



**THE EFFECT OF COLLABORATIVE WRITING
STRATEGY ON STUDENTS' WRITING RECOUNT
TEXT AT THE ELEVENTH GRADE STUDENTS OF
MA PESANTREN MARDHATILLAH
TANOPONGGOL**

A THESIS

Submitted to State Islamic University the Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education Scholar (S.Pd.) in English
Department

Written By

ANITA ADHA HASIBUAN

Reg. Number. 17 203 00059

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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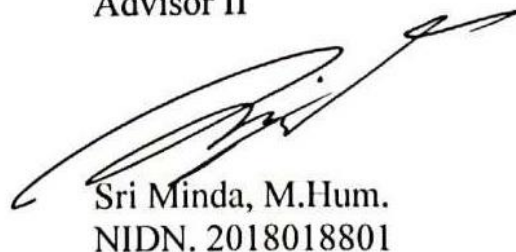


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2022

LETTER AGREEMENT

Term : Munaqosyah

Padangsidimpuan, 23 November 2022

Item : 7 (seven) exemplars

a.n. **Anita Adha Hasibuan**

To: **Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Anita Adha Hasibuan**, entitled "**The Effect of Collaborative Writing Strategy on Students' Writing Recount Text at the Eleventh Grade Students of MA Pesantren Mardhatillah Tanoponggol**". 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 State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

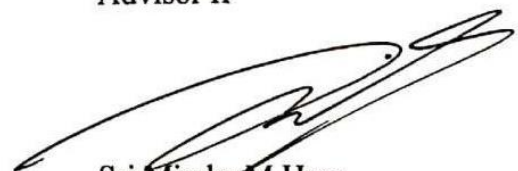
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty to State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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The title of the Thesis : **The Effect of Collaborative Writing Strategy on Students' Writing Recount Text at the Eleventh Grade Students of MA Pesantren Mardhatillah Tanponggol**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of Syekh Ali Hasan Ahmad Addary State Islamic University Padangsidimpuan in article 14 verse 2.

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LEGALIZATION

**Thesis : The Effect of Collaborative Writing Strategy
on Students' Writing Recount Text at the
Eleventh Grade Students of MA Pesantren
Mardhatillah Tanoponggol**

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ABTRACT

This research intended to investigate the effect of collaborative writing strategy on students' writing recount text at the eleventh grade students of MA Pesantren Mardhatillah Tanoponggol. The problems faced by students in writing were, cannot determine the types of text, students still less in grammar, generic structure and language features of text.

This research had three formulations of the problem, they were how the students' writing recount text before learning by using collaborative writing strategy, how the students' writing recount text after learning by using collaborative writing, and whether there was any significant effect of collaborative writing strategy on students' writing recount text at the eleventh grade students of MA Pesantren Mardhatillah Tanoponggol.

This research used experimental quantitative method with pre-test and post-test design. The population was all of the students at the eleventh grade students of MA Pesantren Mardhatillah Tanoponggol as experimental class consisting of 13 students and PI-1 grade as control class consisting of 12 students. The data were collected through pre-test and post-test in writing test and analyzed by using T-test formula.

The result of this research showed that the mean score of experimental class was higher than the mean score of control class after learning by collaborative writing strategy. The mean score of experimental class in pre-test was 47.6 and the mean score of control class in pre-test was 41.02. Moreover, the mean score of experimental class in post-test was 56.74 and the mean score of control class in post-test was 48.35. In addition, after doing T-test, this study found that $t_{count} > t_{table} (1.41 > 9.488)$. Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of collaborative writing strategy on students' writing recount text at the eleventh grade students of MA Pesantren Mardhatillah Tanoponggol. The result this research contribute and can be useful and improving students writing recount text especially on writing recount text by using collaborative writing strategy.

Key words: *The Effect, Collaborative Writing Strategy, Writing Recount Text*

Nama : Anita Adha Hasibuan
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Title of Thesis : The Effect of Collaborative Writing Strategy on Students' Writing Recount Text at the Eleventh Grade Students of MA PesantrenMardhatillah

ABSTRAK

Penelitian ini fokus pada pengaruh dari metode collaborative writing terhadap penguasaan menulis siswa di MA pesantren Mardhatillah Tanoponggol. Ada beberapa masalah yang dihadapi siswa dalam menulis teks recount diantaranya siswa tidak bisa menentukan jenis-jenis teks, siswa masih kurang memahami grammar, generic structure, and language features.

Ada tiga rumusan masalah dalam penelitian ini, yaitu bagaimana penguasaan menulis siswa dalam teks recount sebelum menggunakan strategy collaborative writing, bagaimana penguasaan menulis teks recount siswa sesudah menggunakan strategy collaborative writing, dan apakah ada pengaruh yang signifikan dalam penggunaan metode strategy collaborative writing terhadap penguasaan menulis teks recount siswa kelas 11 Pesantren Mardhatillah Tanoponggol. Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pre-test dan post-test. Populasinya adalah keseluruhan murid kelas 11 Pesantren Mardhatillah Tanoponggol. Sampelnya adalah kelas PI-1 sebagai kelas eksperimen yang terdiri dari 13 siswa dan PA-2 sebagai kelas control yang terdiri dari 12 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk soal writing dan analisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan strategy collaborative writing. Rata-rata skor dari kelas eksperimen di pre-test adalah 47.6 dan skor rata-rata di kelas control di pre-test adalah 41.02 dan skor rata-rata kelas eksperimen di post-test adalah 56.74 dan skor rata-rata kelas control di post-test 48.35. Selain itu, setelah dilakukan uji-t ditemukan bahwa $t_{hitung} > t_{tabel}$ ($1.41 > 9,488$). Oleh karena itu, hipotesis alternatif (H_a) dari penelitian ini diterima dan hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh dari strategy Think Pair Share terhadap kemampuan menulis teks recount siswa kelas 11 di pesantren mardhtillah tanoponggol.

Kata kunci: Pengaruh, Strategy Collaborative Writing, Menulis Teks Recount

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Nothing in the world is perfect; the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, November 2022

Researcher

ANITA ADHA HASIBUAN

Reg. No. 17 203 00059

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Writing is not an easy job. Almost every one that writing is a difficult activity because in writing there are many things that must be considered such a grammar, organization, vocabulary, content, and language use. Writing requires hard work or continuous practice to get good writing result. In accordance with this statement, Langan pointed out that writing is skill that anyone can learn with practice. It can be conducted that writing needs to be practice a lot.¹The more often we practice in writing the better the writing we will produce.

English is important to learn it because the language used to all over things is English such as game online, social networking, transportation, products, a thing that is used daily life There are still many reason why writing English is difficult.² They feel confused when they have to write because they do not even know how to get started to write.

According to school Based-Curriculum (KTSP-2006), the students have to be able to write in five kinds of text in junior high school; such as descriptive, narrative, report, recount, and procedure. All text has different social function, generic structures, and grammatical features. For junior

¹John Langan, *Exploring Writing Sentences and Paragraphs*, New York: Mc Graw Hill, Second Edi (New York: McGraw- Hill, 2010), p.10,
<https://f.openpdfs.org/7jgkRlmBdMV.pdf#pdfjs.action=download>.

²Fitri Rayani Siregar and Rahmadiny Siregar, "Students' Motivation in Learning English," *PROJECT (Professional Journal of English Education)* 2, no. 4 (2019): 179,
<https://doi.org/10.22460/project.v2i4.p539-544>.

high school students, one of the texts that they learn is recount which belongs to story genres in which its function is to enable people to retell a series of events or experiences in the past for the purpose of informing and entertaining.

Recount text is a text which told about something that happened in the past. The details in a recount could include what happened, who is involved, where take a place, when it happened and why it occurred. Its purpose or goal is to entertain or inform the past activity to the reader or listener.

Based on the researcher pre-observation in Pesantren Mardhatillah Tanoponggol, teaching English learning process is once a week in this school. The researcher interviewed an English teacher that is Elsi Dayanti, S.Pd. Who teaches English at the Islamic Senior High School. However Dayanti, said it is about the variation of technique in writing, she makes various techniques in teaching writing, but the students have difficulty in writing.³

When teaching writing in classroom, the teacher entered in the classroom and the teacher told to the students to open the book. Then, the teacher explained about the material and gave an example about the material, the teacher writes on the white board first, then the students rewrite

³Elsi Dayanti, "*Private Interview to the English Teacher of Pesantren Mardhatillah*" (Tanoponggol: Pesantren Mardhatillah 2021)

the same word as the teacher wrote on board. After that the teacher asked the students to write down a paragraph and collected the text.

From the observation the researcher found that there are some problems of writing ability that can be caused by many factors. The first, students writing achievement was low. Based on the information from the English teacher in Pesantren Mardhatillah Tanoponggol, the students were poor vocabulary. The students were difficult to write because the students did not have many vocabularies, structure, technique and ideas, even some of them have some ideas in their mind, but they did not how to express their ideas in writing. If the teacher ordered them to write paragraph for instance the students were directly opened dictionary. For the consequence in final semester, the students were difficult to write paragraph.

The second, based on information from teacher, problems regarded to write skill happened was hard to use on society for communication, the student were not have desired to write. Students were not interested to write because the students were lazy to read the dictionary. The students just enjoyed playing with their friends. Most of them cannot develop their mind when they written so that the students became lazy to write. The last, the students have difficulty in arranging writing because they still have lack of motivation and the teachers still used the same method.

Based on the problem above, teachers' creativity is needed to make the students more active in the classroom activities. It means that in learning process in writing, the students should be more active to learnt writing

English, it can be make students interest in studying English especially writing text. The teachers should have the various techniques to teaching the students. There are some techniques that can be used by the teacher in teaching writing, such us parallel writing technique, chain writing technique, and combining sentence. The researcher will use a different strategy. The strategy is that will be used collaborative writing strategy.

According to Grahan and Perin collaborative writing is a strategy where the students work together to plan, draft, reflect, and their compositions.⁴In addition toSukirman collaborative writing strategy in which students are asked to work together in pair or group in order to produce a good writing. This strategy facilitates students to write a certain text with their peers. It is generally considered as two or more persons writing.⁵

The effectiveness of collaborative writing was been prove by some other researcher. The first is in Aulia finding. Collaborative writing offers an authentic environment where students do not only develop their writing skills but also critical thinking and decision making skills. So, the collaborative writing strategy was selected because it was to be able to simulate the students to be more involved in the writing especially to write recount text.

⁴Dolores Graham, S. and Perin, *Effective Strategies to Improve English Teaching Writing of Adolescents in Midle and High School* (New York: Alliance for Excellent Education, 2007), p.4, <https://doi.org/10.5220/0006447502170220>.

⁵Sukirman, "Using Collaborative Writing in Teaching Writing," *Using Collaborative Writing in Teaching Writing* 2, no. 1 (2016): p.33.

The second is Yuliana finding that collaborative writing is a strategy in writing which students are asked to work together in pair or group in order to procedure a good writing. This strategy is to facilitate students to write a certain text white their peers.

Based on explanation above, the researcher is motive to conduct Collaborative Writing Strategy to teach writing at Eleventh Grade students of MAPesantren Mardhatillah Tanoponggol. The researcher also wants to know whether Collaborative Writing Strategy have significant effect to students writing recount text.

B. Identification of The Problem

Based on the problem above, it could be seen that some problems in writing ability at PesanternMardhatillahTanoponggolas following are:

1. Students are lazy to write
2. Students are lack of motivation in writing
3. The students are lack of vocabulary, structure, technique and ideas
4. Students do not know to express their ideas in writing

C. Limitation of The Research

This research is limited only in writing strategy that is collaborative writing strategy on students' writing recount text and also it is limited only for senior high school in Pesantern Mardhatillah Tanoponggol.

