



**THE EFFECT OF COLLABORATIVE WRITING STRATEGY
ON WRITING RECOUNT TEXT AT THE XI GRADE
STUDENTS OF MAS BAHARUDDIN**

A THESIS

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

Written by:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES**

PADANGSIDIMPUAN

2020



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WRITING RECOUNT TEXT AT THE XI GRADE STUDENTS OF
MAS BAHARUDDIN**

A THESIS

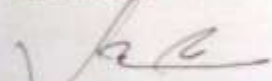
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LETTER OF AGREEMENT

Term : Thesis
Item : 7 (seven) exemplars

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To: **Dean**
Tarbiyah and Teacher Training Faculty
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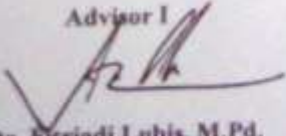
Assalamu 'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Suci Rahmadani**, entitled "**The Effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of MAS Baharuddin**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

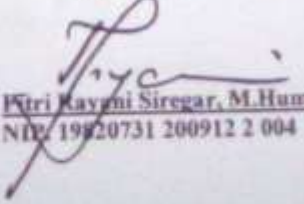
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr.wb.

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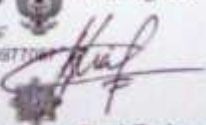
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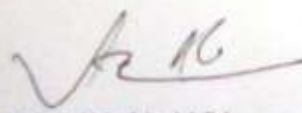
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Writing Recount Text at the XI Grade Students
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ABSTRACT

This research focused on using of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of MAS Baharuddin. The problem of this research are the students can not determine the types of text, students still less in grammar, generic structure and language features of text, students more active in Arabic, teacher's strategy. The purpose of this research is to know whether there is the effect of Collaborative Writing Strategy on writing recount text at the XI grade students of MAS Baharuddin.

This research has three formulation of the problem, they are how is the students' writing ability in recount text before using collaborative writing strategy, how is the students' writing ability in recount text after using collaborative writing strategy, and is there any significant effect of using collaborative writing strategy. The purpose of this research are to find out the students' writing ability in recount text before using collaborative writing strategy, to find out the students' writing ability in recount text after using collaborative writing strategy, and to examine whether there is effect of collaborative writing strategy to students' writing recount text is significant or not.

The method that is used in this research was experimental research. Two classes were as the sample. They were XI-IPA as experimental class that consisted of 20 students and XI-Agama as control class that consisted of 20 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researcher used t-test formula.

After analyzing the data, the researcher found that the mean score of experimental class after using Collaborative Writing Strategy was higher than control class ($72,7 > 70$) and the mean score of experimental class before using collaborative writing strategy was lower than control class ($70 < 71,25$), and the score of t_{count} was bigger than t_{table} ($2,80 > 1,88$), it meant that H_a was accepted. It was concluded that there was significant effect of using Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of MAS Baharuddin.

Key Words : *Collaborative Writing Strategy, Writing Recount Text*

Name : Suci Rahmadani
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Title of Thesis : The Effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of MAS Baharuddin

ABSTRAK

Penelitian ini difokuskan pada penggunaan *Collaborative Writing Strategy (CWS)* terhadap *Writing Recount Text at the XI Grade Students of MAS Baharuddin*. Masalah siswa dalam menulis bahasa Inggris di sini adalah: siswa tidak bisa menentukan jenis-jenis teks, siswa masih kurang memahami *grammar*, *generic structure* dan *language features*, siswa tidak bisa menentukan jenis-jenis teks, siswa lebih aktif berbahasa Arab, strategi guru. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh CWS terhadap penguasaan menulis bahasa Inggris dalam menulis teks recount pada siswa kelas XI MAS Baharuddin.

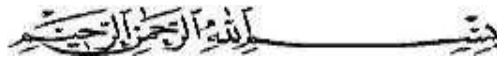
Penelitian ini memiliki tiga rumusan masalah, yaitu bagaimana kemampuan siswa dalam menulis teks recount sebelum menggunakan CWS, bagaimana kemampuan siswa dalam menulis teks recount setelah menggunakan CWS, dan adakah pengaruh yang signifikan dari penggunaan CWS. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks recount sebelum menggunakan CWS, untuk mengetahui kemampuan siswa dalam menulis teks recount setelah menggunakan CWS, dan untuk menguji apakah ada atau tidak ada pengaruh yang signifikan dari penggunaan CWS.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Dua kelas sebagai sampel. Kelas XI-IPA sebagai kelas eksperimen yang terdiri dari 20 siswa dan kelas XI-Agama sebagai kelas control yang terdiri dari 20 siswa. Dalam penelitian ini, dilakukan uji normalitas dan homogenitas. Data diperoleh dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan rumus uji-t.

Setelah menganalisis data, peneliti menemukan bahwa rata-rata nilai kelas eksperimen setelah menggunakan CWS lebih tinggi daripada kelas kontrol ($72,2 < 70$) dan rata-rata nilai kelas eksperimen sebelum menggunakan CWS lebih rendah dari pada kelas kontrol ($70 < 71,25$), dan skor t_{count} lebih besar dari t_{table} ($2,80 > 1,88$). Artinya, H_a diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan CWS pada Siswa Kelas XI MAS Baharuddin.

Kata Kunci : *Strategi Collaborative Writing, Menulis Teks Recount*

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5. Headmaster of MAS Baharuddin who has given me permission to carry out the research.
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan,
Researcher

2020

Suci Rahmadani
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skill that should be mastered by students. Writing is an instrument to express thought, feelings, opinion, and ideas about experiences. In other words, Writing is a complex process that produce and developing ideas, analyzing meaning and making conclusion about contents. Sometimes, it is difficult for the students to produce their ideas, words, sentences, paragraphs, and composition in written form. However, writing is one of the language skill which has to be acquired by the students.

In English writing lesson, there are many types or genres of text namely, narrative, descriptive, recount, report, procedure, spoof, etc. The basic competence of the texts is the students are expected to use English communicate both orally and written form. Based on syllabus of curriculum in senior high school, one of genres that should be mastered by students in the process of learning English is recount text.

Recount text is a text that retell the events or experiences in the past. Usually, recount text tells about someone's experience. In the other word, recount text is a kind of text that telling about events in the past time. The purpose of recount text is to retell about events or experiences that happened in the past time.

The function of recount text is to give information and to entertain the reader. The social context this text is to retelling events. It can be

experiences such as holiday or vacation. The social function of this text is to retell events or experiences in the past time. So, when writing recount text, the writer must be able to explore their ideas into the text and make the reader can imagine what they have read.

The government has done some efforts to increase the quality of education, such as curriculum development, textbook selection, and teacher quality improvement. The school also has done some efforts to increase education, such as prepare school facilities and make some rules for practicing discipline. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher also as a motivator for the students. From that explanation, all of these aims to increase the quality of education, including to increase students ability, especially in writing recount text.

In fact, some of the XI Grade student of MAS Baharuddin face some difficulties to write recount text. Based on interviewed with Mrs. D one of the English teacher in MAS Baharuddin, there are some difficulties that influence the students in mastering writing skill to be low. Such as, the students can not determine the types of the text, they are still less in grammar, generic structure and language features of the text, and some students more active in Arabic than in English.¹ Based on interviewed with Mrs. N one of the student of MAS Baharuddin, “The teacher uses discussion strategy in teaching writing. In teaching strategy the teacher

¹English Teacher, “Private Interview on September 16th in MAS Baharuddin,” 2020.

only explains about the writing topic, then asks the students to do exercise, such as writing a simple text and asks the students to read it in front of the class.² Hence, when they write a text, they just write it without understand type a text what they have write.

Travers in Aulia's thesis said that achievement is the result of what an individual has learned from some educational experience. There are several factors that can cause the writing recount text such as, motivation, interest, personality, IQ, learning style, environments, parents, and strategy."³

There are many kinds of strategy can be use in teaching English such as Number Head Together, Index Card, Diary, Brainstorming, Think Pair Share, Everyone is Teacher Here, True and False Strategy, Active Knowledge Sharing, Crossword, Jigsaw, and Collaborative Writing. In this research only focus on using Collaborative Writing Strategy.

Collaborative writing strategy is one of the best technique to help the students in developing their writing skills especially in big classes.⁴ In the other word, Collaborative writing is a technique that the students work together to produce ideas from each other in writing process. It means collaborative writing can makes the students more active when they work together in process learning.

²Private Interview with one of Student on September 16th in MAS Baharuddin," 2020.

³Aulia Rizky Ramadhani, "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in MTS AL Washliyah Tembung of 2016/2017" (2017), 1-48, <https://scholar.google.co.id>

⁴Kammer Tuahman Sipayung, "The Implementation of Collaborative Writing Method to Improve Sudents' Writing of Descriptive Genre at SMP Negeri 3 Percut Sei Tuan on Grpade VIII at Academic Year 2015/2016," *JSP/KIP/UHN* 3, no. 1 (2016): 88–99, <https://scholar.google.co.id>

Collaborative writing involves two or more persons working together to produce a written document. The teacher divides the students into groups, while each group consists of three people. The teacher asks the students to think of ideas, then asks the students to develop the ideas and arrange it in sentences and check it well. Then, the students perform their writing in front of class.

Based on the above explanation, the researcher is interested in conducting Collaborative writing strategy to teach writing recount text, entitled “ The Effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of MAS Baharuddin.”

B. Identification of the Problem

Recount text is a text that retell the events or experiences in the past. Usually, recount text tells about someone’s experience. In the other word, recount text is a kind of text that telling about events in the past time. The purpose of recount text is to retell about events or experiences that happened in the past time.

There are several factors that can cause the writing recount text such as, motivation, interest, personality, IQ, learning style, environments, parents, and strategy. So, in this research, this research interested in introduce collaborative writing strategy to teach recount text.

C. The Limitation of the Study

There are several factors that can cause the writing recount text such as, motivation, interest, personality, IQ, learning style, environments, parents, and strategy.

In this research, this research did not discuss all the factors of writing achievement, this research only focuses on one of the factors, it is Collaborative Writing Strategy to teach recount text.

This research focus on using collaborative writing strategy on writing recount text because some factors. First, collaborative writing can make the students more active in process writing recount text. Second, collaborative writing one of the strategy that can make the students easier to understand in writing recount text.

D. The Formulation of Study

Based on the above identification, finally the problem is formulated as follows:

1. How is the students' writing ability in recount text before using collaborative writing strategy at the XI grade of MAS Baharuddin?
2. How is the students' writing ability in recount text after using collaborative writing strategy at the XI grade of MAS Baharuddin?
3. Is there any significant effect of using collaborative writing strategy at the XI grade of MAS Baharuddin?

E. The Purposes of the Research

From the formulation above, the purpose of this research are:

1. To find out the students' writing ability in recount text before using collaborative writing strategy at the XI grade of MAS Baharuddin.
2. To find out the students' writing ability in recount text after using collaborative writing strategy at the XI grade of MAS Baharuddin.
3. To examine whether there is effect of collaborative writing strategy to students' writing recount text is significant or not.

F. The Significances of the Research

The significances of the research are:

1. For Headmaster, as the information to suggest the teacher to apply various strategy in teaching writing.
2. For teacher, as the information to apply various strategy in teaching writing.
3. For other researcher, the result of this research is expected to develop all information for other researcher as references.

G. The Outline of the Thesis

The systematic of this research is divided into five chapter. Each chapter consist of many sub chapters are follow: Chapter one, consisted of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objectives of the research, the significances of the research, the definitions of operational variables, and the outline of thesis.

Chapter two consists of the description of writing recount text, Collaborative writing strategy, the related findings, the conceptual framework, and the hypothesis.

Chapter three consists of methodology of the research which is divided into sub chapter; the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the treaths of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Recount Text

a. Defenition of Writing Recount Text

Writing is a process to transfer or express the ideas by written form. According to Nunan in Septika's journal "writing is the mental work of inventing ideas, thinking about how to express them, and organizing into statements and paragraphs that will be clear to a reader".⁵ According to Meyers in Rafida's journal "writing is a way to produce language".⁶ It means writing is a process to transfer the ideas to communicate by written form.

