73	74	76
72	74	74	

2. High score = 76

3. Low score = 71

4. Range = High score – low score  
= 76 – 71 = 5

5. The total of lasses ( BK ) =  $1 + 3,3 \log$   
=  $1 + 3,3 ( \log 16 )$   
=  $1 + 3,3 ( 1,176 )$   
=  $1 + 3,8808$   
= 4,8808  
= 4

6. Interval (i)

$$i = \frac{R}{BK} = \frac{5}{4} = 1,25$$

7. Mean Score (x) =  $\sum \frac{fixi}{fi}$

Interval	Fi	Xi	Fixi
71 – 73	7	72	504
74 – 76	8	75	600
i = 2	15	147	1104

$$\bar{x} = \sum \frac{fixi}{fi} = \frac{1104}{15} = 73.6$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 75$$

$$p = 8$$

$$F = 7 + 8 = 15$$

$$f = 8$$

$$\begin{aligned} Me &= b + p \left( \frac{\frac{1}{2}n - F}{f} \right) \\ &= 75 + 8 \left( \frac{7.5 - 15}{8} \right) \\ &= 75 + (-7.5) \\ &= 67.5 \end{aligned}$$

9. Modus = 74



## APPENDIX VIII

### THE SCORE OF POST-TEST EXPERIMENTAL CLASS

1. The score of post-test experimental class from low score to high score.

68	74	74	76
70	74	74	78
70	74	76	80
72	74	76	

2. High score = 80

3. Low score = 68

4. Range = high score – low score

$$= 80 - 68 = 12$$

5. The total of classes (BK)  $= 1 + 3,3 \log n$

$$= 1 + 3,3 (\log 15)$$

$$= 1 + 3,3 (1,1760)$$

$$= 1 + 3.8808$$

$$= 4,8808$$

$$= 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{12}{4} = 3$$

7. Mean score (x) =  $\sum \frac{fixi}{fi}$

Interval	Fi	xi	Fixi
68-70	3	69	207
72-74	6	73	438
76-80	6	78	468
i=2	15	298	1113

$$\begin{aligned}x &= \sum \frac{f_{xi}}{xi} = \frac{1113}{15} \\&= 74,2\end{aligned}$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(15) = 7,5$$

$$b = \frac{74 + 76}{2} = 75$$

$$p = 6$$

$$F = 3 + 6 + 6 = 15$$

$$f = 6$$

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$= 75 + 6 \left( \frac{7,5 - 15}{6} \right)$$

$$= 75 + (-7,5)$$

$$= 67,5$$

9. Modus = 74

## APPENDIX IX

**The Score Pre-test and Post-test of Control Group**

NO	Initial	Pre-test	Post-test	$Y_2$	$Y_2^2$
(1)	2	(3)	(4)	(5)	(6)
1	AD	66	70	4	16
2	ARN	66	73	7	14
3	FRH	70	71	2	4
4	FTMH	70	72	3	9
5	LM	65	71	6	12
6	MS	70	73	3	9
7	MHS	71	74	3	9
8	RD	70	71	1	1
9	RSM	69	72	5	10
10	SUS	72	74	2	4
11	SA	71	76	5	10
12	UN	70	74	4	8
13	TN	71	74	3	9
14	WRN	72	73	1	1
15	N	69	71	2	4
Total				46	130

## APPENDIX X

**The Score Pre-test and Post-test of Experimental Group**

No	Initial	Pre-test	Post-test	$Y_1$	$Y_1^2$
(1)	(2)	(3)	(4)	(5);	(6)
1	AH	70	75	5	25
2	AS	70	74	4	16
3	ASS	71	76	5	25
4	DN	70	76	6	36
5	LL	72	70	-2	4
6	LN	70	74	4	16
7	PTH	73	78	-3	9
8	RFL	71	70	1	1
9	RHM	73	74	3	9
10	RM	68	72	5	25
11	RT	71	76	-1	1
12	SN	68	69	1	1
13	ULP	71	74	5	25
14	UK	70	74	4	16
15	RGG	74	80	6	36
Total				52	245

## APPENDIX XI

Nilai persentil  
Untuk distribusi t  
NU= db  
(bilangan dalam Badan Daftar Menyatakan t)

NU	t <sub>0,995</sub>	t <sub>0,99</sub>	t <sub>0,975</sub>	t <sub>0,95</sub>	t <sub>0,925</sub>
1	63,66	31,82	12,71	6,31	3,08
2	9,92	6,96	4,30	2,92	1,89
3	5,84	4,54	3,18	2,35	1,64
4	4,60	3,75	2,78	2,13	1,53
5	4,03	3,36	2,57	2,02	1,48
6	3,71	3,14	2,45	1,94	1,44
7	3,50	3,00	2,36	1,90	1,42
8	3,36	2,90	2,31	1,86	1,40
9	3,25	2,82	2,26	1,83	1,38
10	3,17	2,76	2,23	1,81	1,37
11	3,11	2,72	2,20	1,80	1,36
12	3,06	2,68	2,18	1,78	1,36
13	3,01	2,65	2,16	1,77	1,35
14	2,98	2,62	2,14	1,76	1,34
15	2,95	2,60	2,13	1,75	1,34
16	2,92	2,58	2,12	1,75	1,34
17	2,90	2,57	2,11	1,74	1,33
18	2,88	2,55	2,10	1,73	1,33
19	2,86	2,54	2,09	1,73	1,33
20	2,84	2,53	2,09	1,72	1,32
21	2,83	2,52	2,08	1,72	1,32
22	2,82	2,51	2,07	1,72	1,32
23	2,81	2,50	2,07	1,71	1,32
24	2,80	2,49	2,08	1,71	1,32
25	2,79	2,48	2,06	1,71	1,32
26	2,78	2,48	2,06	1,71	1,32
27	2,77	2,47	2,05	1,70	1,31
28	2,76	2,46	2,05	1,70	1,31
29	2,76	2,46	2,04	1,70	1,31
30	2,75	2,46	2,04	1,70	1,31
40	2,70	2,42	2,02	1,68	1,30
60	2,66	2,39	2,00	1,67	1,30
120	2,62	2,36	1,98	1,66	1,29
00	2,58	2,33	1,96	1,645	1,28

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.  
R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.  
t<sub>0,995</sub> untuk test 2 ekor dengan  $\alpha$  0,01  
t<sub>0,975</sub> untuk test 2 ekor dengan  $\alpha$  0,05





## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is one of instrument that used by people for communicating. It can be used for establishing social relationship from one people to another. the language is very important for people as is an instrument to know about something, such as habbit, kinds of culture in the contries, and to understand another people. So language is an instrument that make easy people easy for intracting to another people.