D. Formulation of The Problem

Based on identification of the problem above, the researcher can formulated the problems as follows:

1. How is students' writing recount text before using collaborative writing strategy?
2. How is the students' writing recount text after using collaborative writing strategy?
3. Is there any significant effect of collaborative writing strategy to students writing recount text?

E. Objectives of The Research

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

1. To know collaborative writing strategy significant effect to the students' writing recount text at Eleventh Grade students of MA PesantrenMardhatillahTanoponggol?
2. To describe collaborative writing strategy significant effect to the students' writing recount text at Eleventh Grade students of MA PesantrenMardhatillahTanoponggol?

F. Significances of The Research

The significances of the research are:

1. For the teacher, in learning process, the teacher can apply this technique to make the students motivated in learning English especially on writing recount text.

2. For students, this research makes students more interest about writing text activity, especially in writing recount text by using free writing technique.
3. For the readers, the result of this research makes the readers are motivated and get additional knowledge about technique for teaching writing.
4. For the researcher, the result of this research is expected can be the useful information and to increase knowledge and to create another idea about a good technique for teaching writing especially in recount text.

G. The Definition of Operational Variables

The writer has conveyed some important theories of this research. Therefore, the researcher concludes there are two variables they are as follow:

1. Collaborative writing

Collaborative writing is nonthreatening approach for students that results in purposeful usage of the target language across skills and demonstrable improvements in writing.

2. Writing Recount Text

Recount is a text that told past events which occurred in a sequence. It could be concluded that recount was sequential text that did little more than sequence a series of event. Every story no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless we see that there is set up in a particular time and place.

H. The Outline of the Thesis

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

In chapter two, it is consist of the theoretical description, which consist of sub chapters such as theoretical description of writing recount text, and description of collaborative writing strategy, then review of related findings, conceptual frame work and hypothesis

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, technique of data collecting and the last technique of data analysis.

In chapter four, it is the result of the research talking about the analysis of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consist of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students and teachers by research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Writing Recount Text

a. Definition of Recount Text

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.¹ Thus, recount is typically told entertain by dealing with a sequence of events that establishes a relationship between a writer, reader and listener.

According to Marza recount text is a text that retells past events, in order in which they happened. The purpose is to inform or entertain the reader. Recount is a piece of text that retells past events, usually in the order which is they happened and recount text as a kind of text hat is aimed to inform about an even in the past.²

From the explanation about, it can be conclude if recount text is a text that used informs or entertaining people about event or experiences that happened in the past.

¹ Hartono, Rudi, *Genre of Text*, (Semarang: Unness, 2005), p.6.

²Muhd. Hafizh Lina Marza, "Teaching Writing Recount Text to Junior High-School Students by Using Facebook Peer-Comment," *Journal of English Language Teaching* 1, no. 2 (2013).

b. Generic Structure of Recount Text

The structural elements of recount text consist of:

- a. Orientation consists of opening, introduction the participant, time and place. Orientation refers of the text which gives setting or introducing.
- b. Even is a part structure of recount text that contains sequences of phenomenon or tells about what happened in the story
- c. Re-orientations the last structure of recount text, reorientation contains optional closure of the event in the text. Reorientation refers to the part of the text that gives indication that events in the text have finished. Reorientation contains the brief conclusion of the record event. The conclusion of reorientation is closing or finishing of the story.³

c. Language Features of Recount Text

The language features in recount text, such as:

- a) Using predicate followed by past tense, past perfect tense and past continuous.
- b) Using verb of doing, such as; went, took, saw, got, departed, etc
- c) Using of adjective to show the personal attitude, such as; it was wonderful, it was fun, we had a good time, etc.
- d) Using sequence markers, such as; first, second, next, after that and finally.

³OtongSetiawanDjuharie, *Essay Writing*, (Bandung: Cv. YramaWidya, 2009), p. 173.

d. Example of Recount Text

Example of Recount Text⁴

Bahan dengan hak cipta

MY EXPERIENCE IN THE BOARDING HOUSE

Orientation:
Two years ago, I lived in one of popular boarding houses which was located in Gucialit Lumajang.

Event 1:
On the first day when I had arrived there I was so surprised to see a crowded condition. Then I attended around a boarding house everything must be queue such as take a bath, buy a rice, etc.

Event 2:
Day by day I joined a test which followed by most students but usually who were chosen had better skill to improve their ability.

Event 3:
I was tired to join the activity but deepen of my heart I felt very happy because I got a lot of friends, knowledge, and a new experience.

Reorientation:
In a long day I enjoyed my day with many kinds of activity.

MY GRANDPA'S FUNERAL IN TORAJA

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin was lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

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Bahan dengan hak cipta

⁴Hanafi, p. 30.

e. Writing assessment

Based on Longman Dictionary of Language teaching, assessment can be defined as the systematic approach in collecting information of the learners or the learning process.⁵ Assessment can be conducted through several sources. Test, questionnaires, interview, those things, information can be gained as to control and evaluate the learning process.

Teacher should understand if the students are learning about writing, the students have to write, and assessed them in the form of writing.

⁵Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edit (London, 2022), p.18.,

Table 2.1
Analytical scoring by guidance Jacob, et al⁶

No	Category	Score	Level	Criteria
1	Content	30-27	Excellent to very good	Knowledge Substantive Through development of thesis Relevant to assigned topic
		26-22	Good to average	Some knowledge of subject Adequate range Limited development of thesis Mostly relevant to topic but lacks detail
		21-17	Fair to poor	Limited knowledge of subject Little substance Inadequate development of topic
		16-13	Very poor	Does not communicate No organization Not enough to evaluate
2	Organization	20-18	Excellent to very good	Fluent expression Ideas clearly stated/supported Well-organized Logical sequencing Cohesive
		17-14	Good to average	Somewhat choppy Loosely organized but main ideas stand out Limited support Logical sequencing and development
		13-10	Fair to poor	Non-fluent Ideas confused or disconnected Lacks logical sequencing and development

⁶Holly L. et al Jacobs, "Testing ESL Composition : A Practical Approach," no. January 1981 (1981): p.140.

		9-7	Very poor	Does not communicate No organization Or not enough to evaluate
3	Language use	25-22	Excellent to very good	Effective complex construction Few errors of agreement, tense, number, word order/function, articles, pronoun, preposition
		21-18	Good to average	Effective but simple construction Minor problems in complex construction Several errors of agreement tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured
		17-11	Fair to poor	Major problem in simple complex construction Frequent errors of negation tense, number, word order/function, articles, pronoun, prepositions and or fragments, run-ons, deletion Meaning confused or obscured
		10-5	Very poor	Virtually no mastery or sentence construction rules Dominated by errors Does not communicate or not enough to evaluate
4	Vocabulary	20-18	Excellent to very good	Sophisticated range Effective word/idiom choice and usage Word from mastery appropriate register
		17-14	Good to average	Adequate range Occasional errors word/idiom choice and usage but meaning confused or obscured
		13-10	Fair to poor	Limited range Frequent errors of errors word/idiom, choice, and

				usage but meaning confused or obscured
		9-7	Very poor	Essentially translation Little knowledge of English vocabulary, idioms, word from or not enough to evaluate
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Few errors of spelling punctuation, capitalization, paragraphing
		4	Good to average	Occasional errors of spelling punctuation, capitalization, paragraphing but meaning not obscured
		3	Fair to poor	Frequent errors of spelling punctuation, capitalization, paragraphing Poor handwriting Meaning confused or obscured
		2	Very poor	No mastery of conventions Dominated by errors of spelling punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate

According to Arikunto there were five components to categorize students' writing ability:

Table 2.2
Classification of Student's Score

No	Number of score	Predicate
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-45	Less
5	30-39	Fail

f. Assessment of Recount Text

Scoring rubric for the recount text is chosen as the assessment tool. Lee has created a scoring rubric that evaluates students' recount text writing based on content, structure, and language features. He also provides description for each evaluation criteria. The description is useful for a teacher or ratter in measuring students' writing.

In Lee rubrics the rating scale consist of four points, namely excellent (4), pretty good (3), average (2), and need improvement (1). The following Lee's rubric:

Table 2.3
Analytical scoring by guidance Lee⁷

Evaluation criteria	Description of Rating Scale				
	4: Excellent	3: pretty Good	2: average	1: Needs improvement	
Content and structure	a.	A very clear orientation, establishing who was involved, where, and when the events	A generally clear orientation which provides necessary background information	Some missing information in the orientation	Lots ⁸ of missing information in the orientation
	b.	Past events are sequenced in very clear order	Past events are generally clearly sequenced	Some events no in right order	Past events are all over the place; hard to figure out a clear
	c.	Very appropriate and impressive ending- ending with a feeling , a thought or a reflection	Appropriate ending	And ending is provided, but it is not very appropriate	No ending is provided
Language features	a.	Past tense verbs almost com[lately accurate	Tense generally accurate	Quite a number of tense errors	Full of tense errors
	b.	Very appropriate and accurate use of time expressions to link up events	Generally good use of time expressions to link up events	Sometime expressions to link up events	No time expressions to link up events
	c.	A large range of appropriate words to describe events	A good range of words to describe events	Some good words to describe events	An extremely limited range of words to describe events

⁷Icy Lee, *Classroom Writing Assessment and Feedback in L2 School* (Singapore: Springer Nature, 2017), p.18.

2. Collaborative Writing Strategy

a. Definition of Collaborative Writing Strategy

According to Dale also collaborative writing involves meaningful interaction and shared decision between group members in writing of shared document.⁹In addition to Khainur collaborative writing is one of best technique to help students in developing their writing skills especially in big classes.¹⁰Saunders says collaborative writing is distinct from other collaborative activities, such as collaborative publishing, because peers are expected to interact and contribute throughout each of the following task.¹¹

Collaborative has close meaning with cooperative and we also say that they can combine. Based on JanesBauwens and Jack j. Houcade, they suggest three approaches to implement in collaborative teaching writing: team learning, supportive learning activities, and complementary instruction. Firstly Bauwens and Houcade describe team learning as educated subject join planning and present subject content, secondly supportive learning activities reinforcement, enrichment in writing learning for all students. Thirdly, complementary instruction as one educator takes primary

⁹Helen Dale, *Co-Authoring in the Classroom : Creating an Environmentfor Effective Collaboration*, 1997, p.11.

¹⁰Faradilla Fatich Narulita Mahendra, "The Effect of Using Collaborative Writing Method on Students' Writing Recount Text at Grade Ten of SMK YP 1 HKBP Pematangsiantar," *Journal of Teaching and Education* 2, no. 1 (2020).

¹¹ Saunders, W. M. "Collaborative Writing and Process Writing Approach: The Effect and Students Perception," *JEES (Journal of English Educators Society)* 5, no. 2 (2020), <https://doi.org/10.21070/jees.v5i2.773>.

responsibility for teaching content material and the other for teaching functional how to skills to understand for all students and acquire the content material.

Collaborative writing is nonthreatening approach for students that result in purposeful usage of the target language across skills and demonstrable improvements in writing. By providing methodical guidelines and lending support, the teacher can execute this approach without major logistical drawbacks. It is important to give the students a chance to assess the method as through careful analysis of students' feedback.¹²

b. The activities Type of Collaborative Writing Strategy

1. Using the Board

One way of making collaborative writing successful is to have students write on the board. This gets them out of their chairs; it is especially appropriate for those who respond well to kinaesthetic stimuli. It also allows everyone to see what is going on. It has two activities how the board can be used in this way:

¹²Christopher Mulligan and Russell Garofalo, "A Collaborative Writing Approach: Methodology and Student Assessment," *The Language Teacher* 35, no. 3 (2011): 5, <https://doi.org/10.37546/jalttl35.3-1>.

a) Sentence by Sentence

The students built up a letter in reply to an invitation on the board, sentence by sentence. Each time a new student goes up to the board in such activities, the rest of the class can help by offering suggestion, corrections, or alternatives. This kind of writing activity has the great advantages of creating a clear focus for everyone in the classroom, and can create a feeling of shared.

b) Digtogloss.