Recount text is a text that retell the events in the past time. S.B Panggabean said "recount text is a kind of text that contains about what had happened in series of events in sequence."⁷ According to Warner in Dessy's journal "recount text is a text which tells the reader about something that has happened".⁸ So, recount text is a text that telling about events or someone's

⁵Septika Ariyanti, "The Correlation Between Students' Reading Motivation, Vocabulary Mastery and Writing Ability in Recount Text," *Premise Journal* 5, no. 2 (2016): 21–32, <https://scholar.google.co.id>

⁶TienRafida, "Observing Contextual Teaching and Learning on Students' Achievement in Writing Recount Text," *International Journal of English Language Teaching* 4, no. 9 (2016): 57–68, <https://scholar.google.co.id>

⁷S. B. Panggabean, "Applying Story Pyramid Strategy in Comprehending Recount Text," *English Education Journal* 03, no. 02 (2015): 106–21, <https://scholar.google.co.id>

⁸Dessy Senjawati, "Transitivity Analysis of Tenth Grade Students' Recount Text," *Journal of English and Education* 4, no. 1 (2016): 1–22, <https://scholar.google.co.id>

experiences that happened in the past time. In the other word, recount text is a text that retell the events in the past time.

From the above statements, this research concluded that writing recount text is a process to produce the ideas that contains about experiences or events in the past time for informing and entertaining the reader.

b. Purpose of Writing Recount Text

Hyland in Ratih and friends' journal states that "the purpose of recount text is to reconstruct past experience by retelling events in original sequence".⁹ Derewianka in Ayu's journal state "the purpose of recount text is to inform and entertain the readers".¹⁰ Similarly, Rojas in Ratih and friends' journal states that "recount text are to list and describe past experiences by retelling events in the order in which they happened".¹¹ According to Palmer in Dessy's journal "the purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation".¹² So, the purpose of recount text is to retelling events or someone's experience in the past for information or entertain the reader.

⁹Ratih Wulandari Hidayat, Lestari Setyowati, and Baruton Mabaroh, "Genre-Based Approach for Writing Recount Text at MTs. Darul Ulum Karang Pandan, Pasuruan," *Jurnal Bahasa Lingua Scientia* 10, no. 1 (2018): 61–80, <https://scholar.google.co.id>

¹⁰Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text," *Journal of English and Education* 4, no. 2 (2016): 1–12, <https://scholar.google.co.id>

¹¹Hidayat, Setyowati, and Mabaroh, "Genre-Based Approach for Writing Recount Text at MTs. Darul Ulum Karang Pandan, Pasuruan."

¹²Senjawati, "Transitivity Analysis of Tenth Grade Students' Recount Text."

Based on the above statement, recount text is one of genre of text which the function is to retell the events or experiences that happened in the past time to give information and to entertain the reader.

c. Generic Structure of Recount Text

In writing a recount text, there is an important point which is worth knowing. Before writing activity it is important to understand the generic structure of recount text to make it well.

According to Fauziah et al in Suyadi's journal states that, there are three part of generic structure of recount text, they are:

1. Orientation: Information about an event and its setting. It provides details of who, what, when, where or why.
2. Events: A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally...,
3. Closing (Re-Orientation): Conclusion/summary of the events what you think.], feel or decide about occurred events.¹³

To make an effective writing recount text we should understand more function of generic structure of recount text, the function of each generic structure will be showed in this table below:

¹³Suyadi, "An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 Kota Jambi," *Journal of English Language Teaching* 1, no. 1 (2017): 114–26, <https://scholar.google.co.id>

Table.1
The Function of Generic Structure

Generic Structure	Function
Orientation	“tells who was involved, what happened, where the events took place, and when it happened”
Events	“tell what happened and in what sequence.”
Reorientation	“consists of events or ending.”

Based on the above explanations, recount text tells the reader what happened in the past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the events are described some sort of order time. The last, it reorientation which is at the end of text contains about summarizes or conclusion the event.

d. Language Features of Recount Text

In making recount text, the writer must know the language features of recount text well. There are some language features of recount text. They are:

- 1) The use of nouns and pronouns. (e.g: Rahmad, we her).
- 2) The use of action verb. (e.g: went, run, played).
- 3) The use of past tense. (e.g: we went for a trip to zoo).
- 4) The use of time conjunction. (e.g: that, first, next, then).
- 5) The use of adverbs of phrase. (e.g: in my house, two days ago, slowly).
- 6) Use adjectives. (e.g: beautiful, slow).¹⁴

¹⁴Vita Ningrum, Ferry Rita, and Hastini, “Improving Writing Skill in Writing Recount Text Through Diary Writing,” *E-Journal of English Language Teaching Society (ELTS)* 1, no. 1 (2013): 1–13, <https://scholar.google.co.id>

Based on the above statements, there are some language features that must be understood before writing recount text. Such as, using nouns and pronouns, these points are definitely important, because as a performer. Then, using action verb, conjunction, adverb of phrase, and the important one is using simple past tense, this point is the most dominant used, because recount text is telling about past events.

e. Process of Writing Recount Text

Writing as one of productive skills that needs a process. Writing process involves a series of steps to follow in introducing a finished piece of writing. Process of writing has an important role to make a good writing. In writing recount text the process is the same. These are some processes of writing, they are:

1) Planning

Planning is the stages when students begin to organize and put a structure on their writing. It is mainly about generating ideas.

2) Drafting

Drafting is the core of writing process. Write the main body according to your planned paragraphing structure.

3) Responding

You have gotten feedback about your composition from several of your classmates.

4) Revising

Revising means adding, changing, rewriting, and developing to get the content right.

5) Editing

Editing also means adding, changing, rewriting and developing to get the content right.

6) Evaluating

Implementation the corrections and rewriting the text. It means in this process, the writer check the written well.¹⁵

So, in writing activity, the writer must pay attention to each process well, if one of the process does not exist, it can make the results of writing are less than perfect.

f. Example of Recount Text

In the text book of senior high school, there are some examples of recount text. Such as Majapahit Kingdom, Bad Day, Bright Day, and Good Day.

So, the following is one of example of recount text on text book.

Majapahit Kingdom

Orientation: Have you heard about Majapahit Kingdom in Indonesian history? Majapahit it was a vast achipelagic empire based on the island of Java from 1293 to around 1500.

Event 1: Eastern Javanese history usually divided into three dynasty periods. The first was the period when the kings of Kadiri ruled over Java (10th-1222 AD) they were succeeded by the kings of Majapahit (1293-early 16th century).

Events 2: Raden Wijaya was the son-in law of Kertanegara the last king of Singasari who had been murdered by Jayakatwang from Gelang-Gelang. Then Jayakatwang was defeated by Wijaya Utilizing the Mongol armies, who came to Java to punish Kartanegara. Finally by cunning tricks Wijaya defeated the Mongols and drove them away. Then Wijaya ascended the throne as the finest king of Majapahit on 1293 AD.

Event 3: The famous prime minister Gajah Mada assisted Tribhuwana in her reign, and would afterward serve King

¹⁵Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education Journal* 02, no. 01 (2014): 61–76, <https://scholar.google.co.id>

Hayam Wuruk also. During Tribhuwana's rule Majapahit grew to be a great kingdom and famous on all the seas of the Archipelago and a broad. Tribhuwana ruled until the death of her mother in 1350 AD. Then her son Hayam Wuruk ascended the throne.

Reorientation: Majapahit's power reached its summit under the rule of Hayam Wuruk whose reign from 1350 to 1389 marked by conquest which extended through Southeast Asia. Gajah Mada was again prime minister until his death in 1365 AD.¹⁶

Answer the following questions!

1. What is a grammatical structure of the recount text?
2. What are mentioned in the orientation?
3. What are the events?
4. In which tenses is the text written?
5. What is the purpose of the recount text?¹⁷

2. Collaborative Writing Strategy

a. Definition of Collaborative Writing Strategy

According to Bonk et al. Collaborative writing as groups of two or more people working in concert on a common text project in an environment supportive of their text and idea sharing.¹⁸

According to Khainnur Jannah in Kammer's journal "collaborative writing is one of the best technique to help students in developing their writing skills especially in big classes."¹⁹ Graham and Perin in Amrih's thesis said "collaborative is a technique where students work together to plan, draft, reflect, and revise their composition. It

¹⁶Herman Benyamin, *Advanced Learning English 1*, 1st ed. (Bandung: Facil, 2014).

¹⁷Benyamin.

¹⁸Curtis Jay Bonk and Kira S. King, *Electronic Collaborators* (New York, 1998).

¹⁹Kammer Tuahman Sipayung, "The Implementation of Collaborative Writing Method to Improve Students' Writing of Descriptive Genre at SMP Negeri 3 Percut Sei Tuan on Grade VIII at Academic Year 2015/2016."

needs students' involvement when they are working as a team.”²⁰
 So, collaborative writing is technique that the process learning consists groups.

According to Hernandez in Sri's thesis, “collaborative writing is a powerful method of writing that encourages cooperation, critical thinking, peer learning and active participant toward an end product.”²¹ Collaborative writing is two or more person working together to produce a written document. It means collaborative writing is a technique where the students work in group.

From definitions above it can be concluded that collaborative writing is a process that can encourages the students to more active in learning process when they work together in a group.

b. Purpose of Collaborative Writing Strategy

Collaborative writing strategy is a kind of writing activity that involves a number of person. This strategy facilities the students to write a certain text with their peers to produce a good writing.

²⁰Amrih Beki Utami, “Improving Students’ Writing Skills on Recount Texts Through Collaborative Technique (Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)” (2012), 1-94, <https://scholar.google.co.id>

²¹Sri Wahyuni, “Improving Students’ Ability in Writing Through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan” (2017), 1-67, <https://scholar.google.co.id>

According to Sukirman, the purpose of collaborative writing strategy are “to improve students’ writing ability, to gain in grammatical and structural proficiency, to develop social skill, and to make the students are more active.”²² Sherman in Citra’s thesis said that the purpose of collaborative writing are “to promote effective learning, to combine both motivational and cognitive approaches to collaboration, and to promote the students’ achievement and students’ self confidence.”²³ It means, collaborative writing can help the students in writing activity.

So, collaborative writing has the purpose that can make easier for the students in writing activity and this strategy can help the teacher also in teaching writing, especially in teaching writing recount text.

c. Step of Collaborative Writing Strategy

Every strategy has steps in use, include collaborative writing strategy. There are some steps to guide teaching writing by using Collaborative writing strategy, they are:

Step 1: Idea Generating

This stages is getting the students’ ideas through encouraging and brainstorming them so that they are able to generate ideas for the topic.

Step 2: Drafting

When ideas are gathered from the previous stage, the next effort is to try to write drafting may be carried out quickly.

²²Sukirman, “Using Collaborative Writing in Teaching Writing,” *Journal Langkawi* 2, no. 1 (2016): 33–46, <https://scholar.google.co.id>

²³Citra Maharani, “Towards Students’ Procedure Text Writing Ability at the First Semester of The Twelfth Grade of MA Al- Hikmah Bandar Lampung in the Academic Year of 2018/2019” (2019), 1-74, <https://scholar.google.co.id>

Step 3: Reading

In this step, the writer reads the draf. When the writer reads the draf aloud to the helper, the helper provides notes and gives some corrections.

Step 4: Revising

Revision is a part of writing process where the helper reviews and then he/she amends their work so that it looks fresh. Then the writer writes down some changes that are corrected by the helper.

Step 5: Editing

In this step, the helper and the writer look at the whole essay to edit together and consider what improvement might be made. This process is the last step to check error of word, phrases, or sentences and punctuation.

Step 6: Best Copy

The writer then copies out a neat or best version of the corrected draf. The helper provides help when necessary, depending on the skill of the writer.

Step 7: Teacher Evaluation

Teacher evaluation is the final step. In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher.²⁴

Based on the steps of collaborative writing above, Collaborative writing has some steps in use to teach writing in a classroom, especially in teaching writing recount text. If these steps not complete in use, it can make the result of written is not perfect.

d. The Advantages and Disadvantages of Collaborative Writing Strategy

Every strategy has some advantages and disadvantages in use, include collaborative writing strategy. Collaborative writing has some benefits to students. Such as students can improve their vocabulary, understanding of text coherence, and gain new ideas

²⁴Supiani, "Teaching Writing Skill Through Collaborative Technique: From Theory to Practice," *JEELS* 4 (2017): 37–52, <https://scholar.google.co.id>

and perspectives. According to Fung in Zuraida's thesis state there are the advantages of collaborative writing

“students can learn more about writing by talking and listening to their peers. Besides that, during the collaboration, students are certainly faced by different opinions from the members of the group. By that difference of opinions can improve students' problem solving ability as they learn to reach the conclusion. It makes the students more active to analytical and critical thinking. Finally, collaborative writing generally improves individual writing.”²⁵

So, from the above explanation, the advantages of collaborative writing are:

1. Can help the teacher in teaching writing recount text.
2. Can make the students more active and interest in learning process.
3. Can make the students to exchange ideas.
4. Can make the students easier to understand.