﴿الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ﴾ ﴿عَلَّمَ مِمَّنِ الْإِنْسَانَ خَلَقَ﴾ ﴿خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأُ﴾  
﴿يَعْلَمُ لَمْ مَا الْإِنْسَانَ عَلَّمَ﴾ ﴿بِالْقَلَمِ عَلَّمَ الَّذِي﴾

Artinya: Meaning : 1).Read! in the name of your lord who has created (all the exists). 2). He has created man from a clot (a piece of thick coagulated blood ). 3). Read! And your load the most generous. 4). Who has taught ( the writing) by the pen. 5). He has taught man that which he knew not. <sup>1</sup>”

<sup>1</sup>Muhsin Khan, *The Noble Qur'an Translated*, (Darussalam : Saudi Arabia, 2002), p. 717.

Artinya: Menuntut ilmu wajib atas tiap muslim (baik muslimin maupun muslimah). HR. Ibnu Majah<sup>2</sup>

English international language that used by many people in some countries for establishing social relationship. It is means that English use for communication all over world. English is very important for us, because English is an international language. By speaking English we are able to communicate to international community globalization era.

Indonesian is one of than nations that take a part in the word society. Indonesian government make English as a subject in the schools since the elementary schools, junior high schools, senior high schools until universityies. So English one of the important language that must learn by Indonesian students. The studied it from elementary school until university.

English language has four skills they are reading , writing, speaking, and listening. Every skill has relationship the first subject begun reading, writing, speaking, and listening. Why ? because when the students study the first reading, the second writing ,the third speaking to speak he know, and finally listening. Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing the meaning of ideas. Thus writing skill is the

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<sup>2</sup>Muhammad Faiz Almath, *1100 Hadist terpilih*, ( Gema Insani Press :Jakarta, 1991), 206.

activity to transfer the ideas through words and sentences the idea will change to scientific

There are some kinds of writing text: descriptive text is to expose describes the object can be animals, plants, and people. Report text is a written a text to report. Narrative is with problematic events which lead to a crisis. Recount text is to retell events for the purpose of informing or entertaining, and procedure text is to describe how something is accomplished through a sequence of actions or steps.

Genre is methodology will that make a teacher English in language learning, approaching language from perspective of text requires an accompanying methodology which can able student to develop the knowledge and skill to deal written text. Actually genre can divide methodology such genre based writing, speaking, reading and listening. Hornby says, genre is “Kind, style, category”. So genre is a methodology will make a teacher in learn a written text.<sup>3</sup>

There are some problem about writing in senior high schools, such as recount focus on specific participants, use material process and use of past tense. Narrative text focus on specific and usually individualized participant and use past tense. And procedural text focus on generalized human agent, use simple present and conjunctions. So writing at Mas Hutapadang have also problems beside, because my experience at the time when I do PPL two months and also I ask the Teacher they are less time to study it twice.

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<sup>3</sup> Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 1382.

There are to reasons why researcher chooses this title; the first students are not able to write procedure text, second stucture of grammar, third vocabulary, futherrmore students do not understand kinds of procedure text, and finally students lazy to study it, they are not have many time to writing.

In fact, it has been indicated in the field that we still find some of students unable to make procedure text by using tenses because they are not understanding of the grammar, use the conjuctions and the use of tenses in writig procedure text and the students also got difficalties to develop a topic so, they can not easy well.

Based on the above explanation, the writer was interesting to conduct a research about “The Effect Of Genre Based Language Teaching onStudents’ Achievement in Writing Procedure Text at MAS Hutapadang”.

## **B. Identification of the problem**

Based on the observation about writing, there are many curriculum which must accomplish of student, so that they did not know about kinds of writing, use conjunction, student less understand about simple present tense, structure grammar and vocabulary.

## **C. Limitation of the Problems.**

Based on identification of the problem above, the researcher limited the prolem on using Genre Based language Teaching method to know students mastery in writing , the writing procedure text are about use tenses,cunjunction, vocabulary.

**D. Formulation of the problems**

To make the problem clearly in the research, the writer made formulation it as follows:

1. How was the students' ability in writing procedure text before learning genre based language teaching at MAS Hutapadang?
2. How was the students' ability in writing procedure text after learning genre based language teaching at MAS Hutapadang?
3. was there a significant effect of genre based language teaching in writing procedure text at MAS Hutapadang?

**E. The Aim of the Research**

The aims of the research are below:

1. To know the ability of students in writing procedure text before learning genre based language teaching at MAS Hutapadang.
2. To know the ability of students in writing procedure text after learning genre based language teaching at MAS Hutapadang.
3. To know the significant effect of genre based language teaching to students' writing ability is significant or not at MAS Hutapadang.

**F. The Significances of the Research**

Significances of the research are:



1. The headmaster of the school, to motivate the English teacher in teaching English
2. The English teachers', to increase the teaching especially in teaching writing.
3. Those who has interest in teaching English and manifestation to the English teacher in the future.

#### **G. The Definition of operational variable**

To avoid ambiguity, there are variables:

1. Genre based language teaching types of text with have function as frame of references until the text can be made with effectively from aim. Choose or arranged element text.<sup>4</sup>
2. Writing isa process of revision and raw writing the concept of writing based prose has proved to a break trough concept because the difference between a text that communicate a reader and writer..<sup>5</sup> So writing is a process and product with make a writer such symbol,latter,have to meaning.

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<sup>4</sup>Pardiono, *Teaching Genre Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p.2.

<sup>5</sup>Sabarti Akhadiyah, *Pembinaan kemampuan Menulis*, (Jakarta: Erlangga,1988),p.2.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 1. Description of Genre Based Language Teaching

##### a. Defenition of Genre Based Language Teaching

Method in language teaching has been characterized in a variety of ways a more or less classical formulation suggests that methodology is that which link theory and practice. Theory statement would include theories of what language is and how language is learned or more specifically. Theories of second language acquisition and foreign language learning.

Then according to Michael O'Malley "Genre are biographies, easy, stories, journal entries, latter newspaper reports, manual and research paper".<sup>1</sup> Genre is discussing the style of writing, particularly the kind of text in English lesson during the learning process such as: narrative, exposition, exposition, descriptive, spoof, discussion, recount, and procedure. The six basic courses of genre are: narrative, procedural, expository, descriptive, discussion, and report.<sup>2</sup> Genre is a types of text with have function as frame of references until the text can be made with effectively from aim and choose or arranged element text.<sup>3</sup>

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<sup>1</sup>Michael O'Malley, *Authentic Assessment for English Language Learners* (Addison: Wesley publishing Company, 1996). p. 138.