Students recreate a text or story that the teacher read to them. One purpose of the activity is to focus the students' attention on specific items of language by getting them to analyse the difference between their written recreations and the original which they have heard.

2. Writing in groups and pairs

There are many activities which are suitable for students writing in pairs and groups. Some of them depend on a scribe to write the final version of the piece, while some of them involve every single person writing their own version of the text.

Rewriting activity, students are presented with a stereotypical statement and asked to amend it to reflect the opinions of the group. This provokes discussion not only about

topic but also about how to write a consensus opinion appropriately. The teacher has chosen a topic for the students to consider. The students are then presented with some example of stereotypical statements. Or they rewrite the sentences so that they accurately reflect the views of the group.

Story reconstruction in their new groups students have to work out a sequence for the four pictures and then create a written text which tells the story of that sequence. This activity works well. It provokes a lot of discussion which, in turn, gets students to write with enthusiasm.¹³

c. Procedure of Collaborative writing Strategy

According to Elizabeth, there are several procedures that should be done to implement collaborative writing strategy in teaching writing. The procedures of teaching writing are as follows:

1. The teacher divides the students into pairs or triads
2. The teacher asks the students to write recount text based on the topic
3. Students organize their ideas and create an outline
4. Students selecting parts of the selection for each student to write initial drafts individually
5. Team combine individual sections into a single paper

¹³Jeremy Harmer, "How to Teach Writing" (Malaysia: Longman, 2004), 73–74.

6. Team revises and edit their work, checking for content and clarity as well as grammar, spelling and punctuation.
7. After the final edit, teams submit the students' paper to the teacher for assessment and evaluation.¹⁴

d. Advantages of Collaborative writing strategy

Collaborative writing has many advantages as a functional unit of collaborative learning. Sherman states that in collaborative writing the students are relying on peers for learning. It means that students work together to teach one another and the students between the roles of students and teacher. Based on the statement, it can be concluded that collaborative writing strategy has same advantages such as:

- a) It can promote effective learning
- b) It can combine both motivational and cognitive approach to collaboration
- c) Promote cognitive process through a structured approach to teaching and learning within a tutoring context
- d) It can promote the students' achievement and the student's self-confidence.

¹⁴Elizabeth F. Barkley, *Collaborative Writing Technique* (Jossey-Bass, 2005), 256.

e. Disadvantages Collaborative Writing Strategy

There are some disadvantages of collaborative writing such as:

1. May not early represent group's interactions and less consensus
2. Lose sense of groups subsequent writers may invalidate previous work, lack of consensus, version control problems, inefficient, and one person bottle necks
3. Writers can be blind to each other's work, redundant work can be produced if poorly planned, stylistic differences, potential information overload, and does not recognize individual talent differences well.¹⁵

B. 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. 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."¹⁶ A collaborative writing strategy has some steps, it can be found in while-teaching and post teaching.

¹⁵Sukirman, "Using Collaborative Writing in Teaching Writing," p.13.

¹⁶AdityaPrabowo, "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, <http://doi.org/10.29333/aje/2019/423a>

Table 2.4
Teaching Recount Text by Using Collaborative Writing Strategy

No	Teacher	Procedures	Students
1	A. Pre- Teaching		
	1. Teacher opens the class by greeting and prepares the students to pray before learn.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn.
	2. Teacher check the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
	3. Teacher ask the students to tell about their experience about their holiday		1. Students answer the teacher questions about their experience.
	4. Teacher tells about the teacher's experience to active the students' background of material		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
2	B. While- Teaching		
	1. The teacher explains about recount text and gives 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 pay attention to the teacher. 2. Students remain the word picture
	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
	3. The teacher asks the students to write an	1. Reading In this step, the writer reads	1. Students read their important points

	important point of recount text based on the topic.	the draft and give some corrections	.
	4. The teacher explains the strategy that will be used in the process of writing, namely the collaborative writing strategy.		1. The students write the teacher said 2. The students check their story
3	C. Post- Teaching		
	1. Teacher ask the students about their understanding about the material.	1. Feedback	1. Students answer the teacher's question and tell their problem.
	2. The teacher might conclude or summarize the lesson by himself or together with the students.		2. Listen to the teacher. 3. The students make a summarize while the teacher conclude the lesson.
	3. Teacher closes the teaching- learning activity.		4. Students give the greeting to the teacher.

C. Conventional Teaching Speaking

Conventional teaching is the strategy or the way usually used by the teachers to teach the vocabulary to the students. Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams.¹⁷

Teacher technique is the technique, procedure or detail list of rules that teacher usually use while the process of teaching. In this case, the teacher has a big responsibility on the lesson fluency. Here the researcher explains about the technique of teaching by the teacher at PesanternMardotillahTanoponngol as follows:

The teacher asks the students to open the material in the text book about recount text.

- 1) The teacher explains the meaning of recount text and generic structure of recount text.
- 2) The teacher asks the students to write a text which tell about recount text
- 3) The teacher give time for students to write the text based on the topic that has been determined by the teacher.

¹⁷Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module," *International Journal of Information and Education Technology* 6, no. 2 (2016): 105–12, <https://doi.org/10.7763/ijiet.2016.v6.667>.

- 4) The task collected by the teacher.

The conventional also has some advantages and disadvantages.

- a. Here some advantages. Here overuse of the conventional teaching:

- 1) Teachers easily master class.
- 2) The material is easy to organize.
- 3) The conventional method could be followed by a large number of students.
- 4) The conventional method is easy to prepare and carry it out. The teachers easily teach lessons well.¹⁸

- b. The conventional method also has some disadvantages. The disadvantages of conventional teaching as follows:

- 1) The conventional teaching makes the students feel boring when used at all times and too long.
- 2) The teacher is difficult to conclude that students understand and are interested in learning-teaching process.
- 3) The conventional teaching makes the students to be passive.¹⁹

D. Review of Related Findings

This study related to several researchers that had been done. The first is Rahmadhani that she concludes analyzing the data, it was concluded that there is a significant effect of teaching writing by using collaborative writing strategy on students' writing achievement. Teaching writing by using collaborative writing strategy gives better result than using conventional method.

¹⁸Wahyuniati, "Keefektifan Model Kontekstual Untuk Meningkatkan Keterampilan Menulis Narasi" (Universitas Muhammadiyah Purwokerto, 2013), <https://doi.org/10.1210/jcem.76.6.8501142>.

¹⁹Wahyuniati, "Keefektifan Model Kontekstual Untuk Meningkatkan Keterampilan Menulis Narasi" (Universitas Muhammadiyah Purwokerto, 2013), <https://doi.org/10.1210/jcem.76.6.8501142>.

The result showed that the value of t-observed is higher than the value of t-table. ($17.02 > 1.667$ ($\alpha = 0.05$)) with the degree of freedom (df) = 78. Based on the data analysis of the study, the result indicates that the alternative hypothesis (H_a) was accepted. It means that there is the significant effect of using Collaborative writing strategy on student achievement in writing recount text.²⁰

The second is Irna. Based on the research findings, it can be concluded that: (1) the students who are taught by using Collaborative Writing get better result in students 'writing of recount text than those who are taught by conventional teaching strategy. (2) Students with high reading habit who are taught by Collaborative Writing have better writing achievement of recount text than those who are taught by Conventional Teaching. (3) Students with low reading habit who are taught by collaborative writing get the same result in writing of recount text than those who are taught by using conventional technique.; and (4) There is no interaction between both techniques used and students' reading habits toward students' writing of recount text.²¹

The third is findings Yuliana. The result of analysis shows that there were significant effect of using collaborative writing technique on students writing ability and motivation At SMP N3 Bulik Timur. The students who

²⁰Ramadhani. Aulia Rizky, "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in Mts Alwashliyah Tembung 2016/2017" (2017).

²¹Irna Wahyuni, "The Effect Collaborative Writing and Reading Habits Toward the Students Writing of Recount Text at the Grade Eight of MTsN Kamang," *Komposisi: Jurnal Pendidikan Bahasa, Sastra, Dan Seni* 15, no. 2 (2014), <http://ejournal.unp.ac.id/index.php/komposisi>.

taught using collaborative writing technique got higher score in pre-test and post-test with mean (58) in writing test and (79) in writing ability . Moreover, after the data calculated using ANOVA one-way with 5% ($\alpha=0.05$) level of significant, it found that H_a was accepted and H_0 was rejected.

The first result on data analysis, it was showed that teaching using collaborative writing technique was more effective on students writing ability than teaching without giving collaborative writing technique. It showed that the result significant value was lower than alpha ($\alpha=0.05$), ($0.00 < 0.05$). That H_a that state students writing ability give effect on descriptive text by using collaborative writing technique at SMP N 3 Bulik Timur was accepted. And H_0 that state Students writing ability does not give effect on descriptive text by using collaborative writing.²²

The fourth is Khaerani. That she can conclude based on the findings of the study, the use of collaborative writing strategy was believed to be effective in improving students' writing ability. The collaborative writing strategy encouraged students to generate ideas in writing the recount texts. During the implementation of the collaborative writing strategy, the researcher used some media assisted this technique such as pictures, games, drawing activities, etc. Those media led the students to have positive responses toward the teaching and learning process. They did not show any

²²Y Yuliana, "The Effect of Collaborative Writing Technique on Student's Writing Ability and Learning Motivation at SMP N 3 Bulik Timur," 2020, <http://digilib.iain-palangkaraya.ac.id/id/eprint/3340>.

reluctance anymore to be involved in the writing assignments. It also increased their motivation to write during the writing process.²³

From the explanation above the researcher conclude there are differences between this research and the researcher's research are: the formulation of the problem, the result of the data did not give significant effect, the differences in text writing, other researcher use the analytical exposition text. And the similarities between this research and the researcher's research are: has the same title with the researcher's research, uses the same technique pre-test and post-test.

E. Conceptual Framework

Writing is an activity to arrange or relate some words, phrases, sentence, and paragraph become a good written text. Furthermore, writing related to process of describing a language to produce a message so that will be has meaning.

Recount is a kind of genre used to retell events for the purpose of informing or entertaining. Thus, recount is typically told entertain by dealing with a sequence of events that establishes a relationship between a writer, reader and listener.

There are many problems for students in writing skill, especially in teaching writing. The problems in writing are: the students shy and afraid to write well, because the students not have motivation, the students have

²³ Tri OktaviaKhairani, "The Use of Collaborative Writing Strategy in Improving Writing Ability of Class VIII B Students at SMP Muhammadiyah 2 Melati the Academic Year of 2014/2015."