So, collaborative writing gives many advantages for the students. It is not only for students' writing ability, but it also gives advantages for the teacher. Such as make the teacher more easier to teach writing.

Besides the advantages, collaborative writing strategy also has disadvantages, Lowry in Sukirman's journal states the disadvantages of collaborative writing strategy are:

1. Writers can blind to each other's work

²⁵Zuraida, “Improving Students' Writing Ability by Using Collaborative Writing at SMP Negeri 2 Godean” (2011), 1-70, <https://www.google.com>

2. May not clearly represent group's intention and less consensus produced.
3. Lose sense of group, subsequent writers may invalidate previous work.²⁶

In conclusion, every strategy has some advantages and disadvantages, including collaborative writing strategy also has advantages and disadvantages in use.

3. Teaching Writing Recount Text by Using Collaborative Writing Strategy

The findings of the current study can be concluded that teaching procedures in English teaching writing consist of pre-teaching, while-teaching, and post-teaching. Aditya Prabowo said "The pre-teaching contains the opening, greeting, praying, warming up process, giving motivation, and reviewing the materials. The while-teaching contains the teaching and practicing process. The post-test contains the evaluating and closing."²⁷ Collaborative writing strategy has some steps, it can be found in while-teaching and post teaching.

Teaching writing recount text by using collaborative writing strategy can be seen in this table below:

²⁶Sukirman, "Using Collaborative Writing in Teaching Writing."

²⁷Aditya Prabowo, "The Process of English Teaching Writing for Students with Special Needs at Harmony Junior High School of Surakarta," *Mathematical Journal Education* 1, no. 1 (2018): 75, <https://doi.org/10.29333/aje.2019.423a>.

Table. 2
Teaching Writing Recount Text by Using Collaborative Writing Strategy

Process of Teaching	Teacher Activities	Steps	Students Activities
Pre-Teaching	1. Teacher open the class and asks the students to pray before start the lesson. Then, teacher check the attendant list.		<ol style="list-style-type: none"> 1. Students listen to the teacher. 2. Students do the teacher command. 3. Students listen to the teacher.
	2. Teacher asks the students about the last material.		<ol style="list-style-type: none"> 1. Students answer the teacher's questions 2. Students tell about the last material.
	3. Teacher tell about the teacher's experience to active the students' background knowledge.		<ol style="list-style-type: none"> 1. Students listen to the teacher. 2. Students pay attention to the teacher.
	4. Teacher asks the students to tell about their experience about their holiday.		<ol style="list-style-type: none"> 1. Students do the teacher command. 2. Students tell their experience.

While-Teaching	1. Teacher explain the material about recount text and give an example of recount text. Then, the teacher asks the students to give questions about the material and answer the question.	1. Idea generation This stages is getting, the students' ideas through encouraging and brainstorming them, so that they are able to generate ideas for the topic.	1. Students listen to the teacher explanation. 2. Students pay attention to an example of recount text. 3. Students asks the teacher about what they do not understand.
	2. Teacher divides the students into groups and gives a topic. Then the teacher asks the students to think the ideas about the topic.		1. Students sit in their groups. 2. Students read the topic in their groups. 3. Students think the ideas.
	1. Teacher asks the students to write the important points of the topic.	2. Drafting When ideas are gathered from the previous stage, the next is try to write drafting may be carried out quickly.	1. Students listen to the teacher. 2. Students write the important points in their book.
	1. Teacher asks the students to read their important points carefully.	3. Reading In this step, the writer reads the draf and gives some corrections.	1. Students read their important points carefully. 2. Students check it well.
	1. Teacher asks the students to develop their important points becomes a story.	4. Revising The writer writes down some changes that are corrected.	1. Students develop the important points become a story. 2. Students write the

			story.
	1. Teacher asks the students to reread again their writing to check some mistakes.	5. Editing This process is the last step to check error of word, phrases, or sentences and punctuation.	1. Students read their story. 2. Students check their writing well. 3. Students write the story well.
Post-Teaching	1. Teacher asks the student to copy or write the right writing to their new worksheet.	6. Best Copy The writer copies out a best version of the corrected draf.	1. Students move their writing to new worksheet. 2. Students making a sure writing.
	1. Teacher asks one of the students to read their writing result in front of the class and gives a feedback and comments.	7. Teacher's Evaluation In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher.	1. Students perform their writing result. 2. Students listen to the teacher.
	2. Teacher gives a conclusion and close the meeting by praying together.		1. Students listen to the teacher. 2. Students praying together.

The concept of lesson plan above is based on the steps of collaborative writing strategy to teach writing recount text.

4. Teacher Strategy

Strategy is the important thing in learning process. without strategy in learning process it makes makes the teacher difficult to explain the material and the students get difficult to understand about the material. So, if the teacher uses strategy in learning process, it makes the teacher

easier to teach and makes the students easier to understand about the material that the teacher explain. So, by using strategy is very helpful in teaching and learning process.

There are some steps of strategy that the teacher uses in classroom at MAS Baharuddin, they are:

1. Teacher prepared teaching materials.
2. Teacher explained about the theory from the textbook.
3. Teacher gave the example about the theory.
4. Teacher asked the students to understand the example.
5. Teacher asked the students to answer the test.²⁸

B. The Review of Related Findings

This research is not the first research that had been done. There are some related findings to this research. The first is Saeful Arifin and Choirul anwar in their research. Using collaborative writing strategy can improve the students' writing skill in descriptive text. In the pre-test, the mean score of the experimental and the control group were 69.38 and 68.71, and the mean score of post-test of experimental and the control group, those were 82.15 and 76.32.²⁹ It means collaborative writing strategy may be considered as a technique to improve students' writing skill.

²⁸Teacher, "Private Interview on September 16th in MAS Baharuddin,"2020

²⁹Saeful Arifin and Choirul Anwar, "The Impact of Collaborative Writing Strategy at Students' Writing Skill in Descriptive Text," *PROMINENT Journal* 1 (2018), 12-20, <https://scholar.google.co.id>

The second is Amrih Bekti Utami, the result showed it can be concluded that the improvement of students' writing skills on recount texts was achieved by the application of collaborative writing. The students score analysis showed that the mean score in Task I was 62.14, in Task II 71.55, and it reached into 77.09 in Task III.³⁰ It means collaborative writing strategy can improve students' writing skill.

The third is Sri Wahyuni, the result showed that it concluded the students had achievement in writing descriptive text through collaborative writing strategy. The students' mean score of the first cycle was 65,7. It was very low. The mean score of second cycle was 80,5.³¹ It means that collaborative writing strategy can improve students' writing skill.

The fourth is Aulia Rizky Ramadhani, the result showed there was the significant effect of using Collaborative writing strategy on students' achievement in writing recount text. The post-test in experimental group was 35.78 and the post-test in control group was 30.45.³² It means collaborative writing strategy can improve students' writing skill.

The fifth is Kiky Soraya, the result showed the collaborative writing strategy students' mean score (72,78) is higher than that of the

³⁰Utami, "Improving Students' Writing Skills on Recount Texts Through Collaborative Technique (Classroom Action Research on Grade Eight of SMP N 2 Sentolo in the Academic Year of 2011/2012)."

³¹Sri Wahyuni, "Improving Students' Ability in Writing Through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan."

³²Aulia Rizky Ramadhani, "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in MTS AL Washliyah Tembung of 2016/2017."

Metacognitive Writing Strategy (70,22).³³ It can be concluded that teaching writing using Collaborative Writing Strategy is more effective than Metacognitive Writing Strategy. It means collaborative writing strategy can improve students' writing skill.

Due to the previous research, the researcher concluded that collaborative writing strategy has an effect on students' learning. Therefore, the researcher wants to try it in another location with different problem and situation.

C. Conceptual Framework

Many students of MAS Baharuddin feel difficult in writing recount text, especially at the XI grade students. They have some problems in writing recount text, they do not understand generic structure and language features of recount text, they still have poor vocabularies, and the teacher seldom use various strategies. The teacher uses conventional strategy.

Collaborative writing strategy can help the students to enrich students' writing skill. So by applying this strategy, the students will be easier to understand about writing recount text.

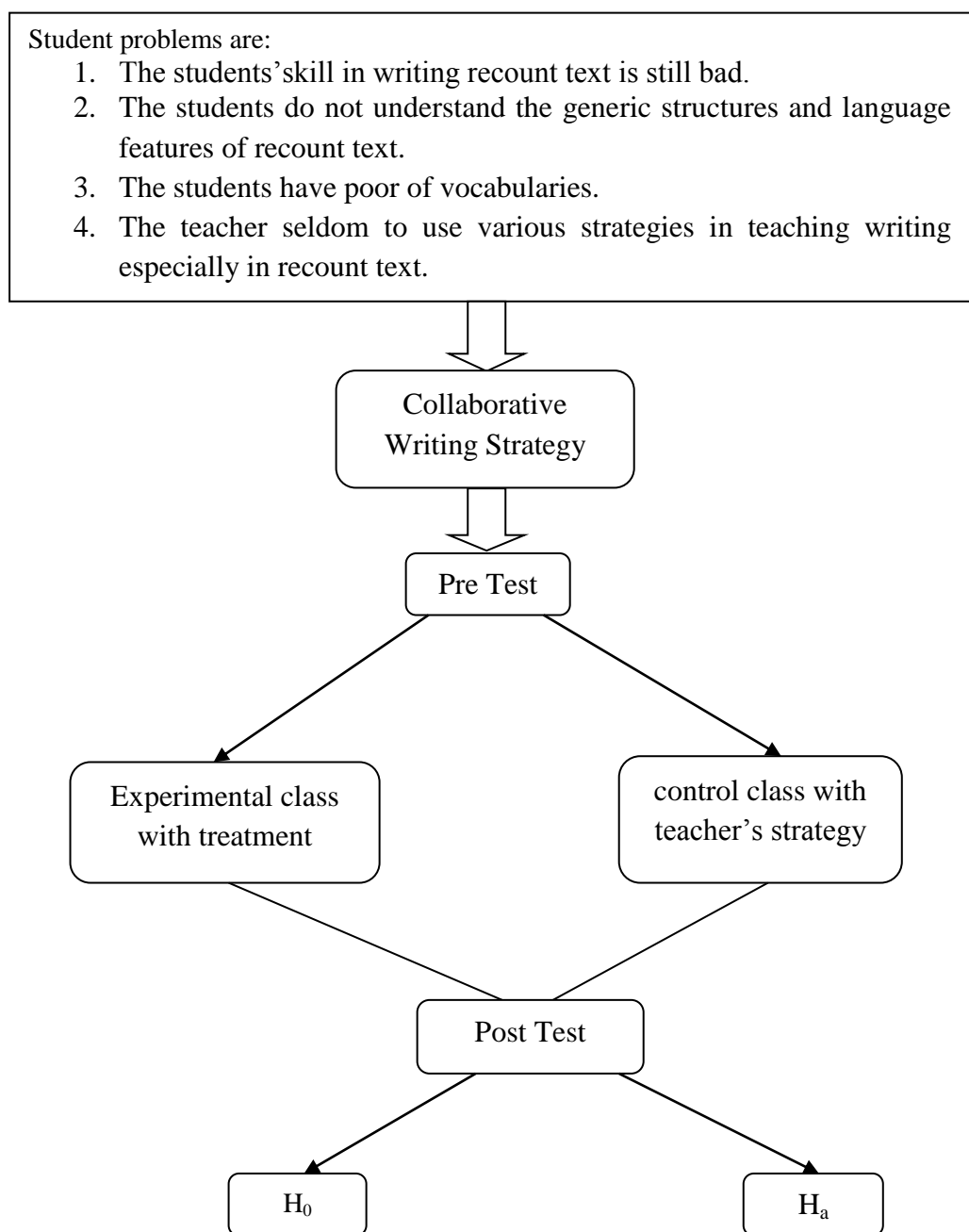
In order to get the data in this research, three procedures took in this research, they are pre-test, treatment and post-test.

The pre-test was given a test to experimental class and control class before treatment to know the mean score of the experimental class and control class. After the pre-test, this research was given treatment with

³³Kiky Soraya, "The Effectiveness of Collaborative Writing Strategy (CWS) in Writing Lesson Regarded to the Students' Creativity," *Lingua Cultura* 10, no. November (2016): 63–67, <https://doi.org/10.21512/lc.v10i2.898>.

using collaborative writing strategy for experimental class and conventional method for control class. The post- test was given a test to know mean score both of class whether the collaborative writing strategy has a significant effect on the students' writing recount text.