<sup>2</sup>Mildred L. Larson, *Meaning-Base Translation*, (America: University Press Of America, 1981), p. 365.

<sup>3</sup>Pardiyono. *Teaching Genre Based Writing*, (Yogyakarta: Andi Yogyakarta, 2007), p. 2.

So genre is methodology will be made by a teacher English in language learning, approaching language from perspective of text requires an accompanying methodology which can able student to develop the knowledge and skill to deal written text.

When texts share the same general purpose in the culture, they will often share the same obligation and optional structure elements and so the belong to the some genre are text type. Of course it's much easier to produce an appropriate text when know it's structure and for this reason awareness of text types is now part of the curriculum in some school.

#### b. Genre-Based Approach

Approaching language learning from the perspective of text require an accompanying methodology which can enable student to develop the knowledge and skill to deal with spoken and written texts in social contexts. Methodology refer to underlying approach which influences how students work with syllabus contents in classroom. The most effective methodology for implementing a text, based syllabus, is the genre approach which is explained, based on assumption about language learning which are outline bellow.<sup>4</sup>

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<sup>4</sup>Taufik Nugroho, *Introduction to genre based approach* (Ministry Of Nation Education, 2010), p. 4.

1) Learning language is a social activity.

Language learning is a social activity and is the outcome of collaboration between the teacher and the student and between the student in other students in the group.

2) Students learn language.

By interacting with others powerful social activities students begin to understand the target as a source they can use to make meaning.

3) Students learn through language.

As they learn the target language, students begin to interpret and organize reality in terms of that language.

c. The classification genres of writing

There are classification of genres of writing as follows:<sup>5</sup>

1) Academic writing.

For example: Paper, general subject report, essays, academically reports .

2) Job-related writing

For example: Message, letter, schedule etc.

3) Personal writing.

For example: Letter, email, procedure, diaries.

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<sup>5</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco State University ), p. 219.

Based on the quotation above one primary school syllabus document is based on a set of text types which specific social purposes. The text types are used to specify what students should be able to achieve with language if they are to meet the stated outcomes of the syllabus. The document begin in the extra linguistic context with a set of purposes of using language below:

The table purposes of language bellow:

No	Purposes for using language	Text types
1	To tell what happened, to document a sequence of event and evaluate their significant in some way.	Recount
2	To construct a pattern of events what a problematic and /or unexpected outcome that enter things and instruct the reader or listens.	Narrative
3	To tell how to do something	Procedure
4	To present information about something	Information report
5	To tell how and why things occur	Explanation
6	To argue a case	Exposition
7	To look at more than on side of an issue: to explore various perfectives before coming to an informed decision. <sup>6</sup>	Discussion

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<sup>6</sup> David Butt, *Using Functional Grammar An Explorer's Guide*, (National Centre for English Teaching Research: Sydney), 2000, p. 9.



## 2. Description of Writing Procedure Text.

### a. Defenition of writing

Writing is process and product. The writer imagines ,organizes, draft, edits, read, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product –an essay, letter, story, or research report.

According to Mc. Whorter writing is an excellent means of monitoring and improving your comprehension an relation. It also an effective learning strategy. In fact, many successful almost always read with a pen in hand ready to underline ,mark, annotate, or paraphrase ideas. Then, after reading some students use writing to study and review the material. The theory outline to organize information. Write summarize to condense ideas or draw to show relationship.<sup>7</sup>

Writing is a process of revision and raw writing the concept of writing based on prose has proved to a break trough concept because the difference between a text that communicate a reader and writer. According to Hamp-lyons” writing is a personal act in which writer take ideas or prompt and transform the

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<sup>7</sup>Kathleen T. McWhorter, *Efficient and flexible reading*, (Niagara Country Community College, 1992 ), p. 289.

into” self-initiated” topic”.<sup>8</sup> And then Hornby says “write is to make letters or other symbols on a surface used paper”.<sup>9</sup>

According to Calderonello writing are best learned as students look over the shoulder of successful writers as these writers think, plan, and write, and moving from draft to draft in response to a writing task.<sup>10</sup> While Pardiyo says that” writing is a form linguistic competence with expression receive languages for written, in oral language. In category language skill, writing is one of difficult skill learned students”.<sup>11</sup>

So writing is a learn with can says a symbol or scratches with need planning, thinking, a reader and writer, or a product a writer base information, message, and idea writer to reader.

- b. Purpose in writing determines the nature of the writing.

Students need clear specification of the purpose in order to plan and compose a piece that responds to the task. The genre defines the style the writer will use and suggests choices about the language and structure of composition. Writers who gain control over various genres have a broader repertoire of writing abilities and increased understanding of the value of writing for interpersonal communication, for documenting important ideas, and for achieving their own ends those who do not.

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<sup>8</sup> Ibid, p. 136.

<sup>9</sup> Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 1382.

<sup>10</sup> Calderonello, *Roughdrafts The Process Of Writing*, (HoughtonMifflinCompany ), p. 1.

<sup>11</sup> Pardiyo, *Writing Clues for Better Writing Competence*, (AndiYogyakarta ), p. 8.

### c. Procedure Text

Procedure text is to describe how something is accomplished through a sequence of actions or steps.<sup>12</sup> According to Sanggam Siahaan Procedure text is to describes how something is accomplished through a sequence of action or steeps".<sup>13</sup> So procedure text is a place of writing which consist of instruction to follow steep by steep. And procedure is consist of sequentially ordered and closely related steps.

Sanggam Siahaan says that The function of the procedure text is to describe how something is accomplished trough a sequence of action or step.<sup>14</sup>

It can be said that, procedure text has function to explain how is to make or done something. Written" Procedure text is commonly used to describe how to make something which is close to our activity.

For examples: how to make a cup of tea, how to make a good kite, banana milkshake, one of the example of the procedure text.

Procedure text has a structure, like what Sanggam Siahaan that The procedure text has structure as goal, materials, (not required for all procedure text), steps 1-2 (goal followed by a series of steps oriented to

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<sup>12</sup>Linda Gerot, *Making Sense Of Fuctional Grammar*, (Australia: Anniductory Workbook). P,206.

<sup>13</sup>George E Wilson , *Lets Write English Edition*, ( New York, 1980), p. 379.