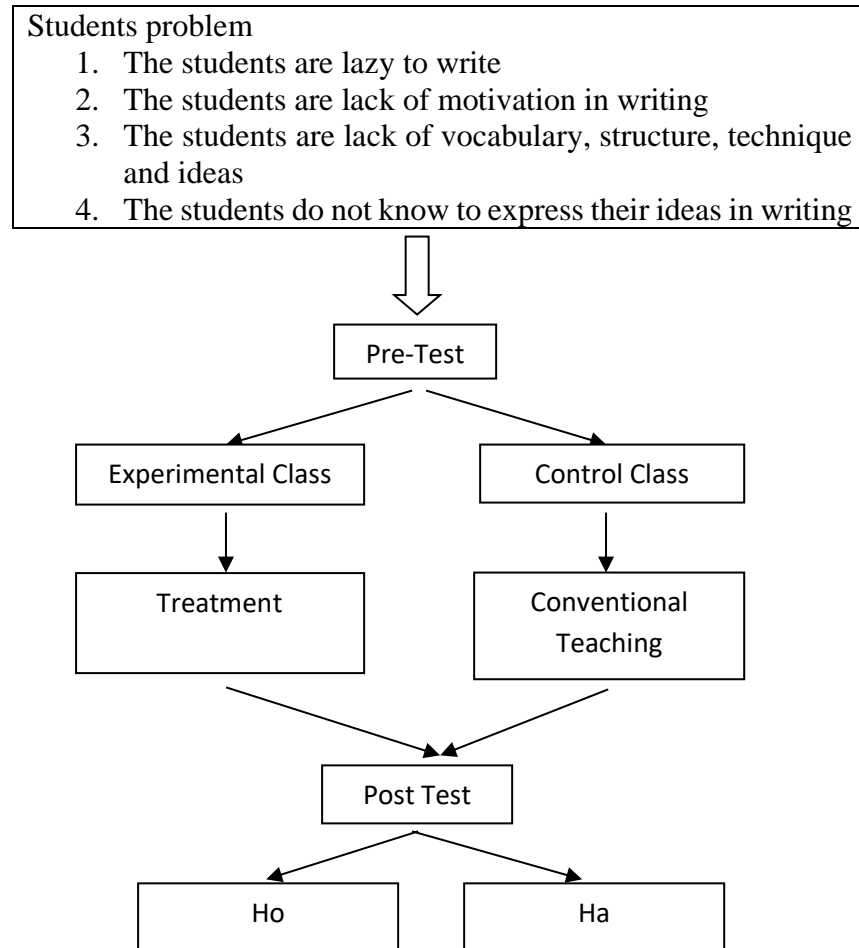
difficulty arranging a word in writing and students still have lack motivation in teaching learning in writing, the students' lack of vocabulary, the students do not know to express their ideas in writing.

So, the researcher wants to investigate the effectiveness of collaborative writing strategy to increase the student's ability especially in writing recount text. collaborative writing makes writing easier in writing which students are asked to work together in pair or group in order to procedure a good writing. This strategy is to facilitate students to write a certain text white their peers.

This research will be done by applying quantitative research. This research uses two classes, which are experimental class and control class. In experimental class that thought by collaborative writing strategy and in control class thought by using teacher technique. In this research, the researcher uses the population sampling technique. The researcher takes all the students population of the grade XI is 31 students as the sample. The instrument of this research is a test and hypothesis of this research are: Alternative hypothesis (H_a): there is a significant effect of using collaborative writing strategy in recount text at Eleventh Grade Students of MA Pesantern Mardhotillah Tanoponggol. Using Null hypothesis (H_0): there is no significant effect of using collaborative writing strategy in recount text at Eleventh Grade Students of MA Pesantern Mardhotillah Tanoponggol.

Based on the above, conceptual framework can be seen from the figure below:

Figure 1. Conceptual Framework



F. Hypothesis

The researcher formulates the hypothesis of the researcher is started as follows:

1. Alternative hypothesis (H_a): there is a significant effect of using collaborative writing strategy in recount text at Eleventh Grade Students of MA PesanterMardhotillahTanoponggol.
2. Null hypothesis (H_0): there is no significant effect of using collaborative writing strategy in recount text at Eleventh Grade Students of MA PesanternMardhotillahTanoponggol.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of Research

The location of this research was at Pesantren Mardhotillah Tanoponggol. It was located at Sibolga km 15 Street, Tanoponggol, North Sumatera province. The researcher has started on 26 May 2021 until finish the research.

B. Research Design

The kind of this research was quantitative research with experimental method type true experimental design with pre-test – post-test group design. According to Wiersma, experimental method is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher.¹ Then, Sugiyono stated that experimental research is a method used to find the effect of treatment on others under controlled conditions.² The researcher used two classes, which were experimental class and control class. The experimental research controlled the selection of participants of the study. In this case, the experimental was the class that thought by collaborative writing strategy. Meanwhile control class was the class thought by used Teacher Technique.

¹Ni Made Ratminingsih, “Penelitian Eksperimental Dalam Pembelajaran Bahasa Kedua,” *Prasi* 6, no. 11 (2010): 31–40, <https://ejournal.undiksha>.

²Sugiyono, “Metode Penelitian Kuantitatif, Kualitatif, R & D Sugiyono - 2015.Pdf,” 2015.

Table 3.1
Collecting Data Design

No	Class	Pre - Test	Treatment	Post-Test
1	Experimental class	√	√ Collaborative writing strategy	√
2	Control class	√	Teacher technique	√

C. Population and Sample

1) Population

Population is the total number of unit individual that the characteristic or subject of research. According to Sugiyono population is a generalization area consist of object and subject determined by researcher to be studied and then drawn the conclusions.³The research has done for the Eleventh Grade Students of MA PesanternMardhotillahTanoponggol. The population of the research consist of two classes with students. It can be seen from the table follows:

Table 3.6
Population of the Eleventh Grade Students of MA PesanternMardhotillahTanoponggol

No	Class	Total Student
1	PI- 1	13
2	PA- 2	12
Total		25

³Sugiyono, 80.

2) Sample

Sample is part of the number and characteristics possessed by the population.⁴In this research, the researcher used the population sampling technique. A population sampling is a technique of taking a sample where all of population become sample. The population of the grade XI is 25 students. So, the researcher took all the population as the sample.

Therefore, the researcher divides the group into two classes. The students of PI-1 that consist of 13 students were experimental class and the students of PA -2 that control class. Total sample of this research is 25 students.

Table 3.7
Sample of the Research

No	Experimental class	Control class
1.	PI-1 = 13	PA-2 = 12

⁴Garaika Darmanah, *Metodologi Penelitian* (Lampung: CV Hira Tech, 2019), <https://doi.org/10.31219/osf.io/xy6uv>.

D. Validity and Reliability Test

1. Validity of Test

The test in this research used writing test. So, as a good test must have validity and reliability. A valid instrument refers to the extent to which an instrument measures what is supposed to measure. In this research, the researcher used construct validity test. Construct validity is the process of how the test establishes the representativeness of the item in a certain domain of the ability, tasks, knowledge and another aspect that are being measured.

2. Reliability of Test

The reliability is synonymous with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated, reliability is one of the characteristics of a good test. It refers to the consistency of the measurement.

E. Technique of Collecting Data

To gather the data from the students, the researcher collected the data by giving the test for the students. They are pre-test, treatment, post-test like in below:

1) Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The pre-test is given to both of the class experimental class and control class. To know the students' basic ability of the students

before applying collaborative writing strategy, the researcher give some steps for pre-test as follows:

- a. The researcher prepare the essay test about recount text
- b. The researcher distributed the paper of the test and answer sheets to both control and experimental class.
- c. The researcher explains the tips to answer.
- d. The researcher gives the limited to do the test
- e. The students answer the test.
- f. The researcher collects the students answer.
- g. The researcher collects their paper test and check and count the students score.

2) Treatment

A treatment is given to show the effect of the research. When treatment given to one of the class. In this case, the experimental class and control class are giving the same material (lesson topic) which talk about recount text. The treatment gives to the experimental class by using collaborative writing strategy, meanwhile control class only do writing learning without treatment like teacher usually use to teach in classroom. The steps of experimental of experimental and control group can be seen as follows:

Table 3.4
Treatment of the Research

No	Experimental class activities	Control class activities
1	The teacher chooses the material which related to the recount text	The teacher asked the students to open the material in the text book about recount text
2	The teacher explains the recount text based on generic structure and language features	the teacher explains the meaning of recount text based on the generic structure
3	The teacher explains the technique that will be used in the process of writing, namely the collaborative writing strategy.	The teacher asks the students to write the text based on the topic that has been determined by the teacher
4	The teacher prepares students to write the text about the topic.	The teacher ask the students to write a text which tell about recount text
5	The students start to write with using collaborative writing strategy	The teacher give time for the students to write the text of recount text
6	The students submit their writing and the teacher checks students writing	The task collected by the teacher
7	The task collected by the teacher	The task is corrected by the teacher

3) Post-test

The post test is given for both of classes after implementing collaborative writing strategy to know the ability of the students after doing treatment. This is post-test is the final test in this research, it is to find out whether there is significant effect or not. In this test, the procedures still same with pre-test before. They are:

1. The researcher prepare the essay test about recount text
2. The researcher distributed the paper of the test and answer sheets to both control and experimental class.

3. The researcher explains the tips to answer.
4. The researcher gives the limited to do the test
5. The students answer the test.
6. The researcher collects the students answer.
7. The researcher collects their paper test and check and count the students score.

F. Technique of Data Analysis

In order to find out whether there is a significant using collaborative writing strategy in recount text at Eleventh Grade Students of MA PesanternMardhotillahTanoponggol. The technique of the data analysis that used in this research was T-test formula. As the requirements of the t-test, the data use normality test and homogeneity test.

1. Requirement Test

a. Normality Test

$$X^2 = \sum \frac{f_o - f_n}{f_h}$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population⁵

⁵Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

To calculate the result of Chi-Quadrate, it was used significant level 5% (0.05) and degree of freedom as big as total of frequency was lessened 3 (dk= k-3). if result $x^2_{\text{count}} < x^2_{\text{table}}$. So, it concluded that data was distributed normal.

b. Homogeneity Test

Homogeneity test was used to know whether control class and experimental class have the same variant or not. If both of classes are same, it was can be called homogenous. Homogeneity was the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

$$F = \frac{\textit{TheBiggest Variant}}{\textit{TheSmallest Variant}}$$

Where:

n_1 =total of the data biggest variant

n_2 =total of the data smallest variant⁶

2. Hypotheses Test

The technique in analyzing the data was used by t-test, because it is aimed to examine the different of two variables. Such examination performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test stated as:

⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010).

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

Where:

- t : 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 : deviation standard of the experimental class
- s_2^2 : deviation standard of the control class
- n_1 : number of experimental class
- n_2 : number of control class⁷

⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010), 197.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect of pictures media on speaking mastery, the researcher has calculated the data using pre-test and post-test. The researcher used the formulation of T-test the hypothesis. Next, the researcher described the data as follows:

A. Description of Data

1. Description of Data before Using Collaborative Writing Strategy

a. Score of Pre-Test in Experimental Class

Related to the result of the test in experimental class before using collaborative writing strategy on students writing in the appendix 6 and 8, can be seen in following table:

Table 4.1
The Score of Experimental Class in Pre-Test

No	Descriptive	Statistics
1	Highest score	65
2	Lowest score	31
3	Mean	48.35
4	Median	46.35
5	Modus	46
6	Range	34
7	Interval	5
8	Standard deviation	6.9
9	Variant	11.43

Based on the table, the researcher got the highest score was 65 and the lowest score was 31, mean was 48.35, median was 46.35, range was 34, interval was 5, standard deviation was 6.9 and the last variant was 11.43. Then, the calculation of the frequency distribution

of the students' score in experimental class can be applied into frequency table distribution as follows:

Table 4.2
Frequency Distributing of Experimental Class (Pre-Test)

No	Interval	Mid point	F	Percentages
1	31-37	34	3	23.07%
2	38-44	41	2	15.38%
3	45-51	48	4	30.76%
4	52-58	55	1	7.69%
5	59-65	62	3	23.07%
	$i=5$		13	99.97%

Based on the table above, the number of students whose class interval between 31-37 was 3 students (23.07%). Class interval 38-44 was 2 students (15.38%), class interval 45-51 (30.76%), class interval 52-58 was 1 student (7.69%), and the class interval 59-65 was 3 students (23.07%). The data from the table above can be seen in the histogram below:

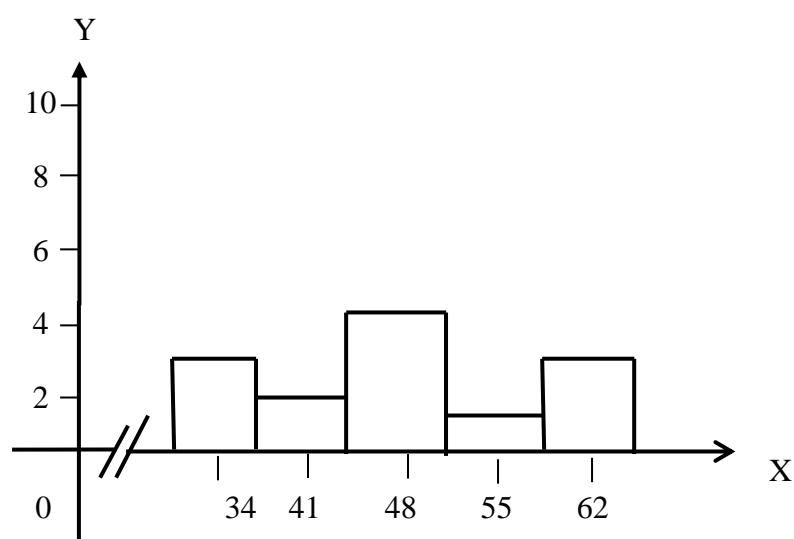


Figure1:Description Data of Students'Experimental Class (Pre-Test)

b. Score of Pre-Test Control Class

Related to the result of the pre-test of control class, the researcher calculated was gotten by the students in answering the test at the control class. The score of pre-test control class can be seen in following table:

Table 4.3
Score of Control Class in Pre-Test

1	Descriptive	Statistics
2	Highest score	59
3	Lowest score	35
4	Mean	41.02
5	Median	41
6	Modus	41.7
7	Range	24
8	Interval	4
9	Standard deviation	9.78
10	Variant	59.30

Based on the table, the researcher got the highest score was 59 and the lowest score was 35, mean was 41.02, median was 41, modus was 41.7, range was 24, interval was 4, standard deviation was 9.78 and the last variant was 59.30. Then, the calculation of the frequency distribution of the students' score of control class can be applied into frequency table distribution as follows:

Table 4.4
Frequency distribution of Control Class (Pre-Test)

No	Interval	Mid point	F	Percentages
1	35-40	37.5	2	16.66%
2	41-47	44.5	4	33.33%
3	48-53	50.5	3	25%
4	54-59	56.5	3	33.33%
			12	99.99%

Based on the table above, the students score that was there in class interval 35-40 was 2 students (16.66%), class interval 41-47 was 4 students (33.33%), class interval 48-53 was 3 students (25%), class interval 54-59 was 3 students (33.33%). The data from the table above can be seen on the histogram below:

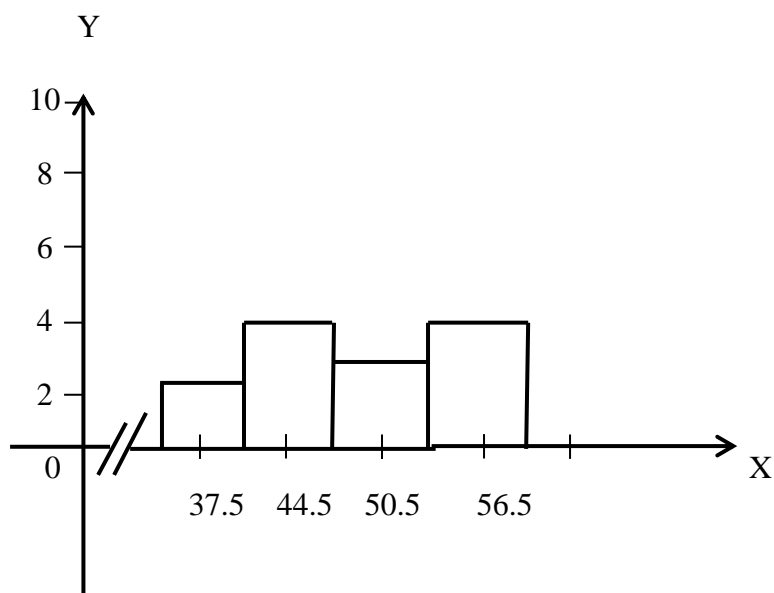


Figure 2: Description Data of Student' Control Class (Pre-Test)

2. Description of Data After Using Collaborative Writing Strategy

a. Score of Post-Test Experimental Class

Related to the result of the calculation that had been gotten by the students in answering the question (test) after the researcher did the treatment by using pictures media can be seen on the table:

Table 4.5
Score of Experimental Class in Post Test

No	Descriptive	Statistics
1	Highest score	70
2	Lowest score	52
3	Mean	56.74
4	Median	46.7
5	Modus	59.5
6	Range	18
7	Interval	4
8	Standard deviation	9.3
9	Variant	52.03

Based on the table, the researcher got the highest score was 70 and the lowest score was 52, mean was 56.74, median was 46.7 modus was 59.5, range was 18, interval was 4, standard deviation was 9.3 and the last variant was 52.03. Then, the calculation of the frequency distribution of the students' score of experiment class can be applied into frequency table distribution as follows:

Table 4.6
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	52-55	53.5	4	30.76%
2	56-59	57.5	1	7.69%
3	60-63	61.5	2	15.38%
4	64-67	65.5	3	23.07%
5	68-70	69.5	3	23.07%
			13	99.97%

Based on the table, the number of students' score that was there in class interval between 52-55 was 4 students (30.76%), class interval between 56-59 was 1 student (7.69%), class interval 60-63 was 2 students (15.38%), class interval 64-67 was 3 students (23.07%), and the last class interval 68-70 was 3 (23.07%). The data from the table above can be seen on the histogram below:

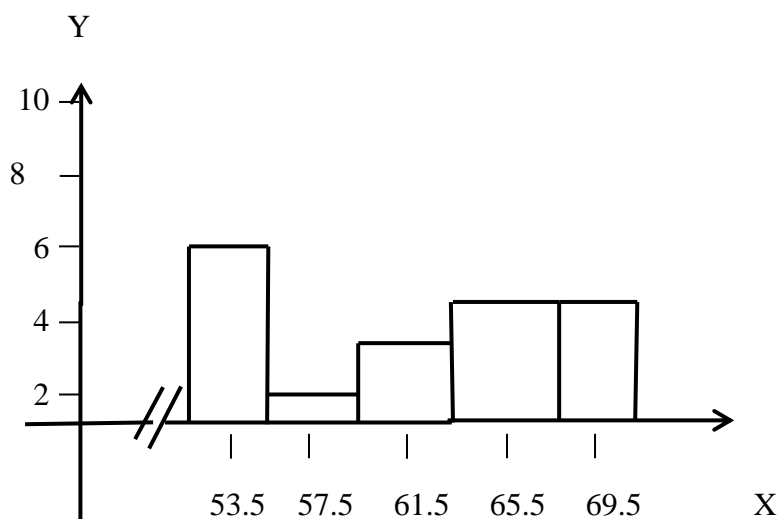


Figure 3: Description Data of Students' Experimental Class (Post-Test)

b. Score of Post-Test in Control Class

The result of control class in post-test, the researcher took class PA-2 as control class, could had been gotten by the students in answering the question (test) after the researcher taught vocabulary mastery by using conventional method can be seen the table below:

Table 4.6
Score of Control Class in Post-Test

No	Descriptive	Statistics
1	Highest score	55
2	Lowest score	36
3	Mean	47.5
4	Median	33.55
5	Modus	42.2
6	Range	19
7	Interval	5
8	Standard deviation	5.55
9	Variant	36.78

Based on the table, the researcher got the highest score was 55 and the lowest score was 36, mean was 47.5, median was 33.55, modus was 42.2, range was 19, interval was 5, standard deviation was 5.55 and the last variant was 36.78. Then, the calculation of the frequency distribution of the students' score of control class can be applied into frequency table distribution as follows:

Table 4.7
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	36-40	38	3	25%
2	41-45	43	4	33.33%
3	46-50	48	2	16.66%
4	51-55	53	3	25%
	<i>i=4</i>		12	99.66%

Based on the table above, it can be shown that the students score was there in class interval between 36-40 was 3 students (25%), class interval between 41-45 was 4 students (33.33%), class interval 46-50 was 2 students (16.66%), and the class interval 51-55 was 3 students (25%),. The data from the table above, can be seen on the histogram below:

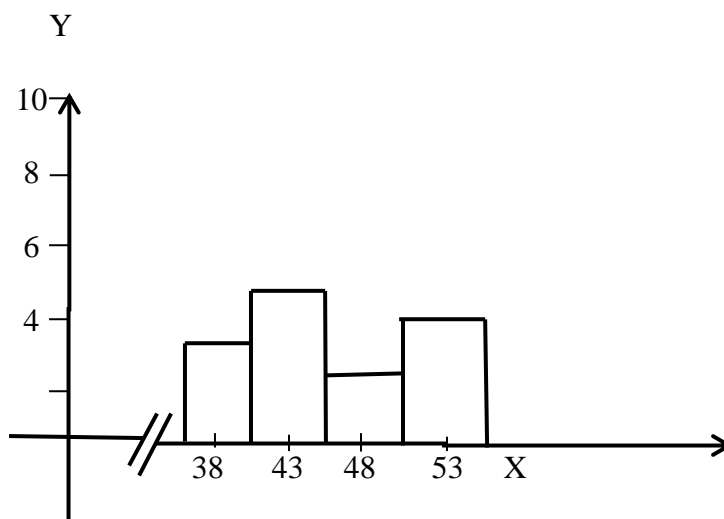


Figure 4: Description Data of Students' Control Class (Post-Test)

Based on the table and histogram above, the students' score it can be seen the comparison between the highest score and the lowest score. From the histogram of students' score of experimental class in post- test shown that the highest interval 51-55 was 3 students and the lowest score interval 36-40 was 3 students.

B. Hypothesis Test

After calculating the data of post-test, researcher has found that post-test result of experimental and control class was normal and homogenous. The data would be analysed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was “there is the effect of collaborative writing strategy on students’ writing recount text at the eleventh grade MA PesanterenMardhatillahTanoponggol”. The calculation can be seen on appendix:

Table 4.18 Result of T-test from the both average

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
2.36	2.069	5.07	2.069

The hypothesis test has two criteria. They are if $t_{count} < t_{table}$, H_0 was accepted and if $t_{count} > t_{table}$, H_a was accepted. Based on researcher calculation in pre-test, the researcher found that t_{count} 2.36 while t_{table} 2.069 with opportunity $(1 - \alpha) = 1 - 5\% = 4\%$ and $dk = n_1 + n_2 - 2 = 13 + 12 - 1 = 23$. Cause $t_{count} > t_{table}$ (2.36 > 2.069), it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t_{count} 5.07 while t_{table} 2.069 with opportunity $(1 - \alpha) = 1 - 5\% = 4\%$ and $dk = n_1 + n_2 - 2 = 13 + 12 - 1 = 23$. Cause $t_{count} > t_{table}$ (5.07 > 2.069), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of collaborative writing strategy in teaching recount text at the eleventh grade of MA pesantrenMardhatillahTanoponggol. In this case, the

mean score of experimental class by collaborative writing strategy was 56.74 and mean score of control class by teaching strategy was 47.6. The gain score was 1.54. The calculation can be seen in the following table:

Table 4.19
Gain Score of Experimental Class and Control Class

Class	Pre-test	Post-test	Gain score
Experimental	48.35	56.74	8.39
Control	41.02	47.6	6.58

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 48.35 and in post-test was 56.74 then the mean score of control class in pre-test was 41.01 and in post-test was 47.6. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, collaborative writing strategy had 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 the first is Aulia Rizky that she concludes analysing the data, it was conclude that there is a significant effect of teaching writing by using collaborative writing strategy on students' writing achievement. Teaching writing by using collaborative writing strategy gives better result than using conventional method.