Picture 1
Conceptual Framework



D. Hypothesis

The hypothesis of this research are:

1. There is significant effect of using collaborative writing strategy on writing recount text at the XI grade students of MAS Baharuddin (H_a).
2. There is no significant effect of using collaborative writing strategy on writing recount text at the XI grade students of MAS Baharuddin (H_0).

CHAPTER III

RESEARCH METHOD

A. Place and Time of Research

The location of this research is in MAS Baharuddin. It is located in Jl. Mandailing Km. 17 Kec. Batang Angkola, Tapanuli Selatan. The location is ± 18 km from the city center to the south, it takes time about 20 minutes by public transportation. The process of the research is from September until October 2020.

B. Research Design

The design of this research is quantitative design in experimental research. This research used two classes, as an experimental class and a control class. The experimental class is the class that taught with collaborative writing strategy as a treatment and control class is the class that taught with a conventional strategy. The researcher used true experimental design with Pretest-Posttest Control Group Design. It means there are two classes would be chosen, then gave pre-test to know the basic condition of the two classes. Next, the both of class will be given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pretest-posttest control group design by using one treatment can be seen below:

Table. 3
Pretest-Posttest Control Group Design

A	O_1	X	O_2
B	O_1	-	O_2

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment³⁴

In this model, both of classes were give pre-test (O_1). Then, in experimental class will give a treatment (X) and control class was not given a treatment. After giving a treatment, both of classes were given post-test (O_2).

C. Population and Sample

1. Population

The population as the data sources of this research are all the students at XI grade of MAS Baharuddin that consist of 2 classes with 40 students. The Headmaster of MAS Baharuddin said that, the students are not grouped by IQ or level of intelligence means there is no placement test for them.³⁵ So that it can be conclude that the population is a homogeneous population. It can be seen from the table below:

³⁴John W. Creswell, *Research Design*, Third Edition (America, 2009).

³⁵Headmaster, "Private Interview on September 16th in MAS Baharuddin," 2020.

Table. 4
The Population of the XI Grade Students

No	Class	Students
1	XI-IPA	20
2	XI-Agama	20
Total Population		40

2. Sample

In this research, This research used total sampling to take the sample the research. This research used two classes as a sample. The researcher used XI-IPA consist of 20 students and XI-Agama consist of 20 students as a respondents. So the total sample of this research are 40 students. They are experimental class and control class. So that one class is as experimental class and the other is as control class.

Table. 5
The Sample of Students MAS Baharuddin

No	Class	Number
1	Experimental Class XI-IPA	20
2	Control Class XI-Agama	20
Total		40

D. Defenition of Operational Variabel

To avoid misunderstanding, this research is consisted of two variables, the key term of this research are defined as follows:

1. Collaborative Writing Strategy (Variable X)

Collaborative writing is a strategy that can encourages the students to more active in learning process when they work together in a group to produce the ideas.

2. Writing Recount Text (Variable Y)

Writing recount text is a process to produce the ideas that contains about experiences or events in the past time for informing and entertaining the reader.

E. The Instrument Research

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used the test, the test is essay test as the instrument to collect the data.

To know the students' writing skill improved, there are some criteria that must be considered. Ngadiso formulates that there are five indicators should be measured in writing test, namely: content, mechanic, vocabulary, grammar, and organization of ideas.³⁶ Those all indicators of writing are correct, but the researcher limited the indicators in scoring the test only on students need based on the purpose and definition of writing itself in senior high school. Based on the teacher's book in PERMENDIKBUD k13 version, the indicators of writing test are The selected idea, Organization/structure text and content, Grammar, and Vocabulary.³⁷ It can be seen in the table below:

³⁶Ngadiso, "Assessing The Students' Writing Skill," *Reforming Paradigms Towards More Integrated Education*, 2013.

³⁷Nur Hasanah, Mahrukh Bashir, and Sonya Sinyanyuri, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2014).

Table. 6
Indicators of Writing

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Assessment:

$$\frac{\text{Students score}}{\text{Score maximum}} \times 100$$

Note:

The total score obtained by students is the number of scores obtained students from criteria 1 to 5. The maximum score is the result of multiplying the highest score (4) by the number of criteria defined. So, the maximum score = $4 \times 4 = 16$

F. The Procedures of Research

In completing the data, the researcher continued to the next step sample. The function of data collecting is to determine the result of the research in collecting, the researcher used some steps. They are pre-test, treatment, and post-test.

1. Pre-test

The pre-test conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean score of collaborative writing strategy and teacher method in teaching before the researcher give the treatment. In this case, the writer hopes that the whole students' writing skill is same or if there is a difference is hopefully not significant.

2. Treatment

The experimental class and the control class gave same material, which is consist of communication aspect that taught by the teacher in different ways. The experimental class gave treatment, it taught by using collaborative writing strategy and control class taught by conventional strategy.

3. Post-test

After giving the treatment, both of the classes again gave the final test in order to measure their writing skill. This test is used for investigating the difference of writing skill between the experimental class and control class.

G. Technique of Data Analysing

The technique of data collection in this research is test technique. The test technique used to look the students' writing skill on the class XI (experimental and control class) at MAS Baharuddin.

After experimental process, two of classes has been tested with using technique of data analysis as follow:

1. Requirement test

a. Normality test

In normality test, the data can be tested with Chi-quadrante:

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

Where:

x^2 = Chi-quadrante
 f_o = obtained frequency
 f_h =expected frequency³⁸

To Calculate the result of *Chi- Square*, it was used significant level 5% (0,05) and degree of freedom as big as of frequency is lessened 3 (dk=k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$.

b. Homogeneity

Homogeneity test is used to find homogeneity of the variances of each class. If the both of class are same, it is can be called homogeneous. To test it, researcher use formula as follow:

³⁸Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

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

Where:

n_1 : total of the data that bigger variant

n_2 : total of the data that smaller variant³⁹

2. Hypothesis Test

The technique analysis of data is to find out the achievement of the two groups that have been divided into experimental class and control class. To know the difference between the two classes, the researcher used t-test as formula:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

Tt: the value which the statistical significant

X_1 : the average score of the experimental class

X_2 : the average score of the control class

s_1^2 : derivation standard of the experimental class

s_2^2 : derivation standard of the control class

n_1 : number of experimental class

n_2 : number of control class⁴⁰

³⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

⁴⁰Sugiyono.

CHAPTER IV

THE RESULT OF THE RESEARCH

To analyze the data as mentioned in earlier chapter, in order to evaluate the effect of Collaborative writing strategy on writing recount text, the researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of T-test. It is done to know the effect of collaborative writing strategy on writing recount text. Next, researcher described the data as follow:

A. Description of Data

The pre-test scores obtained before teaching in experimental class and control class.

1. Description of Data Before Using Collaborative Writing Strategy

a. The Pre-test Score for Experimental Class

As the experimental class, the researcher took class XI-IPA. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' writing recount text (essay test). The researcher has calculated the students' score in appendix 6 and 7. The score of pre-test for experimental class can be seen in the following table:

Table. 7
The Score of Experimental Class in Pre-test

Descriptive	Statistic
Total score	1.266
Highest score	75
Lowest score	50
Mean	70
Median	62
Modus	64,5
Range	25
Interval	5
Standard deviation	5,9
Variant	78,53

Based on the above table, the total score of pre-test for experimental class was 1.266, mean was 70, standard deviation was 5,9, variant was 78,53, median was 62, range was 25, modus was, 64,5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 6. Then the calculation of the frequency distribution of the students' score as follow:

Table. 8
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	4	20%
2	55-59	57	2	10%
3	60-64	62	6	30%
4	65-69	67	4	20%
5	70-74	72	0	0%
6	75-79	77	4	20%
	<i>i=5</i>		20	100%

From the table above, the students' score in class interval between 50-54 was 4 students (20%), class interval between 55-59 was 2 students, (10%), class interval between 60-64 was 6 students

(30%), class interval between 65-69 was 4 students (20%), class interval between 70-74 was 0 students (0%) and the last class interval between 75-79 was 4 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

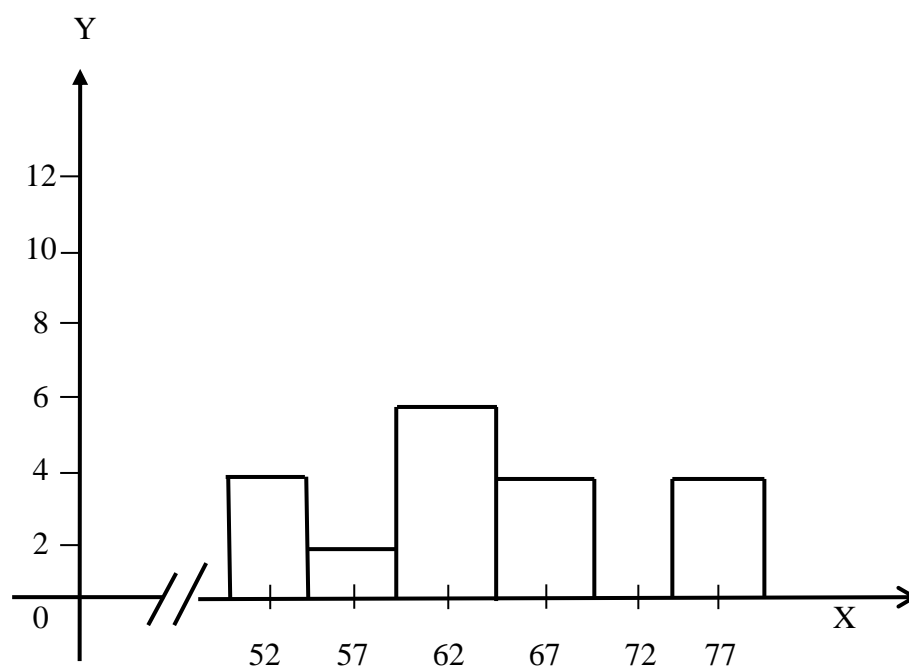


Figure 1: Description Data of Students' Writing Recount Text in Experimental Class (Pre-test)

From the histogram above shows that, the data was normal.

b. The Pre-test Score for Control Class

In pre-test of control class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The score of pre-test for control class can be seen in the following table:

Table. 9
The Score of Control Class in Pre-test

Descriptive	Statistic
Total score	1.246
Highest score	75
Lowest score	50
Mean	71,25
Median	62,5
Modus	64,5
Range	25
Interval	5
Standard deviation	8,45
Variant	77,58

Based on the above table, the total score of pre-test for control class was 1.246, mean was 71,25, standard deviation was 8,45, variant was 77,58, median was 62,5, range was 25, modus was 64,5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 7. Then the calculation of the frequency distribution of the students' score as follow:

Table. 10
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	3	15%
2	55-59	57	5	25%
3	60-64	62	4	20%
4	65-69	67	5	25%
5	70-74	72	0	0%
6	75-79	77	3	15%
	i=5		20	100%

From the table above, the students' score in class interval between 50-54 was 3 students (15%), class interval between 55-59 was 5 students, (25%), class interval between 60-64 was 4 students

(20%), class interval between 65-69 was 5 students (25%), class interval between 70-74 was 0 students (0%) and the last class interval between 75-79 was 3 students (15%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

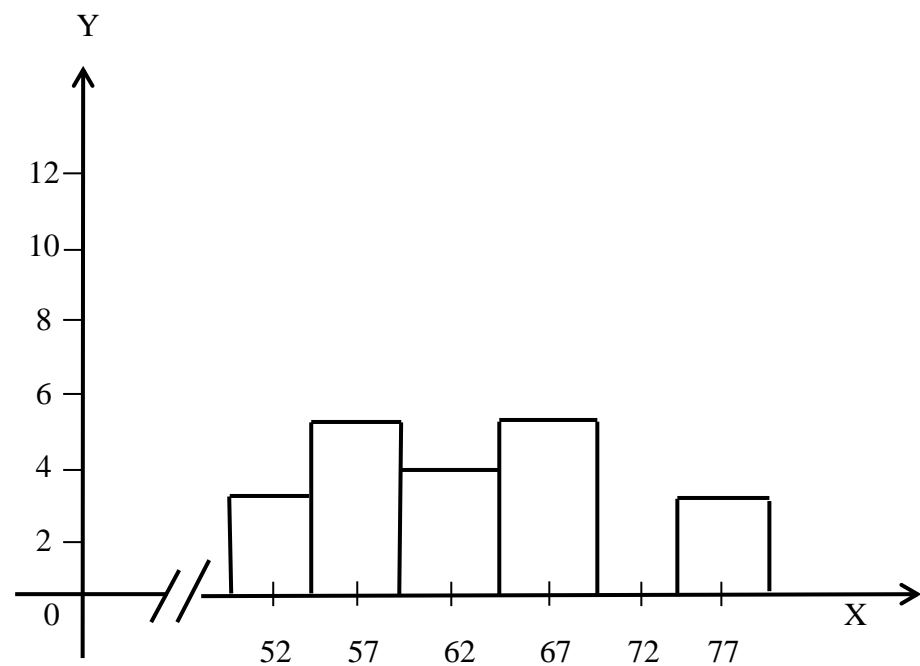


Figure 2: Description Data of Students' Writing Recount Text in Control Class (Pre-test)

From the histogram above shows that, the data was normal.