<sup>14</sup>*Op. Cit*, Crevised p, 81.

achievement the goal).<sup>15</sup> And then there are the structure of procedural text below:

- 1) Goal which usually stated as heading.
- 2) Material (not required for all procedure).
- 3) Steps 1-2 (goal followed by a series of steps oriented to achieving the goal).
- 4) Re-orientation: optional.

There are some dominant grammatical aspects in procedure text, they are:

- 1) Focus on general human agents.
- 2) Use of simple present tense.

Simple present tense is expressed daily habits or usual activities and used for events or situations that exist always, usually, or habitually in the past, present, and future.<sup>16</sup>

- 3) Use mainly of temporal conjunctions.

Conjunctions are members of a small class that have no characteristic form. They function chiefly as nonmovable structure words that join such units as part of speech, phrase, or clauses.<sup>17</sup>

- 4) Use mainly material processes, example: how to make juice banana milkshake.

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<sup>15</sup> *Op. cit.*, *Let's Write English Grammar*, P. 81.

<sup>16</sup> Betty Schramfer Azar, *Fundamentals Of English Grammar*, (Jakarta Barat: Binarupa Aksara, 1993), p. 3.

<sup>17</sup> Marcella Frank, *Modern English*, (United States Of America: New York University, 1972), p. 206.

For example 1: Banana milkshake.

The aim of this topic is to explain how the method to make something can be made in a form of procedure text, such as in study about some kinds of another text.

There are some important points to the attention of the teacher:<sup>18</sup>

- a) The related of making the kinds of procedure text, the teacher first must be understood: communicate purpose, rhetorical structure, grammatical pattern.
- b) To make questions with rhetorical structure to kinds of procedure text.

For example : Make juice banana milkshake

Topic : Banana milkshake

Statement of purpose : Here is how to make a glass of delicious banana milkshake

- c) The related of the topic banana milkshake the questions with must give to students as follow:
  - 1) The question to topic
    - (a) Have you ever made banana milkshake?
    - (b) How about orange juice?
    - (c) What ingredients do you need to make it ?
  - 2) The question to step accomplish:

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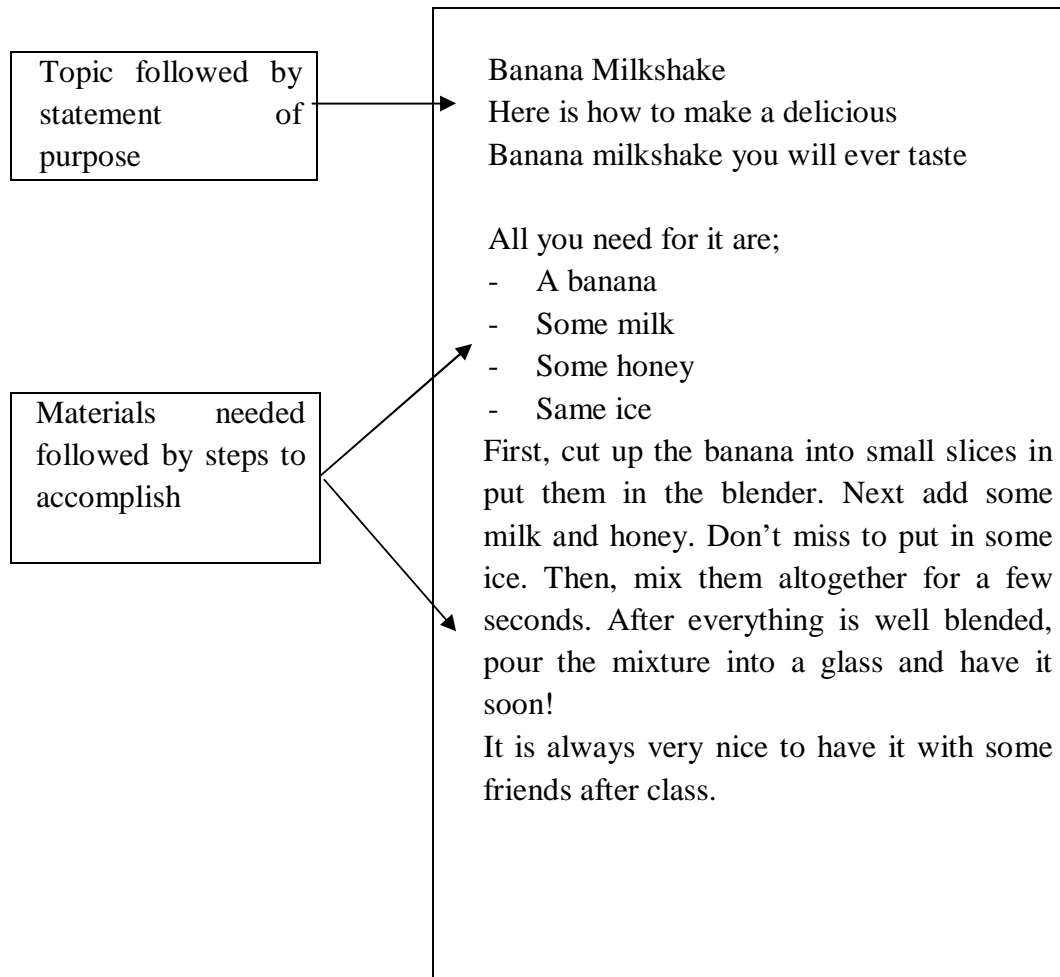
<sup>18</sup> Ibid. p. 24.



After the ingredients are ready.

- (a) First, what should I do?
- (b) After that?
- (c) Next?
- (d) Then?
- (e) Finally?

To be clearly for example as bellow:



For Example 2: A data into disk.

To saved data into disk is conducted to avoid the data attrition. In case of that, you have to follow these rules: Prepare a new disk (formatted disk). There must be a complete computer apparatus such as monitor, CPU, and the complete A: drives.

1. Fisrt , insert the data into the A: drives.
2. Next, you type the data that you want to save.
3. Alternatively, if the data is already available, click the data.
4. Turn the pointer at the menu “file”.
5. Then, clicks “save” and for the available, data, just conducts right click.
6. Now, you can see the sub menu and turn the pointer to the data destiation.

In this case, you save the data in to disk so click A: / “close”.