The result showed that the value of t-observed is higher than the value of t-table. ($17.02 > 1.667$ ($\alpha = 0.05$)) with the degree of freedom (df)

= 78. Based on the data analysis of the study, the result indicates that the alternative hypothesis (Ha) was accepted. It means that there is the significant effect of using Collaborative writing strategy on student achievement in writing recount text.¹

The second is IrnaWahyuni. Based on the research findings, it can be concluded that: (1) the students who are taught by using Collaborative Writing get better result in students 'writing of recount text than those who are taught by conventional teaching strategy. (2) Students with high reading habit who are taught by Collaborative Writing have better writing achievement of recount text than those who are taught by Conventional Teaching. (3) Students with low reading habit who are taught by collaborative writing get the same result in writing of recount text than those who are taught by using conventional technique.; and (4) There is no interaction between both techniques used and students' reading habits toward students' writing of recount text.²

The third is findings Yuliana. The result of analysis shows that there were significant effect of using collaborative writing technique on students writing ability and motivation At SMP N3 Bulik Timur. The students who taught using collaborative writing technique got higher score in pre-test and post-test with mean (58) in writing test and (79) in writing ability . Moreover, after the data calculated using ANOVA one-way with 5

¹Rizky, "The Effect of Collaborative Writing Strategy on Students' Achievement in Writing Recount Text in Mts Alwashliyah Tembung 2016/2017."

²Wahyuni, "The Effect Collaborative Writing and Reading Habits Toward the Students Writing of Recount Text at the Grade Eight of MTsN Kamang."

%($\alpha=0.05$) level of significant, it found that H_a was accepted and H_0 was rejected.³

From the result of the research that is previously stated. It was proved that the students who were taught writing recount text by using collaborative strategy got better result. As in this research, the mean score of experimental class got better result than control class ($56.74 > 48.35$). Looking the students' score after using collaborative writing strategy to motivation learning writing, this strategy is good to be used as an innovation for teaching writing. Although not all of the aspect in writing can be covered by this strategy. It can be considerably used in teaching writing. This, strategy makes the students happy and not feel bored when the teacher gave the material about writing. As a conclusion, this strategy is recommended to be used for teaching writing.

³Yuliana, "The Effect of Collaborative Writing Technique on Student's Writing Ability and Learning Motivation at SMP N 3 Bulik Timur."

D. The Threats of the Research

The researcher found the threats of the research as follows:

1. The students needed more time for answering the test because the time was limited
2. There were some students that were noisy while teaching and learning process. Although they looked like not serious. So, it cans the concentration of the others.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

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

1. The students' writing recount text at the Eleventh Grade students of MA PesantrenMardhatillahTanoponggol before using collaborative writing strategy, the mean score of pre-test for experimental class was 47,6 and the mean score of pre-test for control class was 41.02.
2. The students' writing recount text at the Eleventh Grade students of MA PesantrenMardhatillahTanoponggol after using pictures media, the mean score of experimental class was higher than before using collaborative writing strategy. The mean score of post-test for the experimental class 56.74and the mean score of post-test for control class taught by conventional strategy was 48.35.
3. There was a significant effect of collaborative writing strategy on students writing recount text at the Eleventh Grade students of MA PesantrenMardhatillahTanoponggol. The researcher found the research result of t-test where t_0 was higher than t_t was 5.07 and t_t was 2.069 ($3.32 > 2.069$). It means that H_a was accepted, so there was a significant effect of collaborative writing on students' writing recount text at the Eleventh Grade students of MA PesantrenMardhatillahTanoponggol.

B. Suggestion

After finishing the research, the researcher got much information in English teaching learning. Therefore, from that experience, the researcher shows 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 of collaborative writing strategy in teaching, because this strategy can achieve the student's ability especially in teaching writing.
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 to make learning process more active.
3. The researcher suggests to other 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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APPENDIX 1

Experimental Class

LESSON PLAN

(EXPERIMENTAL CLASS)

Sekolah : Pesantren Mardhatillah Tanoponggol

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, telorendamai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta

menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi dasar : Mampu menggambarkan fungsi dan tujuan dari gambar
2. Indikator :
 - a. Siswa mampu menemukan informasi berdasarkan gambar
 - b. Siswa dapat menjawab pertanyaan berdasarkan gambar dengan teknik belajar yang diberikan oleh guru
 - c. Siswa mampu menggambarkan atau menceritakan sesuai gambar dan menggunakannya dalam kehidupan sehari-hari

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami fungsi gambar dengan baik melalui teknik belajar yang diberikan guru.
2. Siswa mampu menemukan informasi berdasarkan gambar untuk menyatakan pendapat
3. Siswa mampu menangkap kata kunci, mengoreksi/menganalisa kesalahan serta mampu mengidentifikasi fungsi social, struktur, dan kebahasaan dari gambar

D. Materi Pembelajaran

1. Writing text berbentuk recount text

E. Metode Pembelajaran

1. Metode pembelajaran menggunakan Collaborative Writing Strategy

F. Media Pembelajaran

1. Media : Gambar
2. Alat/Bahan : Spidol dan Papan tulis

G. Sumber Belajar :

Buku cetak bahasa Inggris for SMA/MA/SMK/MAK kelas XI

H. Langkah-langkah Pembelajaran

Pertemuan Ke-1 (2x35)	
Tahapan Pembelajaran	Deskripsi kegiatan guru dan siswa
Kegiatan Pendahuluan	<p>Kegiatan Guru</p> <ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru meminta ketua kelas untuk memimpin do'a3. Guru memeriksa kehadiran siswa4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari5. Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari6. Guru menyampaikan garis besar cakupan materi yang akan dipelajari <p>Siswa dengan khidmat dan santun</p>

	<ol style="list-style-type: none"> 1. menjawab salam 2. membaca do'a yang dipimpin oleh ketua kelas 3. mendengarkan guru mengabsen 4. Merespon pertanyaan guru tentang materi yang sudah dipelajari dengan serius
Kegiatan inti	<ol style="list-style-type: none"> 1. Mengamati (observing) <ol style="list-style-type: none"> a. Guru menanyakan kepada siswa tentang pemahaman terhadap penulisan teks recount dengan menggunakan collaborative writing strategy b. Guru membagi siswa menjadi beberapa kelompok c. Siswa diminta untuk bertukar informasi tentang recount text d. Guru memberikan topik untuk setiap kelompok e. Siswa diminta untuk berbagi informasi tentang topik disetiap kelompok yang telah diberikan oleh guru f. Siswa diminta untuk menuliskan point penting dalam recount text 2. Menanyakan (asking) <ol style="list-style-type: none"> a. Guru mempersilahkan siswa untuk menanyakan hal-hal yang tidak diketahui mengenai social function, generic structure, language features dari recount text b.
Penutup	<ol style="list-style-type: none"> 1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahai topic

	<p>2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</p> <p>3. Guru meminta siswa untuk mengumpulkan hasil tulisan mereka</p> <p>4. Guru menutup pelajaran dengan salam</p>
--	---

I. Penilaian

1. Teknik penilaian : Tes Tertulis

2. Bentuk instrument : Tes Kemampuan Menulis

Category	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledge Substantive Thorough development of thesis Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject Adequate range Limited development of thesis Mostly relevant to topic but lacks detail
	21-17	Fair to poor	Limited knowledge of subject Little substance Inadequate development of topic
	16-13	Very poor	Does not communicate No organization Not enough to evaluate
Organization	20-18	Excellent to very good	Fluent expression Ideas clearly stated/supported Well-organized Logical sequencing Cohesive
	17-14	Good to average	Somewhat choppy Loosely organized but main ideas stand out Limited support Logical sequencing and development
	13-10	Fair to poor	Non-fluent Ideas confused or disconnected

			Lacks logical sequencing and development
	9-7	Very poor	Does not communicate No organization Or not enough to evaluate
Language use	25-22	Excellent to very good	Effective complex construction Few errors of agreement, tense, number, word order/function, articles, pronoun, preposition
	21-18	Good to average	Effective but simple construction Minor problems in complex construction Several errors of agreement tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured
	17-11	Fair to poor	Major problem in simple complex construction Frequent errors of negation tense, number, word order/function, articles, pronoun, prepositions and or fragments, run-ons, deletion Meaning confused or obscured
	10-5	Very poor	Virtually no mastery or sentence construction rules Dominated by errors Does not communicate or not enough to evaluate
Vocabulary	20-18	Excellent to very good	Sophisticated range Effective word/idiom choice and usage Word from mastery appropriate register
	17-14	Good to average	Adequate range Occasional errors word/idiom choice and usage but meaning confused or obscured
	13-10	Fair to poor	Limited range Frequent errors of errors word/idiom, choice, and usage

			but meaning confused or obscured
	9-7	Very poor	Essentially translation Little knowledge of English vocabulary, idioms, word from or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Few errors of spelling punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, paragraphing Poor handwriting Meaning confused or obscured
	2	Very poor	No mastery of conventions Dominated by errors of spelling punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate

Tanoponggol, Maret 2022

Mengetahui

Validator

Peneliti

Elsi Dayanti, S. Pd.

Anita Adha Hasibuan

NIM. 17203000059

APPENDIX 2

Control Class

LESSON PLAN (CONTROL CLASS)

Sekolah : Pesantren Mardhatillah Tanoponggol

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Alokasi Waktu : 2 x 45 Menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, telorendamai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, technology, seni, budaya, dan humaniro dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya, di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Kompetensi dasar : Mampu memahami text yang dipelajari dengan benar
2. Indikator :
 - a. Mampu menuliskan teks recount secara jelas
 - b. Siswa mampu mengurutkan susunan teks recount (orientation, events, reorientation) secara benar.
 - c. Siswa mampu menuliskan teks dengan penggunaan kosa kata (vocabulary) yang tepat secara jelas.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Siswa mampu memahami teks recount dengan baik
2. Siswa mampu menuliskan teks recount sesuai susunan teks recount secara jelas dan benar.

D. Materi Pembelajaran

1. Teks monolog berbentuk recount text

E. Metode Pembelajaran

1. Metode pembelajaran menggunakan teacher strategy

F. Media Pembelajaran

1. Media : worksheet atau lembar kerja siswa dan buku paket

2. Alat/Bahan : Spidol dan Papan tulis

G. Sumber Belajar : Buku yang berkaitan

H. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2x45)	
Tahapan Pembelajaran	Deskripsi kegiatan guru dan siswa
Kegiatan Pendahuluan	<p>Kegiatan Guru</p> <ol style="list-style-type: none">1. Guru mengucapkan salam2. Guru meminta ketua kelas untuk memimpin do'a3. Guru memeriksa kehadiran siswa4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajae dalam kehidupan sehari-hari5. Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari6. Guru menyampaikan garis besar cakupan materi yang akan dipelajari <p>Siswa dengan khidmat dan santun</p> <ol style="list-style-type: none">1. menjawab salam2. membaca do'a yang dipimpin oleh ketua kelas3. mendengarkan guru mengabsen4. Merespon pertanyaan guru tentang materi yang sudah dipelajari dengan serius
Kegiatan inti	<ol style="list-style-type: none">1. Mengamati (observing)<ol style="list-style-type: none">a. Guru menjelaskan tentang recount textb. Guru menugaskan siswa menulis teks tentang recount2. Menanyakan (asking)<ol style="list-style-type: none">a. Guru mempersilahkan siswa untuk menanyakan hal-hal yang tidak diketahui mengenai social

	<p>function, generic structure, language features dari recount text</p> <p>3. Menalar (exploring)</p> <p>a. Guru memberikan topic tentang recount text</p> <p>b. Guru memberikan waktu kepada siswa untuk menuliskan ide sebanyak mungkin dari topic yang telah ditentukan oleh guru</p>
Penutup	<p>1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahai topic</p> <p>2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini</p> <p>3. Guru meminta siswa untuk mengumpulkan hasil tulisan mereka</p> <p>4. Guru menutup pelajaran dengan salam</p>