2. Description of Data After Using Collaborative Writing Strategy

a. Score of Post-test for Experimental Class

In post-test for experimental class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The researcher has calculated the students' score in

appendix 9 and 10. The score of post-test for experimental class can be seen in the following table:

Table. 11
The Score of Experimental Class in Post-test

Descriptive	Statistic
Total score	1.332
Highest score	81
Lowest score	50
Mean	72,7
Median	67,5
Modus	70,5
Range	31
Interval	6
Standard deviation	10,44
Variant	198,25

Based on the above table, the total score of post-test for experimental class was 1.332, mean was 72,7, standard deviation was 10,44, variant was 198,25, median was 67,5, range was 31, modus was 70,5, interval class was 6. The researcher got the lowest score was 50 and highest score was 81. Next, the calculation of how to get it could be seen in appendix 9. Then the calculation of the frequency distribution of the students' score as follow:

Table. 12
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-55	52	3	15%
2	56-61	58	4	20%
3	62-67	64	3	15%
4	68-73	70	3	15%
5	74-79	76	3	15%
6	80-85	82	4	20%
	i=6		20	100%

From the table above, the students' score in class interval between 50-55 was 3 students (15%), class interval between 56-61 was 4 students, (20%), class interval between 62-67 was 3 students (15%), class interval between 68-73 was 3 students (15%), class interval between 74-79 was 3 students (15%) and the last class interval between 80-85 was 4 students (20%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

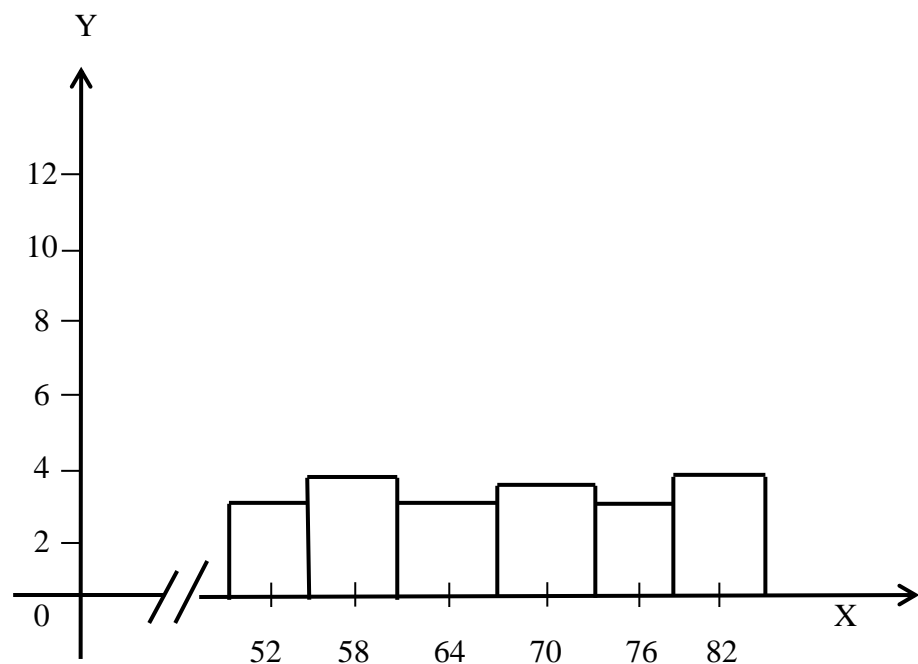


Figure 2: Description Data of Students' Writing Recount Text in Experimental Class (Post-test)

From the histogram above shows that, the data was normal.

b. The Post-test Score for Control Class

In post-test for control class, the researcher calculated the result that had been gotten by students' writing recount text (essay test). The researcher has calculated the students' score in appendix

10. The score of post-test for control class can be seen in the following table:

Table. 13
The Score of Control Class in Post-test

Descriptive	Statistic
Total score	1.271
Highest score	75
Lowest score	50
Mean	70
Median	63,25
Modus	64,5
Range	25
Interval	5
Standard deviation	9
Variant	88,47

Based on the above table, the total score of post-test for control class was 1.271, mean was 70, standard deviation was 9, variant was 88,47, median was 63,25, range was 25, modus was 64,5, interval class was 5. The researcher got the lowest score was 50 and highest score was 75. Next, the calculation of how to get it could be seen in appendix 10. Then the calculation of the frequency distribution of the students' score as follow:

Table. 14
Frequency Distribution of the Variables

No	Interval	Mid Point	Frequency	Percentages
1	50-54	52	4	20%
2	55-59	57	3	15%
3	60-64	62	4	20%
4	65-69	67	4	20%
5	70-74	72	0	0%
6	75-79	77	5	25%
	$i=5$		20	100%

From the table above, the students' score in class interval between 50-54 was 4 students (20%), class interval between 55-59 was 3 students, (15%), class interval between 60-64 was 4 students (20%), class interval between 65-69 was 4 students (20%), class interval between 70-74 was 0 student (0%) and the last class interval 75-79 was 5 students (25%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

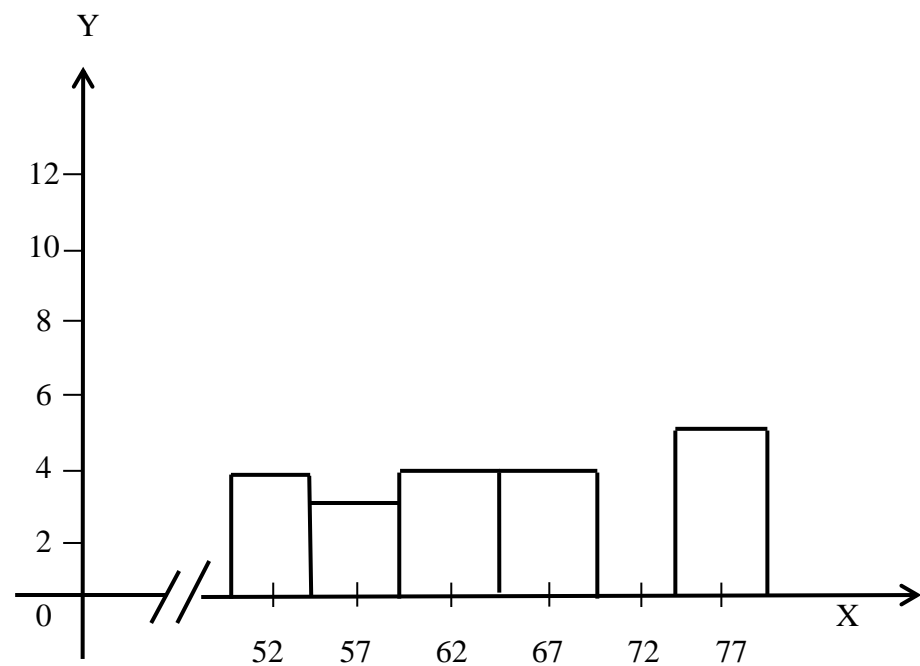


Figure 2: Description Data of Students' Writing Recount Text in Control Class (Post-test)

From the histogram above shows that, the data was normal.

B. Hypothesis Test

After calculating the data of post-test, researcher found that the post-test result of experimental class and control class is normal and

homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was “Collaborative Writing Strategy has effect on students’ Writing Recount Text at the XI Grade of MAS Baharuddin.” The calculation can be seen in appendix 12. The result of t-test was as follow:

Table. 15
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0,17	1,88	2,80	1,88

The test hypothesis have two criteria. First, if $t_{count} < t_{table}$, H_0 is accepted. Second, if $t_{count} > t_{table}$, H_a is accepted. Based on researcher calculation in pre-test, researcher found t_{count} -0,17 while t_{table} 1,88 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. Cause $t_{count} < t_{table}$ ($-0,17 < 1,88$), it means that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both classes. But, in post-test, researcher found that t_{count} 2,80 while t_{table} 1,88 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. Cause, $t_{count} > t_{table}$ ($2,80 > 1,88$), it means that hypothesis H_a was accepted and H_0 was rejected. The calculation can be seen on the appendix 12. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 70 and in post-test was 72,7. Then the mean score of control class in pre-test was 71,5 and in post-test was 70. The gain score was 3,95. The calculation can be seen on appendix 13.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 70 and in post-test was 72,7. The proof was 2,7. Then the mean score of control class in pre-test was 71,25 and in post-test was 70. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Collaborative Writing Strategy had the effect on Writing Recount Text.

It also discussed with the theory and compared with the related finding that has been stated by researcher. Related to the theory from Khainnur Jannah in Kammer's journal defines collaborative writing is "one of the best technique to help the students in developing their writing skill, especially in big classes."⁴¹ Based on the related findings, Thesis by Aulia Rizky, she concluded that there is the effect of collaborative writing strategy on students achievement in writing recount text with t_{count} was higher than t_{table} ($17,02 > 1,667$).⁴² So, it was same with the result of this thesis that implication of collaborative writing was suitable to teach students' writing recount text and give a positive effect on writing recount text.

⁴¹Kammer Tuahman Sipayung, "The Implementation of Collaborative Writing Method to Improve Sudents' Writing of Descriptive Genre at SMP Negeri 3 Percut Sei Tuan on Grade VIII at Academic Year 2015/2016."

⁴²Aulia Rizky Ramadhani, "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in MTS AL Washliyah Tembung of 2016/2017."

Next, Saeful Arifin and Choirul anwar in their research. Using collaborative writing strategy can improve the students' writing skill in descriptive text. In the pre-test, the mean score of the experimental and the control group were 69.38 and 68.71, and the mean score of post-test of experimental and the control group, those were 82.15 and 76.32.⁴³ So, it was same with the result of this thesis that implication of collaborative writing was suitable to teach students' writing recount text and give a positive effect on writing recount text.

Then, Sri Wahyuni, concluded that the students had achievement in writing descriptive text through collaborative writing strategy. The students' mean score of the first cycle was 65,7. It was very low. The mean score of second cycle was 80,5. It means that collaborative writing strategy can improve students' writing skill.⁴⁴ So, collaborative writing strategy can be applied to decrease in activity in learning process.

The proofs show that collaborative writing strategy in teaching students' writing recount text. So, collaborative writing strategy has given the effect to the research that has been done by researcher or the other researcher who mentioned in related findings.

⁴³Arifin and Anwar, "The Impact of Collaborative Writing Strategy at Students' Writing Skill in Descriptive Text."

⁴⁴Sri Wahyuni, "Improving Students' Ability in Writing Through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan."

D. The Limitation of the Research

There were some aspect that could threat for this research as follow:

1. The researcher didn,t know how serious the students were in answering the test.
2. The students need more time in answering the test.
3. There were some of students were noisy while answering the test.
So, it can disturb the concentration of the others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using collaborative writing strategy, the mean score of pre-test for experimental class was 70 and the mean score of pre-test for control class was 71,25.
2. After using collaborative writing strategy, the mean score of experimental class was higher than before using collaborative writing strategy. The mean score of post-test for the experimental class was 72,7 and the mean score of post-test for control class taught by conventional strategy was 70.
3. The researcher found the research result of t-test where t_0 was higher than t_t was 2,80 and t_t was 1,88 ($2,80 > 1,88$). It means that H_a was accepted, so there was a significant effect of collaborative writing strategy on writing recount text at the XI Grade students of MAS Baharuddin.

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher show some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using collaborative writing strategy in teaching, because this strategy can achieve the students writing especially in writing recount text.
2. From the research result it is also as the information to the English teacher to use Collaborative Writing Strategy as a reference in teaching writing recount text to make learning process more active.
3. The researcher suggests to another researchers to use this strategy in solving another problems and find another factors that face by students in learning English process.