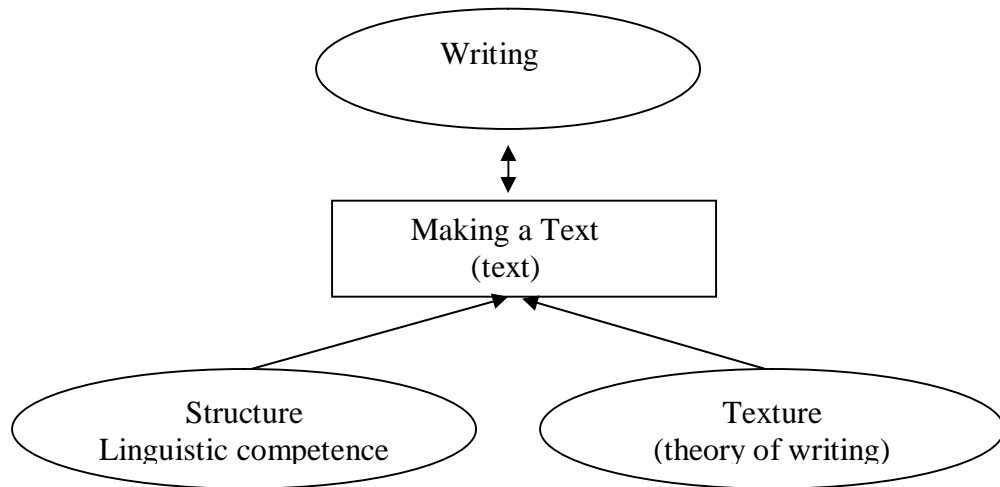
7. Retype the name of the data if you wish.
8. After that, turn the pointer again to the top right corner and click”close”.

The right steps perform a right savin. A person clicking the disk will get a right-saved data.

## **J. Conceptual Frame Work**

There are many kinds of teaching and technique, method and ways that teacher mayused it in teaching English. They are expected helped the students in understanding the topic lesson of English easily. One of the most techniques, method and ways that teacher may using the genre based language teaching (GBLT). The genre based language teaching describe as follows:

The table of genre based language teaching describe as follows:



From the diagram above, it explains that writing is an activity to made a text. A text can made from one setence, or one phrase.

### K. The Hypothesis

Hypothesis is construction a testing enable researchers to generalize their founding beyond the specific condition on which they were entailed.<sup>19</sup>

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

Ha = There is significant effect of Genre Based Language Teaching on the Students' in Writing Procedure Text.

Ho = There is not significant effect of Genre Based Language Teaching on the Students in Writing Procedure Text.

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<sup>19</sup>Syamsiah Depalina. *The Influence of Coordinate Conjunction Mastery Into Writing Exposition*, (Padangsidimpuan: UMTS, 2008), p. 20.



## CHAPTER III

### METHODOLOGY

#### A. Research Design

This research is quantitative method is do it research method by systematic, controlled empiric, and hypothesis critics with have nature relation.<sup>1</sup> The writer used experimental method in doing this research L.R. Gay says “Experimental research is the only type of research that can test hypotheses to established cause and effect”.<sup>2</sup> According John W. random is assignment of subject to treatment condition as well as quash, as an experimental that use randomized.<sup>3</sup>

From the quotation above, writer concludes that the experimental research is a kind of research which has aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristics at the start of experimental.

#### B. Schedule and Place of Research

This research had been done at MAS Hutapadang. An this subject of research is at the Grade XI of students of MAS Hutapadang 2011 December 2012. This research is planned to start from April 2011 Until done April 2012.

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<sup>1</sup> AsmadiAlsa.pendekatankuantitatifdankualitatifsertakombinasinyadalampenelitianpsikolog,. (Yogyakarta: pustakapelajar, 2003) .p.12.

<sup>2</sup> L.R. Gay and Peter Arraign, *Educational Research*, (USA: Merrill, 2000), p. 367.

<sup>3</sup> John W. Creswell. *Research Design*, (USA: Sage Publication, 2002), p. 14.

So that this research has been done for about three Months, because the first pre-test was given at April 2011 and post test was given at April to got significant data.

### **C. Population and Sample**

#### **a. Population**

According to Suharsimi Arikunto, A population is a set (collection) of all element processing one or more attributes of interest.<sup>4</sup>

Based on the quotation above, the population research consists of one class so that it can be seen the table follow:

No	Class	Number of students
1	Class XI	30
2	Class XII	35
3	Class XIII	28
	Total	93

#### **b. Sample.**

According to the John W. Creswell sample is single or multistage (called clustering). A single-stage sampling procedure is one in which the researcher has access to names in the population and sample

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<sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* , (Jakarta: Rineka Cipta, 1993), p. 108.

the people (or another elements ) directly <sup>5</sup>. The students of MASHutapadang is consist of 30 students. They are in multistage, clustering procedure, the researcher first samples groups organizations (or clusters), that obtains names of individuals within groups or clusters, and sample within the clusters. The writer taught one of class, and The researcher divided class into two, (as experiment class and control class), which consist of group A and group B. Each class consist of 15 and 15 students. The writer chose class A method (as experiment class) and class B without method (as control class). It can be seen in the table as follows:

NO	Class	The Total of Students	Genre	
			Group A	Group B
1	XI	30	15	15

#### **D. Instrumentation**

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. Suharsimi Arikunto says "Instrument of research is a tool of facility is used by the researcher in

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<sup>5</sup>John W. Creswell, Research Design, ( California, New Delhi: 2002 ),P,156.



collecting data”.<sup>6</sup> So that, the process is easier and better with the more careful, complete and systematic.

To get the data in this research, the research used the instruments like test. Test, the other instrument in this research was test, it was to test the students’ writing procedure text. The kinds of the test make something accomplish, it was five items. In which, it was scored different for each question to make the total score to be 100.<sup>7</sup>

In this research, the writer gave the pre-test and post-test to experimental and control class. It can be seen from the following table:

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

Further, vocabulary mastery of the students to express thought, felling, idea, and sense. So the indicator procedure text are: Based on the indicator above, the writer make score, the score are:

Indicator	Score
a. (The goal)	10
b. (The materials needed)	20

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<sup>6</sup>*Ibid.* p. 106.

<sup>7</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 108

c. (Method steps 1-n)	30
d. (Orientation)	20
e. (Practically)	20
Total	100

From the indicator above, the writer gave the writing procedure text test for pre-test and post-test to the students. The experimental group and the control group are given some subjects. It is consisted of communication aspects that will be taught by using GBLT and the control group is thought by the conventional method. The writer gave the procedure text test for pre-test and post-test to the students. The expriment class and the control class are given some material. which is consisted that will be taught by using explanation and control class is tought by methodology.