J. Penilaian

1. Teknik penilaian : Tes Tertulis

2. Bentuk instrument : Tes Kemampuan Menulis

Category	Score	Level	Criteria
Content	30-27	Excellent to very good	Knowledge Substantive Through development of thesis Relevant to assigned topic
	26-22	Good to average	Some knowledge of subject Adequate range Limited development of thesis Mostly relevant to topic but lacks detail
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Organization	20-18	Excellent to very good	Fluent expression Ideas clearly stated/supported Well-organized Logical sequencing Cohesive

	17-14	Good to average	Somewhat choppy Loosely organized but main ideas stand out Limited support Logical sequencing and development
	13-10	Fair to poor	Non-fluent Ideas confused or disconnected Lacks logical sequencing and development
	9-7	Very poor	Does not communicate No organization Or not enough to evaluate
Language use	25-22	Excellent to very good	Effective complex construction Few errors of agreement, tense, number, word order/function, articles, pronoun, preposition
	21-18	Good to average	Effective but simple construction Minor problems in complex construction Several errors of agreement tense, number, word order/function, articles, pronoun, preposition but meaning seldom obscured
	17-11	Fair to poor	Major problem in simple complex construction Frequent errors of negation tense, number, word order/function, articles, pronoun, prepositions and or fragments, run-ons, deletion Meaning confused or obscured
	10-5	Very poor	Virtually no mastery or sentence construction rules Dominated by errors Does not communicate or not enough to evaluate
Vocabulary	20-18	Excellent to very good	Sophisticated range Effective word/idiom choice and usage Word from mastery appropriate register
	17-14	Good to average	Adequate range Occasional errors word/idiom choice and usage but meaning confused or obscured

	13-10	Fair to poor	Limited range Frequent errors of errors word/idiom, choice, and usage but meaning confused or obscured
	9-7	Very poor	Essentially translation Little knowledge of English vocabulary, idioms, word from or not enough to evaluate
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Few errors of spelling punctuation, capitalization, paragraphing
	4	Good to average	Occasional errors of spelling punctuation, capitalization, paragraphing but meaning not obscured
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, paragraphing Poor handwriting Meaning confused or obscured
	2	Very poor	No mastery of conventions Dominated by errors of spelling punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate

Tanoponggol, Maret 2022

Mengetahui,

Validator

Peneliti

Elsi Dayanti, S. Pd.

Anita Adha Hasibuan

NIM. 17203000059

APPENDIX 3

Instrument of Writing Test for Experimental Class

WRITING TEST

PRE-TEST

Read these instructions before doing the test!

1. Write your name and your class on the provided answer sheet
2. Choose one of the topic below:
 - a. Happy experiences
 - b. Sad/bad experiences
 - c. Funny experiences
3. Please write a simple recount text based on the topic that you have chosen
4. The text should consist of orientation, events, and reorientation.

Mengetahui,
Validator

Elsi Damayanti, S.Pd.

APPENDIX 4

Instrument of Writing Test for Control Class

WRITING TEST

POST-TEST

Read these instructions before doing the test!

1. Write your name and your class on the provided answer sheet
2. Choose one of the topic below:
 - a. Happy experiences
 - b. Sad/bad experiences
 - c. Funny experiences
3. Please write a simple recount text based on the topic that you have chosen
4. The text should consist of orientation, events, and reorientation.

Mengetahui,

Validator

Elsi Damayanti, S.Pd.

APPENDIX 5

From of Construct Validity for Writing Matery Test

Mata Pelajaran : Bahasa Ingris

Kelas : XI

Penelaah : Elsi Dayanti, S.Pd.

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
2. Berilah tanda cek (√) pada kolom “ya” apabila soal yang ditelaah sudah sesuai dengn criteria
3. Berilah tanda cek (X) pada kolom “tidak” apabila soal yang ditelaah tidak sesuai dengan criteria
4. Kemudian tuliskan catatan pada ruang cattaan atau pada teks soal dan perbaikannya.

No	Aspek	Ya	Tidak	Catatan
1.	Apakah Instrument sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas XI?	√		sudah sesuai dengan kompetensi dasar dan indikator untuk siswa
2.	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?	√		sudah sesuai dengan topic
3.	Apakah instruksi dapat dipahami?	√		instruksi dapat dipahami
4.	Apakah instruksi sudah sesuai dengan aspek yang diukur?	√		Instruksi sesuai dengan aspek yang diukur

Mengetahui,

Validator

Elsi Dayanti, S.Pd.

LEMBAR VALIDASI SOAL

Satuan Pendidikan : Pesantren Mardhatillah Tanoponggol

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/Genap

Pokok Bahasan : Writing

Nama Validator : Elsi Dayanti S.Pd

Pekerjaan : Guru Bahasa Inggris

A. Petunjuk

- Berdasarkan pendapat Bapak/Ibu berilah nilai pada kolom yang telah disediakan dengan ketentuan:
 - = Tidak Baik
 - = Kurang Baik
 - = Baik
 - = Sangat Baik
- Jika terdapat komentar, maka tulishlah pada lemabr saran yang telah disediakan
- Isilah kolom validsi berikut ini:

No	Aspek yang Dinilai	Nilai yang Diberikan			
		1	2	3	4
1	Format Soal <ol style="list-style-type: none">Kejelasan pembagian materiKemenarikan			√	√
2	Isi Soal Tes <ol style="list-style-type: none">Isi sesuai dengan kurikulum dan RPPKebenaran konsep/ pematariKesesuaian urutan materi			√ √ √	
3	Bahasa dan Penilaian <ol style="list-style-type: none">Soal dirumuskan dengan bahasa yang sederhana dan tidak menimbulkan penafsiran gandaMenggunakan istilah-istilah yang mudah dipahamiDirumuskan dengan mengikuti kaidah bahasa Indonesia yang baku			√ √ √	

B. Penilaian Secara Umum Berilah Tanda (X)

Format Lembar Soal Siswa Ini:

- a. Sangat baik
- b. Baik
- c. Kurang Baik
- d. Tidak Baik

C. Saran-Saran dan komentar

Soal baik dan dapat digunakan sebagaimana mestinya

.....

.....

.....

.....

.....

Tanoponggol, Maret 2022
Validator

Elsi Dayanti S. Pd

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan dibawah ini

Nama : Elsi Dayanti, S. Pd.

Pekerjaan : Guru Bahasa Inggris

Telah memberikan pengamatan dan masukan terhadap Rencana Pelaksanaan Pembelajaran (RPP) untuk kelengkapan penelitian yang berjudul:

“The Effect of Collaborative Writing Strategy on Students’ Writing Recount Text at the Eleventh Grade Students of MA of Pesantren Mrdhatillah Tanoponggol”

Yang disusun oleh:

Nama : Anita Adha Hasibuan

Nim : 17 203 00059

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

1. Menggunakan RPP sesuai dengan yang telah dibuat
2. Dapat menggunakan strategy yang berbeda

Dengan harapan, masukan dan penilaian yang diberikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas instrument tes yang baik.

Tanoponggol, Maret 2022

Elsi Dayanti, S. Pd.

APPENDIX 6

Score of Experimental Class and Control Class in Pre-Test

a. Score of Experimental Class in Pre-Test

No	Initial Name	Score
1	MHH	58
2	SASM	47
3	ASS	51
4	RIID	34
5	AP	59
6	TY	50
7	AAS	61
8	DNA	45
9	AR	44
10	RRI	65
11	WWH	41
12	WHR	37
13	SAT	31
Total		579

b. Score of Control Class Pre-Test

No	Initial Name	Score
1	MRL	36
2	MIA	40
3	HNO	53
4	SWR	44
5	BKD	49
6	RHH	41
7	MAP	50
8	MKM	55
9	SK	51
10	TSR	44
11	RM	44
12	HH	40
Total		547

APPENDIX 7

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of PI-1 Grade in Pre-Test

1. The Score of PI-1 Grade Class In Pre-Test From Low Score to High Score

31	34	37	41	44
45	47	50	51	58
59	61	65		

2. Range (R) = High Score – Low Score

$$= 65 - 31$$

$$= 34$$

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

$$= 1 + 3.3 \log (13)$$

$$= 1 + 3.3 (1.11)$$

$$= 1 + 3.66$$

$$= 4.653$$

$$= 5$$

4. Length of Classes (P) = $\frac{\text{range}}{\text{total of classes}} = \frac{34}{5} = 6.8 = 7$

5. Mean

Interval Class	F	X	X	fx	x ²	fx ²
31-37	3	34	+2	6	4	12
38-44	2	41	+1	3	1	2
45-51	4	48	0	0	0	0
52-58	1	55	-1	-1	1	1
59-65	3	62	-2	-6	4	12
<i>i</i> = 5	13			1		27

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx_1}{N} \\
&= 48 + 5 \frac{1}{13} \\
&= 48 + 5 (0.07) \\
&= 48 + 0.35 \\
&= 48,35
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx_1^2}{n} - \left(\frac{\sum fx_1}{n}\right)^2} \\
&= 5 \sqrt{\frac{27}{13} - \left(\frac{1}{13}\right)^2} \\
&= 5 \sqrt{1.92} \\
&= 5 \times 1.38 \\
&= 6.9
\end{aligned}$$

Table of Normality Data Test With Chi-Quadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$
-------------------	------------------	-----------	----------------------------	---------------	-------	-------	--------------------------------------

59-65	65.5	2.48	0.4934	0.06	0.78	3	0.23	
52-58	58.5	1.47	0.4292	0.25	3.25	2	0.15	
45-51	51.5	0.45	0.1736	-0.11	1.43	4	2.72	
38-44	44.5	-0.55	0.29116	0.23	2.99	1	0.07	
31-37	37.5	-1.57	0.05821	0.05	0.65	3	0.23	
	30.5	-2.58	0.00480					
							X^2	3.4

Based on the table above, the researcher found that $x^2_{\text{count}} = 3.4$ while $x^2_{\text{table}} = 9.488$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($3.4 < 11.07$) with degree of freedom (dk) = $6 - 1 = 5$ and significant level $\alpha = 5\%$ so distribution of PI-1 class (pre-test) is normal.

6. Median

No.	Interval	F	Fk
1	31-37	3	3
2	38-44	2	5
3	45-51	4	9
4	52-58	1	10
5	59-65	3	13

Position of Me in Interval of classes is number 3, that

$$Bb = 44.5$$

$$F = 4$$

$$F_m = 5$$

$$i = 5$$

$$N = 13$$

$$1/2n = 6.5$$

So,

$$M_e = B_b + i \left(\frac{\frac{n}{2} - F}{f_m} \right)$$

$$= 44.5 + 5 \left(\frac{6.5 - 4}{5} \right)$$

$$= 44.5 + 5 (-0.37)$$

$$= 44.5 + 1.85$$

$$= 46.35$$

No.	Interval	F	Fk
1	31-37	3	3
2	38-44	2	5
3	45-51	4	9
4	52-58	1	10
5	59-65	3	13

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 44.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 5$$

so:

$$M_0 = 44.5 + \frac{1}{1+2} 5$$

$$= 44.5 + 0.3 (5)$$

$$= 44.5 + 1.5$$

$$= 46$$

B. Result of the Normality PA-2 Pre-Test From High Score- to Low Score

1. The Score of PA-2 in Pre-Test From High Score- to Low Score

35	34	41	42
47	47	48	50
54	56	56	59

2. High = 59

Low = 35

Range = High Score - Low Score

$$= 59 - 35$$

$$= 24$$

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

$$= 1 + 3.3 \log (12)$$

$$= 1 + 3.3 (1.07)$$

$$= 1 + 3.35$$

$$= 4.35$$

$$= 4$$

4. Length of Classes (P) = $\frac{\text{range}}{\text{total of classes}} = \frac{24}{4} = 6$

5. Mean

Interval Class	F	X	X	fx	x ²	fx ²
35-40	2	37.5	+1	2	1	2
41-47	4	44.5	0	0	0	0
48-53	3	50.5	-1	-3	1	3
54-59	3	56.5	-2	-6	4	12
	12			-7		17

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

$$= 44.5 + 6 \frac{-7}{12}$$

$$= 44.5 + 6 (-0.58)$$

$$= 44.5 + - 3.48$$

$$= 41.02$$

$$SD_t = i \sqrt{\frac{\sum fx_1^2}{n} - \left(\frac{\sum fx_1}{n}\right)^2}$$

$$= 5 \sqrt{\frac{17}{12} - \left(\frac{-7}{12}\right)^2}$$

$$= 5 \sqrt{2.67}$$

$$= 6 \times 1.63$$

$$= 9.78$$

Table of Normality Data Test With Chi-Quadrat Formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$
-------------------	------------------	-----------	----------------------------	---------------	-------	-------	--------------------------------------

54-59	59.5	1.88	0.4699					
				0.07	0.84	2	1.38	
40-53	53.5	1.27	0.3980					
				0.15	1.8	4	1.22	
41-47	47.5	0.66	0.2454					
				-0.04	-0.48	3	-5.25	
35-40	40.5	-0.05	0.29116					
				0.03	0.36	3	7.33	
	34.5	-0.66	0.25463					
							X ²	4.68

Based on the table above, the researcher found that $x^2_{\text{count}} = 4.68$ while $x^2_{\text{table}} = 11.070$ cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($4.68 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$ so distribution of XI- 2 class (pre-test) is normal.