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CURRICULUM VITAE



A. Identity

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B. Parents

Fathers' Name : Hasan Siregar
Mother's Name : Roslina Simanjuntak

C. Educational Background

1. Elementary School : SDN 101180 Sigalangan (2010)
2. Junior High School : SMP Negeri 1 Batang Angkola (2013)
3. Senior High School : MAN 1 Padangsidempuan (2016)
4. University : IAIN Padangsidempuan (2020)

APPENDIX 1

Lesson Plan

(RPP)

Experimental Class

Nama Sekolah	: MAS Baharuddin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / I (satu)
Alokasi waktu	: 2 X 40 minutes (2JP)
Topik Pembelajaran	: Recount Text
Skill	: Writing (Menulis)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua l dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

5.1 Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3 Membuat teks *recount* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks *recount* sederhana
2. Siswa mampu menulis teks *recount* sederhana.

E. Materi Pembelajaran

1. Sosial Function

To retell about experiences, events that happened in the past.

2. Generic structure

- a. Orientation : Opening the text (who,where, when).
- b. Events : Tells what happened and in what sequences.
- c. Reorientation : Conclusion

3. Language Features

- a. The use of noun and pronouns
- b. The use of action verbs
- c. The use of past tense
- d. The use of time conjunction
- e. The use of adverb
- f. The use of adjective

F. Metode Pembelajaran : Collaborative Writing Strategy

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapannya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Teacher Activities	Steps	Students Activities
3. Teacher explain the material about recount text and give an example of recount text. Then, the teacher asks the students to give questions about the material and answer the question.	2. Idea generation This stages is getting, the students' ideas through encouraging and brainstorming them, so that they are able to generate ideas for the topic.	4. Students listen to the teacher explanation. 5. Students pay attention to an example of recount text. 6. Students asks the teacher about what they do not understand.
4. Teacher divides the students into groups and gives a topic. Then the teacher asks the students to think the ideas about the topic.		4. Students sit in their groups. 5. Students read the topic in their groups. 6. Students think the ideas.
8. Teacher asks the students to write the important points of	9. Drafting When ideas are gathered from the	3. Students listen to the teacher. 4. Students write the

the topic.	previous stage, the next is try to write drafting may be carried out quickly.	important points in their book.
2. Teacher asks the students to read their important points carefully.	10. Reading In this step, the writer reads the draf and gives some corrections.	3. Students read their important points carefully. 4. Students check it well.
2. Teacher asks the students to develop their important points becomes a story.	11. Revising The writer writes down some changes that are corrected.	3. Students develop the important points become a story. 4. Students write the story.
2. Teacher asks the students to reread again their writing to check some mistakes.	12. Editing This process is the last step to check error of word, phrases, or sentences and punctuation.	4. Students read their story. 5. Students check their writing well. 6. Students write the story well.
2. Teacher asks the student to copy or write the right writing to their new worksheet.	13. Best Copy The writer copies out a best version of the corrected draf.	3. Students move their writing to new worksheet. 4. Students making a sure writing.
3. Teacher asks one of the students to read their writing result in front of the class and gives a feedback and comments.	14. Teacher's Evaluation In this step, students will have an opportunity to receive comments and instructive feedback directly from the teacher.	3. Students perform their writing result. 4. Students listen to the teacher.
4. Teacher gives a conclusion and close the meeting by praying together.		3. Students listen to the teacher. 4. Students praying together.

3) Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Memberi kesimpulan dengan panduan guru	10 menit
Menutup kelas dengan berdoa bersama		

H. Media/Alat, Bahan dan Sumber Belajar

1. Media
 - a. Whiteboard
 - b. Boardmarker
2. Sumber
 - a. Buku siswa
 - b. Buku Guru
 - c. Internet

I. Penilaian

Bentuk test : essay test

J. Instrument :

Choose the following topics, then make a recount text based on generic structure of recount text!

Topics:

- a. Happy Moment
- b. Unforgettable Moment
- c. Funny Story

K. Indikator Penilaian

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
Ide yang dipilih (The selected idea)	The selected idea is original, the idea is suitable with genre, ideas are developed appropriately	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Organisasi/ Struktur teks dan isi (organization/structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

	understand.			
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimal}} \times 100$$

Keterangan :

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
2. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah $4 \times 4 = 16$

Padangsidempuan, September 2020

Validator

Researcher

Donna Khairani, S.Pd

**Suci Rahmadani
1620300015**

APPENDIX 2

Lesson Plan

(RPP)

Control Class

Nama Sekolah	: MAS Baharuddin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / I (satu)
Alokasi waktu	: 2 X 40 minutes (2JP)
Topik Pembelajaran	: Recount Text
Skill	: Writing (Menulis)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptua l dan procedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9 Menganalisis fungsi social, struktur teks dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *recount* lisan dan tulis sederhana.

4.14 Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator

5.1 Menyimak contoh teks *recount* tentang pengalaman sederhana.

5.2 Mengamati fungsi sosial, struktur teks dan unsur kebahasaannya.

5.3 Membuat teks *recount* sederhana.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami teks *recount* sederhana
2. Siswa mampu menulis teks *recount* sederhana.

E. Materi Pembelajaran

4. Sosial Function

To retell about experiences, events that happened in the past.

5. Generic structure

- a. Orientation : Opening the text (who,where, when).
- b. Events : Tells what happened and in what sequences.
- c. Reorientation : Conclusion

d. Language Features

- a. The use of noun and pronouns
- b. The use of action verbs
- c. The use of past tense
- d. The use of time conjunction
- e. The use of adverb
- f. The use of adjective

F. Metode Pembelajaran : Conventional Strategy

G. Langkah-Langkah Pembelajaran :

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
Guru mengucapkan salam ketika masuk ruang kelas.	Membalas salam guru.	10 menit
Guru meminta siswa untuk membuka kelas dengan berdo'a	berdoa bersama dengan guru.	
Mengecek kehadiran siswa.	Menyatakan kehadirannya dengan berkata, "Yes" atau "Present"	
Menanyakan kesiapan peserta didik untuk belajar.	Siswa menyatakan kesiapannya dalam belajar.	
Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai oleh guru.	Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru.	

2) Kegiatan Inti

Guru	Siswa	Waktu
Guru menyiapkan bahan ajar tentang recount text.	Siswa mempersiapkan diri untuk belajar.	
Guru menjelaskan tentang teks recount. Guru membahas kosakata dan tata bahasa yang berkaitan dengan recount text (noun, verb, past tense, adverb).	Siswa mendengarkan penjelasan guru.	
Guru memberikan contoh tentang teks recount kepada siswa.	Siswa memperhatikan contoh teks recount yang diberikan guru.	
Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.	Siswa bertanya kepada guru tentang pelajaran.	
Guru menyuruh siswa menulis teks recount sederhana.	Siswa menulis teks recount sederhana.	

3) Kegiatan Penutup

Guru	Siswa	Waktu
Memberi panduan menyimpulkan hasil pembelajaran	Memberi kesimpulan dengan panduan guru	10 menit
Menutup kelas dengan berdoa bersama		

H. Media/Alat, Bahan dan Sumber Belajar

3. Media

- a. Whiteboard
- b. Boardmarker

4. Sumber

- a. Buku siswa
- b. Buku Guru
- c. Internet

I. Penilaian

Bentuk test : essay test

J. Instrument :

Choose the following topics, then make a recount text based on generic structure of recount text!

Topics:

- a. Happy Moment
- b. Unforgettable Moment
- c. Funny Story

K. Indikator Penilaian

Criteria	Skor 4	Skor 3	Skor 2	Skor 1
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Organisasi/ Struktur teks dan isi (organization/structure text and content)	The text is suitable with genre, the term and features are followed perfectly, the information is relevant, the content of the text is very easy to understand.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.
Tata bahasa (Grammar)	There is no mistakes with grammar. The content and the meaning of the text can be understood and very clear.	There are some mistakes, but do not interfere the meaning and content.	There are many mistakes, but do not interfere the meaning and content.	Too much mistakes and interfere the meaning and content.
Perbendaharaan kata (Vocabulary)	Effective word or idiom choice and usage.	Only fulfill three of the four conditions set.	Only fulfill two of the four conditions set.	Only fulfill one or does not fulfill the four conditions set.

Pedoman Penilaian :

$$\frac{\text{jumlah skor yang diperoleh siswa}}{\text{skor maksimal}} \times 100$$

Keterangan :

1. Jumlah skor yang diperoleh siswa adalah jumlah skor yang diperoleh siswa kelima kriteria
2. Skor maksimal adalah hasil perkalian skor tertinggi (4) dengan jumlah kriteria yang ditetapkan (ada 4 kriteria). Jadi skor maksimal adalah $4 \times 4 = 16$

Padangsidempuan, September 2020

Validator

Donna Khairani, S.Pd

Researcher

Suci Rahmadani
1620300015

APPENDIX 5

Score of Experimental Class and Control Class in Pre-Test

a. Score of Experimental Class Pre-Test

No	Students Initial Name	Pre-test	X ²
1	ACP	63	3.969
2	AWS	63	3.969
3	AKN	63	3.969
4	AS	50	2.500
5	DR	75	5.625
6	FS	69	4.761
7	FR	56	3.136
8	MT	63	3.969
9	MK	69	4.761
10	MDS	69	4.761
11	NAD	75	5.625
12	NFR	56	3.136
13	NSS	50	2.500
14	NW	69	4.761
15	RAS	63	3.969
16	RD	50	2.500
17	SHFL	50	2.500
18	WN	75	5.625
19	UL	63	3.969
20	YSN	75	5.625
Total		1.266	81.630

b. Score of Control Class Pre-Test

No	Students Initial Name	Xi	X ²
1	AH	75	5.625
2	AR	56	3.136
3	CB	63	3.969
4	CN	56	3.136
5	EA	56	3.136
6	ET	69	4.761
7	FS	63	3.969
8	FMA	75	5.625
9	KM	56	3.136
10	ML	69	4.761
11	MRY	50	2.500
12	MA	63	3.969
13	MR	75	5.625
14	NS	69	4.761
15	NA	69	4.761
16	OS	50	2.500
17	PR	69	4.761
18	PMH	50	2.500
19	WN	63	3.969
20	YL	56	3.136
Total		1.252	79.736

APPENDIX 6

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI-IPA IN PRE-TEST

1. The score of XI-IPA in pre test from low score to high score:

50	56	63	69	75
50	56	63	69	75
50	63	63	69	75
50	63	63	69	75

2. High = 75
 Low = 50
 Range = High – Low
 = 75 – 50
 = 25

3. Total Classes = $1 + 3,3 \log (n)$
 = $1 + 3,3 \log (20)$
 = $1 + 3,3 (1.30)$
 = $1 + 4,29$
 = 5,29
 = 5

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

5. Mean

Interval class	F	Mid Point	x	fx	x ²	fx ²
50-54	4	52	+3	12	9	36
55-59	2	57	+2	4	4	8
60-64	6	62	+1	6	1	6
65-69	4	67	0	0	0	0
70-74	0	72	-1	0	1	0
75-79	4	77	-2	-8	4	16
<i>i</i> =5	20			14		66

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

$$= 67 + 5 \left(\frac{14}{20} \right)$$

$$= 67 + 5(0,7)$$

$$= 67 + 3,5$$

$$= 70$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 5 \sqrt{\frac{66}{20} - \left(\frac{14}{20}\right)^2}$$

$$= 5 \sqrt{3,3 - (-0,7)^2}$$

$$= 5 \sqrt{1,9 - 0,49}$$

$$= 5 \sqrt{1,41}$$

$$= 5 \times 1,18$$

$$= 5,9$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
50-54	54,5	-2,62	0,4956	0,03	0,6	4	3,4	5,66
55-59	59,5	-1,77	0,4616	0,13	2,6	2	-0,6	-0,23
60-64	64,5	-0,93	0,3238	0,29	5,8	6	0,2	0,03
65-69	69,5	-0,08	0,0319	0,24	4,8	4	-0,8	-0,16
70-74	74,5	0,76	0, 2764	0,16	3,2	0	-3,2	-1
75-79	79,5	1,61	0,4463	0,04	0,8	4	3,2	4
								-7,54

Based on the table above, the researcher found that $x^2_{count} = -7,54$ while $x^2_{table} = 5,591$ cause $x^2_{count} < x^2_{table}$ ($-7,54 < 5,591$) with degree of freedom (dk) = $5-3 = 2$ and significant level $\alpha = 5\%$. So, distribution of XI-IPA class (pre-test) is normal.