#### **E. Technique of collecting data**

To get the data from the students the writer collects. It was by giving pre-test and post-test to students. Test is some of question or view and other tool was used for measure skills, knowledge, and Writing ability. The test divided in to three kinds, that are:

##### **a. Pre-test.**

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the genre

based language teaching group and conventional group before the research gives treatment. In this case, the research hopes that the whole students writing procedural text mastery are the same, or if there is a difference between those group, the hopefully not significant.

The experimental group and the control group are given some material, which is consisted of communication aspects that will be taught by the teacher in different ways. The experimental group is given treatment, it is taught by using the genre based language teaching and the control group is taught by the conventional method.

b. Post-test.

After given treatment, the research conducts a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data. And the researcher will find out the effect of using genre language teaching in the experimental group.

## **F. Research Procedure**

This researcher taken are in multistage, clustering procedure, the researcher first samples groups organizations (or clusters), that obtains names of individuals within groups or clusters, and sample within the clusters. The writer taughtone of class, and The researcher divided class into two, (as experiment class and contrl class), which consist of group A and group B. Each class consist of 15 and 15

students. The writer chose class A method (as experiment class) and class B without method (as control class).

### G. Technique for Data Analysis

The analysis of data is done to find out the ability of the two groups, that have been divided in to experimental and control class. The data will be analyzed by using the following t-test formula.<sup>8</sup>

$$T\text{-test} : t = \frac{X1 - X2}{\sqrt{\frac{X1^2}{X1} - \frac{X2^2}{X2} - \frac{1}{n1} - \frac{1}{n2}}}$$

T : The value which the statistical significance

X1 : The average score of the experimental class.

X2 : The average score of the control class.

X1<sup>2</sup> : Deviation of the experimental class.

X2<sup>2</sup> : Deviation of the control class.

n1 : Number of experimental.

n2 : Number of control

---

<sup>8</sup>*Ibid*, p. 275.

## **CHAPTER IV**

### **DATA ANALYSIS**

As mentioned in earlier chapter, in order to evaluate the effect of using genre based language teaching on the student achievement in writing procedure text, the researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the researcher described the data as follow

#### **A. Description of Pre-test**

After calculating the result of pre-test control class, post-test control class and compare the score of pre-test control class and post-test control class above, next in this case the writer had calculated the pre-test experimental class, post test experimental class and the score both of the pre-test experimental class and post-test experimental class. The following are data and the calculation of the result of experimental class.

##### **1. Pre-test**

In this pre-test experimental class, the writer calculated the result that got by the students in answering the question (test) at the experimental class.

The scores of pre-test experimental class can be seen in the following table:

Table 9  
The score of pre-test in experimental class

No	Student' Initial	Pre-test
(1)	(2)	(3)
1	AH	70
2	AS	70
3	ASS	71
4	DN	70
5	LL	72
6	LN	70
7	PTH	73
8	RFL	71
9	RHM	73
10	RM	68
11	RT	71
12	SN	68
13	ULP	71
14	UK	70
15	RGG	76
Total		1064
Mean		71
Mode		70
Median		67,5
The Lowest		68
The Highest		76

Based on the above table the sum of score in experimental class was 1064, mean was 71, mode was 70, median was 67,5. The researcher got the lowest score was about 68, and the highest score was 76. Next, the calculation of how to get it can be seen in the appendix VI.

## **2. The Score of Pre-test in Control class**

The control class is done by calculating the result of test that given to students before giving treatment. Where, the test given to two classes, there are pre-test experiment class and pre-test control class. The following are data and the calculation of the result of control class.

In this pre-test control class, the writer calculated the result that got by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class can be seen in the following table:



Table 10

The score of pre-test in control class

No	Number of Students (n)	Pre-test
(1)	(2)	(3)
1	AD	60
2	ARN	60
3	FRH	70
4	LM	70
5	MS	64
6	MHS	70
7	RD	71
8	RSM	70
9	RSM	69
10	SUS	66
11	SA	71
12	UN	70
13	TN	71
14	WRN	66
15	N	69
Total		1017
Mean		68,8
Mode		70
Median		62.5
The Lowest		60
The Highest		71

Based on the above table the sum of score in control class was 1017, mean was 68,8, mode was 70, median was 62.5. The researcher got the lowest score was 60 and the highest score is 71. Next, the calculation of how to get it can be seen in the appendix V.

From the above table, the researcher concluded that the students' ability before using genre methodology was enough. It was improved by the means score of experimental class and control class was 68.6.

## B. Description Of Post-test

### 1. Description Data of Experimental Class

Table 11  
The score of post-test in experimental class

NO	Student' Initial	Post-test
(1)	(2)	(3)
1	AH	75
2	AS	74
3	ASS	76
4	DN	76
5	LL	70
6	LN	74
7	PTH	78
8	RFL	70
9	RHM	74
10	RM	72
11	RT	76
12	SN	68
13	UIP	74
14	UK	74
15	RGG	80
Total		1121
Mean		74,2
Mode		74
Median		63
The Lowest		68
The Highest		80

Based on the above table the sum of score in experimental class was 1121, mean was 74,2, mode was 74, median was 63. The researcher got the

lowest score about 68, and the highest score was 80. Next, the calculation of how to get it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the student's score of class can be applied in to table frequency distribution as follows:

Table 12  
The frequency distribution of students' score in experimental class

No	Interval	Median	Frequency	Percentages
1	68-70	69	3	20%
2	72-74	73	6	40%
3	76-80	78	6	40%
Total			15	100%

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

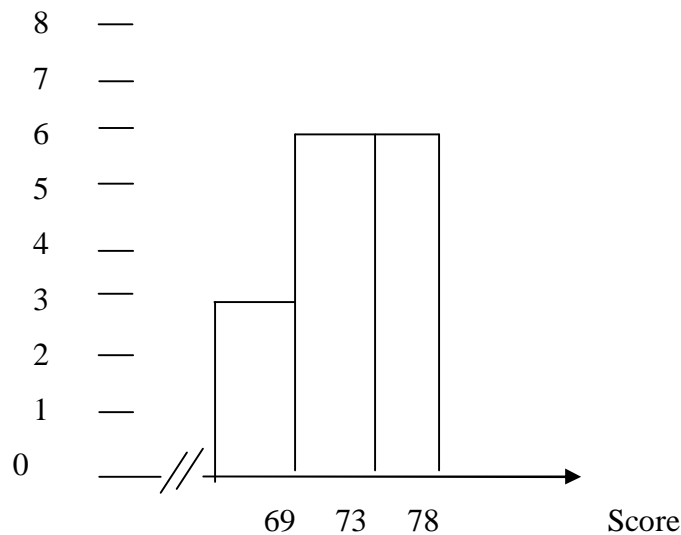


Figure 1 : Histogram of students' score of experimental class.