6. Median

Interval class	F	Fk
50-54	4	4
55-59	2	6
60-64	6	12
65-69	4	16
70-74	0	16
75-79	4	20

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

Bb : 64,5

Fk : 12

fm : 4

i : 5

n : 20

$$1/2n : 10$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 64,5 + 5 \left[\frac{20/2 - 12}{4} \right]$$

$$Me = 64,5 + 5 \left[\frac{10 - 12}{4} \right]$$

$$Me = 64,5 + 5 \left[\frac{-2}{4} \right]$$

$$Me = 64,5 + 5(-0,5)$$

$$Me = 64,5 + -2,5$$

$$Me = 62$$

7. Modus

Interval class	F	Fk
50-54	4	4
55-59	2	6
60-64	6	12
65-69	4	16
70-74	0	16
75-79	4	20

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

$$L = 64,5$$

$$d_1 = 0$$

$$d_2 = 6$$

$$i = 5$$

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

$$Mo = 64,5 + \frac{0}{0+6} 5$$

$$Mo = 64,5 + \frac{0}{6} 5$$

$$Mo = 64,5 + (0)5$$

$$M_o = 64,5 + 0$$

$$M_o = 64,5$$

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF THE NORMALITY TEST OF XI-AGAMA IN PRE-TEST

1. The score of XI-AGAMA in pre test from low score to high score:

50	56	63	69	69
50	56	63	69	75
50	56	63	69	75
56	56	63	69	75

2. High = 75

Low = 50

Range = High – Low
 = 75 – 50
 = 25

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

= $1 + 3,3 \log (20)$

= $1 + 3,3 (1.30)$

= $1 + 4,29$

= 5,29

= 5

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$

5. Mean

Interval class	F	Mid Point	X	fx	x ²	fx ²
50-54	3	52	+3	9	9	36
55-59	5	57	+2	10	4	20
60-64	4	62	+1	4	1	4
65-69	5	67	0	0	0	0
70-74	0	72	-1	0	1	0
75-79	3	77	-2	-6	4	12
<i>i=5</i>				17		72

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

$$= 67 + 5 \left(\frac{17}{20} \right)$$

$$= 67 + 5 (0,85)$$

$$= 67 + 4,25$$

$$= 71,25$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 5 \sqrt{\frac{72}{20} - \left(\frac{17}{20}\right)^2}$$

$$= 5 \sqrt{3,6 - (0,85)^2}$$

$$= 5 \sqrt{3,6 - 0,72}$$

$$= 5 \sqrt{2,88}$$

$$= 5 \times 1,69$$

$$= 8,45$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F _e	F _o	(fo - fe)	$\frac{(fo - fe)}{fe}$
50-54	54,5	1,98	0,4761	0,05	1	3	2	2
55-59	59,5	1,39	0,4177	0,13	2,6	5	2,4	0,92
60-64	64,5	-0,79	0,2852	0,20	4	4	0	0
65-69	69,5	-0,20	0,0793	0,06	1,2	5	3,8	3,16
70-74	74,5	0,38	0,1480	0,18	3,6	0	-3,6	-1
75-79	79,5	0,97	0,3340	0,14	2,8	3	2,8	0.07
								5,15

Based on the table above, the researcher found that $x^2_{count} = 5,15$ while $x^2_{table} = 5,591$ cause $x^2_{count} < x^2_{table}$ ($5,15 < 5,591$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$. So, distribution of XI-AGAMA class (pre-test) is normal.

6. Median

Interval class	F	Fk
50-54	3	3
55-59	5	8
60-64	4	12
65-69	5	17
70-74	0	17
75-79	3	20

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

Bb : 64,5

Fk : 12

fm : 5

$$i : 5$$

$$n : 20$$

$$1/2n : 10$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 64,5 + 5 \left[\frac{20/2 - 12}{5} \right]$$

$$Me = 64,5 + 5 \left[\frac{10 - 12}{5} \right]$$

$$Me = 64,5 + 5 \left[\frac{-2}{5} \right]$$

$$Me = 64,5 + 5(-0,4)$$

$$Me = 64,5 + (-2)$$

$$Me = 62,5$$

7. Modus

Interval class	F	Fk
50-54	3	3
55-59	5	8
60-64	4	12
65-69	5	17
70-74	0	17
75-79	3	20

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

$$L = 64,5$$

$$d_1 = 0$$

$$d_2 = 4$$

$$i = 5$$

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

So,

$$\text{Mo} = 64,5 + \frac{0}{0+4} 5$$

$$\text{Mo} = 64,5 + \frac{0}{4} 5$$

$$\text{Mo} = 64,5 + (0)5$$

$$\text{Mo} = 64,5 + 0$$

$$\text{Mo} = 64,5$$

APPENDIX 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class

sample and variant of the second class as control class sample are use

homogeneity test by using formula:

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

Hypotheses:

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

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

A. Variant of the XI-IPA class is:

No	Students Initial Name	Xi	Xi ²
1	ACP	63	3.969
2	AWS	63	3.969
3	AKN	63	3.969
4	AS	50	2.500
5	DR	75	5.625
6	FS	69	4.761
7	FR	56	3.136
8	MT	63	3.969
9	MK	69	4.761
10	MDS	69	4.761
11	NAD	75	5.625
12	NFR	56	3.136
13	NSS	50	2.500
14	NW	69	4.761
15	RAS	63	3.969
16	RD	50	2.500
17	SHFL	50	2.500
18	WN	75	5.625
19	UL	63	3.969
20	YSN	75	5.625
Total		1.266	81.630

n
= 20
 $\sum x_i$
= 1.266
 $\sum x_i^2$
= 81.630
So,
 S^2
=

$$\frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$$

$$= \frac{20 (81.630) - (1.266)^2}{20 (20-1)}$$

$$= \frac{1.636.600 - 1.602.756}{380}$$

$$= \frac{29.844}{380}$$

$$S^2 = 78,5368$$

B. Variant of XI-AGAMA class is:

No	Students Initial Name	X_i	X^2
1	AH	75	5.625
2	AR	56	3.136
3	CB	63	3.969
4	CN	56	3.136
5	EA	56	3.136
6	ET	69	4.761
7	FS	63	3.969
8	FMA	75	5.625
9	KM	56	3.136
10	ML	69	4.761
11	MRY	50	2.500
12	MA	63	3.969
13	MR	75	5.625
14	NS	69	4.761
15	NA	69	4.761
16	OS	50	2.500
17	PR	69	4.761
18	PMH	50	2.500
19	WN	63	3.969
20	YL	56	3.136
Total		1.252	79.736

$$n = 20$$

$$\sum x_i = 1.252$$

$$\sum x_i^2 = 79.736$$

So,

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

$$\begin{aligned}
&= \frac{20(79.736) - (1.252)^2}{20(20-1)} \\
&= \frac{1.594.720 - 1.567.504}{380} \\
&= \frac{27.216}{380}
\end{aligned}$$

$$S^2 = 71,6210$$

The formula was used to test hypothesis was:

1. XI IPA and XI AGAMA:

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

$$F = \frac{78,5368}{71,6210}$$

$$= 1,09$$

After doing the calculation, researcher found that $F_{\text{count}} = 1,09$. It had been compared to F_{table} with α 5% and dk numerator and dominator were same (n_1 and $n_2 = 20$; $dk = 20 - 1 = 19$). From the distribution list F, researcher found that $F_{\text{table}} = 4,38$ because $F_{\text{count}} < F_{\text{table}}$ ($1,09 < 4,38$). So, there is no difference the variant between the XI-IPA class and XI-Agama class. It means that the variant is homogenous.

APPENDIX 8

Score of Experimental Class and Control Class on Post-Test

a. Score of Experimental Class Post-Test

No	Students Initial Name	Post-test	X ²
1	ACP	81	6.561
2	AWS	75	5.625
3	AKN	69	4.761
4	AS	50	2.500
5	DR	69	4.761
6	FS	75	5.625
7	FR	69	4.761
8	MT	50	2.500
9	MK	56	3.136
10	MDS	63	3.969
11	NAD	81	6.561
12	NFR	75	5.625
13	NSS	50	2.500
14	NW	81	6.561
15	RAS	63	3.969
16	RD	56	3.136
17	SHFL	56	3.136
18	WN	81	6.561
19	UL	63	3.969
20	YSN	69	4.761
Total		1.332	90.978

b. Score of Control Class Post-Test

No	Students Initial Name	Post-test	X ²
1	AH	75	5.625
2	AR	50	2.500
3	CB	63	3.969
4	CN	56	3.136
5	EA	69	4.761
6	ET	56	3.136
7	FS	75	5.625
8	FMA	75	5.625
9	KM	50	2.500
10	ML	75	5.625
11	MRY	50	2.500
12	MA	50	2.500
13	MR	69	4.761
14	NS	69	4.761
15	NA	63	3.969

16	OS	63	3.969
17	PR	75	5.625
18	PMH	69	4.761
19	WN	63	3.969
20	YL	56	3.136
Total		1.271	82.453

APPENDIX 9

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI-IPA IN POST-TEST

1. The score of XI-IPA in post test from low score to high score:

50	56	63	69	81
50	56	63	75	81
50	56	69	75	81
56	63	69	75	81

2. High = 81
 Low = 50
 Range = High – Low
 = 81 – 50
 = 31

3. Total Classes = $1 + 3,3 \log (n)$
 = $1 + 3,3 \log (20)$
 = $1 + 3,3 (1.30)$
 = $1 + 4,29$
 = 5,29
 = 5

4. Length of Classes = $\frac{\text{range}}{\text{total of class}} = \frac{31}{5} = 6,2 = 6$

5. Mean

Interval class	F	Mid Point	x	fx	x ²	fx ²
50-55	3	52	+3	9	9	27
56-61	4	58	+2	8	4	16
62-67	3	64	+1	3	1	3
68-73	3	70	0	0	0	0
74-79	3	76	-1	-3	1	3
80-85	4	82	-2	-8	4	16
<i>i=6</i>				9		65

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

$$= 70 + 6 \left(\frac{9}{20} \right)$$

$$= 70 + 6 (0,45)$$

$$= 70 + 2,7$$

$$= 72,7$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 6 \sqrt{\frac{65}{20} - \left(\frac{9}{20}\right)^2}$$

$$= 6 \sqrt{3,25 - (0,45)^2}$$

$$= 6 \sqrt{3,25 - 0,20}$$

$$= 6 \sqrt{3,05}$$

$$= 6 \times 1,74$$

$$= 10,44$$

$$= 14$$

Table of Normality Data Test with Chi kuadrad Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
50-55	55,5	-1,64	0,4495	0,09	1,8	3	1,2	0,66
56-61	61,5	-1,07	0,3577	0,16	3,2	4	0,8	0,25
62-67	67,5	-0,49	0,1879	0,16	3,2	3	-0,2	-0,06
68-73	73,5	0,07	0,0279	0,18	3,6	3	-0,6	-0,16
74-79	78,5	0,55	0,2088	0,16	3,2	3	-0,2	0,06
80-85	85,5	1,22	0,3888	0,06	1,2	4	2,8	2,33
X^2								3,08

Based on the table above, the researcher found that $x^2_{count} = 3,08$ while $x^2_{table} = 5,591$ because $x^2_{count} < x^2_{table}$ ($3,08 < 5,591$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$. So, distribution of XI-IPA class (post-test) is normal.