## 2. Description Data of Control Class

In this post-test control class, the writer calculated the result that got by the students in answering the question (test) at the post-test control class.

The scores of post-test control class can be seen in the following table:

Table 13  
The score of post-test in control class

	<b>Number of Students (n)</b>	<b>Post-test</b>
(1)	(2)	(3)
1	AD	76
2	ARN	73
3	FRH	74
4	FTMH	72
5	LM	71
6	MS	76
7	MHS	74
8	RD	71
9	RSM	72
10	SUS	74
11	SA	76
12	UN	74
13	TN	74
14	WRN	73
15	N	71
Total		1101
Mean		73,6
Mode		74
Median		67,5
The Lowest		71
The Highest		76

Based on the above table the sum of score in control class was 1101, mean was 73,6, mode was 74, median was 67,5, the lowest score was 71, and the highest score was 76. Then, how to get it can be seen to appendix VII. Next, the

computed of the frequency distribution of the student's score in post test can be applied in to table frequency distribution as follows :

Table 14  
The frequency distribution of students' score in control class

No	Interval	Median	Frequency	Percentages
1	71-73	72	7	47%
2	74-76	75	8	53%
Total			15	100%

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

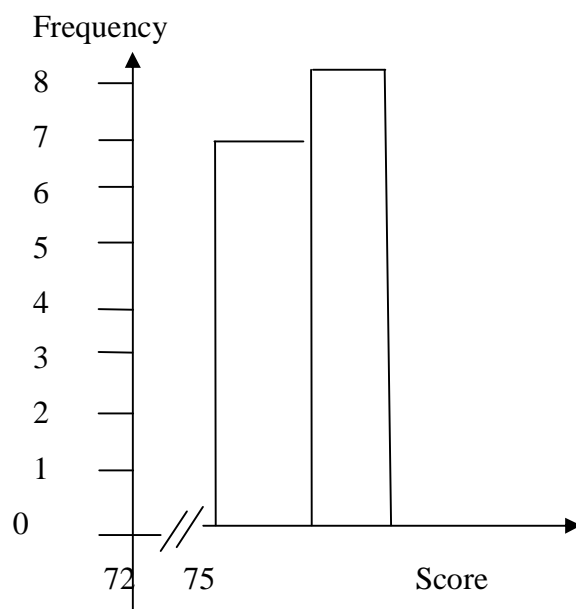


Figure 2 : Histogram of students' score of control class

Next, from the above calculation the writer concluded that the students' ability after teaching by using genre methodology was increased slowly. It can be seen from the mean score of experimental class was bigger than control class  $74 > 63$ .

### C. Hypothesis Testing

The hypothesis of research was “ There was a significant effect of using genre based language teaching on students achievement in writing procedure text. Based on the collected data, the data had been analyzed to prove hypothesis by using formula of T-test. The step was started. It can be seen as follow :

#### The Steps of Data Analysis

There were many steps to analysis data, they were :

a) The first step, to find average score each class.

- The average score of experimental class.

$$M_1 = \frac{Y_1^2}{Y_1}$$

$$= \frac{245}{52}$$

$$= 4,71$$

- The average score of control class.

$$M_1 = \frac{Y_2^2}{Y_2}$$

$$\begin{aligned}
 &= \frac{130}{46} \\
 &= \mathbf{2.82}
 \end{aligned}$$

b) The second step, to find deviation score each class.

- The deviation score of experimental class.

$$\begin{aligned}
 \Sigma_{x_1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\
 &= 245 - \frac{(52)^2}{15} \\
 &= 245 - \frac{2704}{15} \\
 &= 245 - 180,26 \\
 &= 64,74
 \end{aligned}$$

- The deviation score of control class.

$$\begin{aligned}
 \Sigma_{x_2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\
 &= 130 - \frac{(46)^2}{15} \\
 &= 130 - \frac{2116}{15} \\
 &= 130 - 141,06 \\
 &= -11.06
 \end{aligned}$$

c) The third step, to use the formulation of T-test

Table 15  
List of Score

No	Symbol	Score
1.	$M_1$	4,71
2.	$M_2$	2.82
3.	$X_1^2$	64,74
4.	$X_2^2$	-11.06
5.	$n_1$	15
6.	$n_2$	15

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{4,71 - 2.82}{\sqrt{\left(\frac{64.74 + -11.06}{15 + 15 - 2}\right)\left(\frac{1}{15} + \frac{1}{15}\right)}} \\
 &= \frac{1.89}{\sqrt{\left(\frac{53,68}{18}\right)\left(\frac{2}{15}\right)}} \\
 &= \frac{1.89}{\sqrt{\left(\frac{2.98}{15}\right)}} \\
 &= \frac{1.89}{\sqrt{\left(\frac{5.96}{15}\right)}}
 \end{aligned}$$



$$= \frac{1.89}{\sqrt{0.39}}$$

$$= \frac{1.89}{0.62}$$

$$t_o = 3.04$$

d.  $b = (n_1 + n_2 - 2) = 15 + 15 - 2 = 28$ . Next, did test missing one.

In the appendix X the scorets  $0,05 = 2,76$  and  $t_s 0,01 = 2,46$   $t_o = 3.04$  ( $3.04 > 2,76 > 2,46$ ). From the explanation chapter two the genre methodology was significant effect of genre based language teaching on the students in writing procedure text. So that, from the above calculation, it was concluded that the result of experimental is not significant, next has significant effect to students' writing procedure text at MASHutapadangPijorkoling. So, the hypothesis was not significant effect of genre based language teaching on the students in writing procedure text.