6. Median

Interval class	F	Fk
50-55	3	3
56-61	4	7
62-67	3	10
68-73	3	13
74-79	3	16
80-85	4	20

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

Bb : 67,5

Fk : 10

fm : 3

i : 6

n : 20

$$1/2n : 10$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 67,5 + 6 \left[\frac{20/2 - 10}{3} \right]$$

$$Me = 67,5 + 6 \left[\frac{10 - 10}{3} \right]$$

$$Me = 67,5 + 6 \left[\frac{0}{3} \right]$$

$$Me = 67,5 + 6 (0)$$

$$Me = 67,5$$

7. Modus

Interval class	F	Fk
50-55	3	3
56-61	4	7
62-67	3	10
68-73	3	13
74-79	3	16
80-85	4	20

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

$$L = 67,5$$

$$d_1 = 3$$

$$d_2 = 3$$

$$i = 6$$

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

$$Mo = 67,5 + \frac{3}{3+3} 6$$

$$Mo = 67,5 + \frac{3}{6} 6$$

$$Mo = 67,5 + (0,5)6$$

$$\text{Mo} = 67,5 + 3$$

$$\text{Mo} = 70,5$$

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF XI-AGAMA IN POST-TEST

1. The score of XI-agama in post test from low score to high score:

50	56	63	69	75
50	56	63	69	75
50	56	63	69	75
50	63	69	75	75

2. High = 75

Low = 50

Range = High – Low

$$= 75 - 50$$

$$= 25$$

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

$$= 1 + 3,3 \log (20)$$

$$= 1 + 3,3 (1.30)$$

$$= 1 + 4,29$$

$$= 5,29$$

$$= 5$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of class}} = \frac{25}{5} = 5$$

5. Mean

Interval class	F	Mid Point	x	fx	x ²	fx ²
50-54	4	52	+3	12	9	36
55-59	3	57	+2	6	4	12
60-64	4	62	+1	4	1	4
65-69	4	67	0	0	0	0
70-74	0	72	-1	0	1	0
75-79	5	77	-2	-10	4	20
<i>i=5</i>				12		72

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

$$= 67 + 5 \left(\frac{12}{20} \right)$$

$$= 67 + 5 (0,6)$$

$$= 67 + 3$$

$$= 70$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 5 \sqrt{\frac{72}{20} - \left(\frac{12}{20}\right)^2}$$

$$= 5 \sqrt{3,6 - (-0,6)^2}$$

$$= 5 \sqrt{3,6 - 0,36}$$

$$= 5 \sqrt{3,24}$$

$$= 5 \times 1,8$$

$$= 9$$

Table of Normality Data Test with Chi kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	F_e	F_o	$(fo - fe)$	$\frac{(fo - fe)}{fe}$
50-54	54,5	-1,72	0,4573	0,08	1,6	4	2,4	1,5
55-59	59,5	-1,16	0,3770	0,14	2,8	3	0,2	0,07
60-64	64,5	-0,61	0,2291	0,20	4	4	0	0
65-69	69,5	-0,05	0,0199	0,17	3,4	4	0,6	0,17
70-74	74,5	0,5	0,1915	0,16	3,2	0	-3,2	-1
75-79	79,5	1,05	0,3531	0,10	2	5	3	1,5
X^2								2,24

Based on the table above, the researcher found that $x^2_{count} = 2,24$ while $x^2_{table} = 5,591$ because $x^2_{count} < x^2_{table}$ ($2,24 < 5,591$) with degree of freedom (dk) = $5 - 3 = 2$ and significant level $\alpha = 5\%$. So, distribution of XI-Agama class (post-test) is normal.

6. Median

Interval class	F	Fk
50-54	4	4
55-59	3	7
60-64	4	11
65-69	4	15
70-74	0	15
75-79	5	20

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

Bb : 64,5

Fk : 11

fm : 4

i : 5

n : 20

$$1/2n : 10$$

So,

$$Me = Bb + i \left[\frac{n/2 - Fk}{fm} \right]$$

$$Me = 64,5 + 5 \left[\frac{20/2 - 11}{4} \right]$$

$$Me = 64,5 + 5 \left[\frac{10 - 11}{4} \right]$$

$$Me = 64,5 + 5 \left[\frac{-1}{4} \right]$$

$$Me = 64,5 + 5 (-0,25)$$

$$Me = 64,5 + (-1,25)$$

$$Me = 63,25$$

7. Modus

Interval class	F	Fk
50-54	4	4
55-59	3	7
60-64	4	11
65-69	4	15
70-74	0	15
75-79	5	20

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

$$L = 64,5$$

$$d_1 = 0$$

$$d_2 = 4$$

$$i = 5$$

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

$$Mo = 64,5 + \frac{0}{0+4} 5$$

$$Mo = 64,5 + \frac{0}{4} 5$$

$$Mo = 64,5 + (0)5$$

$$M_o = 64,5 + 0$$

$$M_o = 64,5$$

APPENDIX 10

HOMOGENEITY TEST POST TEST

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are use homogeneity test by using formula:

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

Hypotheses:

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

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

C. Variant of the XI-IPA class is:

No	Students Initial Name	X_i	X_i^2
1	ACP	81	6.561
2	AWS	75	5.625
3	AKN	69	4.761
4	AS	50	2.500
5	DR	69	4.761
6	FS	75	5.625
7	FR	69	4.761
8	MT	50	2.500
9	MK	56	3.136
10	MDS	63	3.969
11	NAD	81	6.561
12	NFR	75	5.625
13	NSS	50	2.500
14	NW	81	6.561
15	RAS	63	3.969
16	RD	56	3.136
17	SHFL	56	3.136
18	WN	81	6.561
19	UL	63	3.969
20	YSN	69	4.761
Total		1.332	90.978

$n = 20$
 $\sum x_i = 1.332$
 $\sum x_i^2 = 90.978$
 So,
 $S^2 =$
 $= \frac{n \sum x_i^2 - (\sum x_i)^2}{n(n-1)}$

$$= \frac{20(90.978) - (1.332)^2}{20(20-1)}$$

$$= \frac{1.819.560 - 1.744.224}{380}$$

$$= \frac{75.336}{380}$$

$$S^2 = 198,252$$

D. Variant of the XI-AGAMA class is:

No	Students Initial Name	Post-test	X ²
1	AH	75	5.625
2	AR	50	2.500
3	CB	63	3.969
4	CN	56	3.136
5	EA	69	4.761
6	ET	56	3.136
7	FS	75	5.625
8	FMA	75	5.625
9	KM	50	2.500
10	ML	75	5.625
11	MRY	50	2.500
12	MA	50	2.500
13	MR	69	4.761
14	NS	69	4.761
15	NA	63	3.969
16	OS	63	3.969
17	PR	75	5.625
18	PMH	69	4.761
19	WN	63	3.969
20	YL	56	3.136
Total		1.271	82.453

$$n = 20$$

$$\sum x_i = 1.271$$

$$\sum x_i^2 = 82.453$$

So,

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

$$= \frac{20(82.453) - (1.271)^2}{20(20-1)}$$

$$= \frac{1.649.060 - 1.615.441}{380}$$

$$= \frac{33,619}{380}$$

$$S^2 = 88,4710$$

The formula was used to test hypothesis was:

2. XI- IPA and XI AGAMA

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

$$F = \frac{198,252}{88,4710}$$

$$= 2,13$$

After doing the calculation, researcher found that $F_{\text{count}} = 2,13$. It had been compared to F_{table} with α 5% and dk numerator and dominator were same (n_1 and $n_2 = 20$; $dk=20-1=19$). From the distribution list F, researcher found that $F_{\text{table}} = 4,38$, cause $F_{\text{count}} < F_{\text{table}}$ ($2,13 < 4,38$). So, there is no difference the variant between the XI-IPA class and XI-Agama class. It means that the variant is homogenous.

APPENDIX 11

T-test of the Both Averages in Pre-Test

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

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{62 - 62,5}{\sqrt{\left(\frac{(20-1)78,5368 + (20-1)77,5895}{20+20-2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{62 - 62,5}{\sqrt{\left(\frac{(19)78,5368 + (19)77,5895}{38}\right) (0,05 + 0,05)}}$$

$$t = \frac{62 - 62,5}{\sqrt{\left(\frac{1.492,1992 + 1.474,2005}{38}\right) (0,1)}}$$

$$t = \frac{62 - 62,5}{\sqrt{\left(\frac{2.966,3997}{38}\right) (0,1)}}$$

$$t = \frac{62 - 62,5}{\sqrt{(78,0631)(0,1)}}$$

$$t = \frac{-0,5}{\sqrt{7,80631}}$$

$$t = \frac{-0,5}{2,7939}$$

$$t = -0,17$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that $t_{\text{count}} = -0,17$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1+n_2-2 = 20+20-2 = 38$, researcher found that $t_{\text{table}} = 1,88$ cause $t_{\text{count}} < t_{\text{table}} (-0,17 < 1,88)$. So, H_a was rejected, it means that there is no difference in average between experimental class and control class in pre test.

APPENDIX 11

T-test of the Both Averages in Post-Test

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

$$Tt = \frac{x_1 - x_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{67,5 - 63,25}{\sqrt{\left(\frac{(20-1)198,252 + (20-1)88,4710}{20+20-2}\right) \left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$Tt = \frac{67,5 - 63,25}{\sqrt{\left(\frac{(19)198,252 + (19)88,4710}{20+20-2}\right) (0,05 + 0,05)}}$$

$$t = \frac{67,5 - 63,25}{\sqrt{\left(\frac{3.766,788 - 1.680,949}{38}\right) (0,1)}}$$

$$t = \frac{67,5 - 63,25}{\sqrt{\left(\frac{2.085,839}{38}\right) (0,1)}}$$

$$t = \frac{67,5 - 63,25}{\sqrt{(54,8905)(0,1)}}$$

$$t = \frac{4,25}{\sqrt{5,4890}}$$

$$t = \frac{4,25}{1,5166}$$

$$t = 2,80$$

Based on researcher calculation result of hypothesis test of both of averages, researcher found that $t_{\text{count}} = 2,80$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1+n_2-2 = 20+20-2 = 38$, researcher found that $t_{\text{table}} = 1,88$ cause $t_{\text{count}} > t_{\text{table}}$ ($2,80 > 1,88$). So, H_a was accepted, it means that there was a difference average between experimental class and control class in post test. It can be conclude that

there was the significant effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Students of Mas Baharuddin.

APPENDIX 13

GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS

Class	Pre-test score	Post-test score	Enchancement	Gain Score
Experimental	70	72,7	2,7	3,95
Control	71,25	70	-1,25	

APPENDIX 12

INDICATOR OF WRITING IN PRE-TEST AND POST-TEST

**A. Assesment Indicator Writing in Pre-test and Post-test or
Experimental Class**

No	Pre-test					Post-test						
	The Initial Name of Students	I	O /S	G	V	SCORE	The Initial Name of Students	I	O /S	G	V	SCORE
1	ACP					63						81
2	AWS					63						75
3	AKN					63						69
4	AS					50						50
5	DR					75						69
6	FS					69						75
7	FR					56						69
8	MT					63						50
9	MK					69						56
10	MDS					69						63
11	NAD					75						81
12	NFR					56						75
13	NSS					50						50
14	NW					69						81
15	RAS					63						63
16	RD					50						56
17	SHFL					50						56
18	WN					75						81
19	UL					63						63
20	YSN					75						69

B. Assesment Indicator Writing in Pre-test and Post-test or Control

Class

No	Pre-test						Post-test					
	The Initial Name of Students	I	O /S	G	V	SCORE	The Initial Name of Students	I	O /S	G	V	SCORE
1	AH					75						75
2	AR					56						50
3	CB					63						63
4	CN					56						56
5	EA					56						69
6	ET					69						56
7	FS					63						75
8	FMA					75						75
9	KM					56						50
10	ML					69						75
11	MRY					50						50
12	MA					63						50
13	MR					75						69
14	NS					69						69
15	NA					69						63
16	OS					50						63
17	PR					69						75
18	PMH					50						69
19	WN					63						63
20	YL					56						56

APPENDIX 14

DOCUMENTATION

1. Consult with the English Teacher



2. Pre-Test in Experimental Class



3. Pre-Test in Control Class



4. Treatment in Experimental Class



5. Post-Test in Experimental Class



6. Post-Test in Control Class





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : B - 095 /In.14/E.1/TL.00/09/2020
Hal : Izin Penelitian
Penyelesaian Skripsi.

2) September 2020

Yth. Kepala MAS Baharuddin
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Suci Rahmadani
NIM : 1620300015
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Studens of MAS Baharuddin".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan AGA
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19870413 200604 1 002

**YAYASAN PONDOK PESANTREN MODERN BAHARUDDIN
BAGAS GODANG JANJI MAULI - MT
MADRASAH ALIYAH SWASTA BAHARUDDIN**

Lzin Operasional Menag RI, No. 1608 Tahun 2015, Tgl. 19 Oktober 2015

NSM : 131212030011, NPSN : 10263665, Akreditasi : A (Sangat Baik)

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: 0184/PPMB-BGJMT/10/2020

Janjimauli-MT, Oktober 2020

: -

: Izin Penelitian

Wakil Dekan Bidang Akademik
Institut Agama Islam Negeri Padangsidimpuan

Hormat,

Merupakan lanjut surat saudara Nomor : B-895/In.14/E.1/TL.00/09/2020 perihal surat diatas dengan kami menyatakan nama tersebut di bawah ini telah melaksanakan penelitian untuk keperluan skripsi di Madrasah Aliyah Swasta Baharuddin. Atas nama mahasiswa :

Nama : SUCI RAHMADANI

NPM : 1620300015


Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris/Pendidikan Bahasa Inggris

Judul Skripsi : *The effect of Collaborative Writing Strategy on Writing Recount Text at the XI Grade Student of MAS Baharuddin*

Surat izin ini kami sampaikan dan untuk dapat dipergunakan sebagaimana mestinya.

Kepala Madrasah,


SAMARUDDIN, S.HI, S.Pd.I