Next, to know the category of how far the effect of genre methodology on students' writing ability is, it would be interpreted from the table below:

Table 16

The Table coefficient effect of interpretation

Coefficient interval	Effect level
0,00 - 0,20	Very low
0,20 – 0,40	Low
0,40 – 0,70	Enough
0,70 – 0,90	High
0,90 – 1,00	Very high

To know the effect of genre language teaching on students' achievement writing a, t0 minimized ts (3,04-2,76 =0,28) . Next, the result of it interpreted to above table. So that, The effect of using genre based language teaching on students' writing achievement at MAS Hutapadang Pijor koling grade is categorized low:

#### D. Discussion

According to Mildred L. Larson genre is discussing the style of writing, particularly the kind of text in English lesson during the learning process such as: narrative, exposition, exposition, descriptive, spoof, discussion, recount, and procedure. The six basic courses of genre are: narrative, procedural,

expository, descriptive, discussion, and report. Based on the principles of genre based language teaching in the chapter II. Genre types of text with have function as frame of references until the text can be made with effectively from aim. Choose or arranged element textso, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from means score between the experimental class and control group. It is indicated that the score of experimental class was bigger than control group (74.2,>73,6). Finally, the researcher concluded that there was not effective to genre based language teaching on students' writing achievement.

#### **E. Threats of the Research**

The writer found the threat of this research, as follow:

1. The students were shy to explain in front of class about procedure text.
2. The limited in literature make into writer difficult for collected the recent theory and relevant with the research.
3. The students needed more time for working pre-test and post-test.
4. The limited of English books (especially genre books') in the researcher's campus.
5. The limited of the instrument of research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter on The Effect of Genre Based Language on Students' Writing Procedure Text at MAs Hutapadang, gains the not significant effect. Based on the result of data analysis, the researcher concludes as follow:

1. The students' writing ability before genre based language teaching at MAS Hutapadang was categorized low, it can be seen from the score of pre-test they got 68-74, and the mean score of experimental group and control group was 70,93.
2. The students' writing ability after genre based language teaching at MAs Hutapadang was not increase. It can be seen from not different score pre-test and post test of experimental class, the total score of post-test is bigger than pre-test ( $74,2 > 73,6$ ).
3. The result of the data,  $t_0$  is the higher than  $t_s$  ( $3,04 > 2,75$ ) so, the hypothesis is  $H_0$  : there is not significant effect of genre based language teaching on the students writing procedure text because it can be seen from teaching method by researcher not effective. It means the hypothesis  $H_a$  : not significant effect of Genre based language teaching on the students writing procedure text.

#### B. Suggestion

Based on the above conclusion of the research the researcher wants to give some suggestion as follows;

1. All students are hoped to be more active in the next learning process especially in using genre based language teaching to build up students' achievement in writing.
2. For English teachers are hoped that in English teaching learning process should use English to explain or to teach English subjects and not boring to do experience a method in learning English to get effective.
3. Students of English section at STAIN Padangsidimpuan should practice English as much as possible with their classmates or maybe with their English teachers.
4. English lecturers at STAIN Padangsidimpuan should be active using English in learning process.
5. The chief of the English section at STAIN Padangsidimpuan to revise the curriculum of English subject better.
6. The chief of student in English (HMPS) section to ask for all students to speak English.

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Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut di bawah ini sebagai berikut.

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Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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Kepada Yth,  
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di-

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Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
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adalah benar Mahasiswa STAIN Padangsidempuan yang sedang menyelesaikan Skripsi  
dengan Judul **"The Effect Of Genre Based Language Teaching On The Students'  
Achievement In Writing Procedure Text At MAS Hutapadang"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



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Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Swasta Darul Istiqomah Desa Hutapadang Kec. Padangsidempuan Tenggara Kota Padangsidempuan, dengan ini menerangkan:

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Demikian surat keterangan ini dibuat dengan sebenarnya, supaya dapat dipergunakan sebagaimana mestinya.



Padangsidempuan, 09 April 2012

ZAINUDDIN ARIFIN, S.Pd.I

## TABLE OF CONTENTS

	Page
PAGE OF TITTLE .....	i
AGREEMENT ADVISOR SHEET .....	ii
DECLARATION LETTER OF WRITING OWN THESIS.....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vi
LIST OF DIAGRAM .....	vii
LIST OF APPENDICES.....	viii
ABSTRACT .....	x

### CHAPTER I: INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem .....	1
C. Limitation of the Problems.....	4
D. Formulation of the problems.....	4
E. The Purpose of the Research.....	4
F. Significances of the Research .....	5
G. Definitions of Key Terms.....	5

### II: THEORITICAL DESCRIPTION

A. Description of genre .....	7
a. Genre based approach .....	8
b. The classification genres of writing .....	9
B. Description of writing.....	11
a. Description of writing.....	11
b. Purpose of writing determine the nature of writing.....	12
c. Procedure text .....	13
d. The function of procedure text .....	13
e. The structure of the procedure text.....	13
f. Dominant grammatical aspects.....	14
C. Conceptual frame work .....	17
D. The hypothesis.....	18



### **CHAPTER III: RESEARCH METHODOLOGY**

A. Research design.....	19
B. Time and Place .....	20
C. Population and sample.....	20
D. Instrumenation.....	22
E. Technique Collecting Data .....	24
F. Analysis of the Data.....	26

### **CHAPTER IV: RESULT OF RESEARCH**

A. Description of data before genre method .....	27
1 The score of pre-test in experimtal class.....	27
2 The score of pre-test in control class.....	28
B. Description of data after genre method.....	29
1. The score of post-test in experimtal class .....	29
2. The score of post-test in control class .....	31
C. Hypothesis testing .....	33
D. Discussion .....	37
E. Threats of the research .....	38

### **CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	39
B. Suggestions .....	39

REFERENCES.....	
APPENDICES.....	
CURRICULUM VITAE.....	

## LIST OF TABLES

Table 1 : The table purpose of language.....	10
Table 2 : The table of example .....	16
Table 3 :The table of genre based language teaching.....	18
Table 4 : The total of student Mas Hutapadang.....	21
Table 5 :The score of pre-test experimental class.....	27
Table 6 : The score of pre-test control class.....	28
Table 7 : The score of post-test experimental class.....	29
Table 8 : The score of pre-test control class.....	31
Table 9 : The list of score.....	35
Table10 : The table coefficient effect of interpretation.....	36

### **LIST OF DIAGRAM**

Diagram 1 :Histogram of students' score of experimental class..... 30

Diagram 2 :Histogram of students' score of control class ..... 32

## **LIST OF APPENDICES**

- Appendix I : Test Pre-test
- Appendix II : Test Post-test
- Appendix III : The score of control class
- Appendix IV : The score of experimental class
- Appendix V : The score of pre-test control class
- Appendix VI : The score of pre-test experimental class
- Appendix VII : The score of post-test control class
- Appendix VIII : The score of post-test experimental class
- Appendix IX : The score pre-test and post-test of control class
- Appendix X : The score pre-test and post-test of experimental class