6. Median

Interval Class	F	Fk
35-40	2	2
41-47	4	6
48-53	3	9
54-59	3	12

Position of Me in Interval of classes is number 4.

Bb = 40.5

F = 2

Fm = 4

$$i = 2$$

$$N = 12$$

$$1/2n = 6$$

So,

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 40.5 + 2 \left(\frac{\frac{6}{2} - 2}{4} \right) \\ &= 40.5 + 2 (0.25) \\ &= 40.5 + 0.5 \\ &= 41 \end{aligned}$$

7. Modus

Interval Class	F	Fk
35-40	2	2
41-47	4	6
48-53	3	9
54-59	3	12

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 40.5$$

$$d_1 = 3$$

$$d_2 = 2$$

$$i = 2$$

so:

$$\begin{aligned} M_0 &= 40.5 + \frac{3}{3+2} 2 \\ &= 40.5 + 0.6 (2) \\ &= 44.5 + 1.2 \\ &= 41.7 \end{aligned}$$

APPENDIX 8

HOMOGENEITY TEST (PRE-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 used homogeneity test, which the formula:

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

Hypotheses:

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

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

A. Variant of the PI-1 class is:

No	Initial Name	Score
1	58	3364
2	47	2209
3	51	2601
4	34	1156
5	59	3481
6	50	2500
7	61	3721
8	45	2025
9	44	1936
10	65	4225
11	41	1681
12	37	1369
13	31	961
Σ	623	31229

$$n = 13$$

$$\sum xi = 623$$

$$\sum xi^2 = 31229$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{13(31229) - (623)^2}{13(13-1)} \\ &= \frac{405977 - 388129}{13(12)} \\ &= \frac{17848}{156} \\ &= 11.43 \end{aligned}$$

B. Variant of the PA-2 class is:

No	Initial Name	Score
1	35	1225
2	47	2209
3	50	2500
4	54	2916
5	41	1681
6	40	1600
7	59	3481
8	47	2209
9	42	1764
10	56	3136
11	48	2304
12	56	3135
\sum	575	28160

$$n = 12$$

$$\sum xi = 575$$

$$\sum xi^2 = 28160$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{12(28160) - (575)^2}{12(12-1)} \\ &= \frac{337920 - 330625}{12(11)} \end{aligned}$$

$$\begin{aligned} &= \frac{7295}{132} \\ &= 59.30 \end{aligned}$$

The formula was used to test homogeneity was:

1. PI-1 and PA-2

$$\begin{aligned} F &= \frac{\textit{The biggest variant}}{\textit{The smallest variant}} \\ &= \frac{59.30}{11.43} \\ &= 5.18 \end{aligned}$$

After doing the calculation, the researcher found that $F_{\text{count}} = 5.18$ with $\alpha 5\%$ and $dk = 13$ and 12 from the distribution list F , researcher found that $F_{\text{table}} = 4.24$, cause $F_{\text{count}} < F_{\text{table}}$ ($5.18 < 4.24$). So, there is no difference the variant between the PI-1 class PA-2 class. It means that the variant is homogenous

APPENDIX 9

Score of Experimental Class and Control Class in Post-Test

a. Score of Experimental Class in Post-Test

No	Initial Name	Score
1	MHH	60
2	SASM	52
3	ASS	65
4	RIID	65
5	AP	64
6	TY	68
7	AAS	70
8	DNA	53
9	AR	69
10	RRI	63
11	WWH	52
12	WHR	59
13	SAT	54
Total		793

b. Score of Control Class Post -Test

No	Initial Name	Score
1	MRL	36
2	MIA	40
3	HNO	53
4	SWR	41
5	BKD	49
6	RHH	41
7	MAP	50
8	MKM	55
9	SK	51
10	TSR	44
11	RM	44
12	HH	40
Total		544

APPENDIX 10

RESULT OF NORMALITY IN POST TEST

A. Result of Normality Test of PI-1 Post-Test

1. The Score of PI-1 in Post-Test Low Score to High Score

52	52	53	54	59
60	63	64	65	65
68	69	70		

2. High = 70

Low = 52

Range = High-Low

$$= 70 - 52$$

$$= 18$$

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

$$= 1 + 3.3 \log (13)$$

$$= 1 + 3.3 (1.11)$$

$$= 1 + 3.663$$

$$= 4.663$$

$$= 5$$

4. Length of Classes (K) = $\frac{\text{range}}{\text{total of class}} = \frac{18}{5} = 4$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
52-55	4	53.5	0	0	0	0
56-59	1	57.5	-1	-1	1	1
60-63	2	61.5	-2	-4	4	8
64-67	3	65.5	-3	-6	9	18
68-70	3	69.5	-4	-12	16	48
<i>i=4</i>	13			-23		75

$$\begin{aligned}
Mx &= M' + i \frac{\sum fx^1}{N} \\
&= 53.5 + 5 \left(\frac{-23}{13} \right) \\
&= 53.5 + 5(-1.76) \\
&= 53.5 + (3.24) \\
&= 56.74
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\
&= 5 \sqrt{\frac{75}{13} - \left(\frac{-23}{13} \right)^2} \\
&= 5 \sqrt{5.76 - (2.34)^2} \\
&= 5 \sqrt{3.47} \\
&= 5 \times 1.86 \\
&= 9.3
\end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f _h	f _o	$\left(\frac{f_o - f_h}{f_h} \right)$
68-70	70.5	1.47	0.4292				
				0.05	0.65	4	2.4
64-67	67.5	1.15	0.3749				
				0.11	1.43	1	0.5
60-63	63.5	0.72	0.2642				
				0.15	1.95	2	1
56-59	59.5	0.29	0.1141				
				0.37	4.81	3	1
52-55	55.5	-0.13	0.48803				
				0.20	2.6	3	3
	51.5	-0.56	0.28774				

							X ²	7.9

Based on the table above, the researcher found that $x^2_{\text{count}} = 7.9$ while $x^2_{\text{table}} = 9.488$ cause $x^2_{\text{count}} > x^2_{\text{table}}$ ($7.9 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$ so distribution of PI-1 class (post-test) is normal.

6. Median

Interval	F	Fk
52-55	4	4
56-59	1	5
60-63	2	7
64-67	3	10
68-70	3	13

Position of Me in Interval of classes is number 4, that

$$Bb = 55.5$$

$$F = 5$$

$$Fm = 4$$

$$i = 5$$

$$n = 13$$

$$1/2n = 6.5$$

So,

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

$$= 55.5 + 5 \left(\frac{6.5 - 5}{4} \right)$$

$$= 55.5 + 5 (-1.75)$$

$$= 55.5 + (-8.75)$$

$$= 46.7$$

7. Modus

Interval	F	Fk
52-55	4	4
56-59	1	5
60-63	2	7
64-67	3	10
68-70	3	13

$$M_0 = L + \frac{d_1}{d_1+d_2} i$$

$$L = 55.5$$

$$d_1 = 4$$

$$d_2 = 1$$

$$i = 5$$

so:

$$M_0 = 55.5 + \frac{4}{4+1} 5$$

$$= 55.5 + 0.8 (5)$$

$$= 55.5 + 4$$

$$= 59.5$$

B. Result of Normality Test of PA-2 in Post-Test

1. The score of PA-2 in Post-test from low score to high score

36	40	40	41
41	44	44	49
50	51	53	55

2. High = 55

Low = 36

Range = High – Low

$$= 55 - 36$$

$$= 19$$

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

$$= 1 + 3.3 \log (12)$$

$$= 1 + 3.3 (1.07)$$

$$= 1 + 3.35$$

$$= 4.35$$

$$= 4$$

$$4. \text{ Length of classes} = \frac{\text{range}}{\text{total of class}} = \frac{19}{12} = 5$$

5. Mean

Interval	F	X	X	Fx	x ²	Fx ²
36-40	3	38	+1	3	1	3
41-45	4	43	0	0	0	0
46-50	2	48	-1	-2	1	2
51-55	3	53	-2	-6	4	12
i=4	12			-5		17

$$Mx = M' + 5 \frac{\sum fx^1}{N}$$

$$= 43 + 5 \left(\frac{-5}{12} \right)$$

$$= 43 + 5 (-0.4)$$

$$= 43 + 4.6$$

$$= 47.6$$

$$SD_t = i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2}$$

$$= 5 \sqrt{\frac{17}{12} - \left(\frac{-5}{12} \right)^2}$$

$$= 5 \sqrt{1.4 - 0.16}$$

$$= 5 \sqrt{1.24}$$

$$= 5 \times 1.11$$

$$= 5.55$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)$	
51-55	55.5	3.00	0.4987	0.0041	0.24	3	2	
46-50	50.5	2.25	0.4946	0.06	0.72	4	4.5	
41-45	45.5	1.50	0.4332	0.15	1.8	2	1	
36-40	40.5	0.75	0.2734	0.24	2.88	3	1.6	
	35.5	0	0					
							X^2	9.1

Based on the table above, the researcher found that $x^2_{\text{count}} = 9.1$ while $x^2_{\text{table}} = 9.488$ cause $x^2_{\text{count}} > x^2_{\text{table}}$ ($9.1 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$ so distribution of PA-1 class (post-test) is normal.

6. Median

No.	Interval	F	Fk
1	36-40	3	3
2	41-45	4	7
3	46-50	2	9
4	51-55	3	12

Position of Me in Interval of classes is number 5, that

$$Bb = 40.5$$

$$F = 4$$

$$Fm = 5$$

$$i = 5$$

$$N = 12$$

$$1/2n = 0.41$$

So,

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

$$= 40.5 + 5 \left(\frac{0.41 - 4}{5} \right)$$

$$= 40.5 + 5(-0.39)$$

$$= 40.5 + (-1.95)$$

$$= 33.55$$

7. Modus

No.	Interval	F	Fk
1	36-40	3	3
2	41-45	5	7
3	46-50	2	9
4	51-55	3	12

$$M_0 = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 40.5$$

$$d_1 = 2$$

$$d_2 = 3$$

$$i = 5$$

so:

$$M_0 = 40.5 + \frac{2}{2+3} 5$$

$$= 40.5 + 0.4(5)$$

$$= 40.5 + (2)$$

$$= 42.2$$

APPENDIX 11

HOMOGENETY 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 used homogeneity test, which the formula:

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

Hypotheses:

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

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

A. Variant of PI-1 class is:

Initial Name	Xi	Xi ²
MHH	60	3600
SASM	52	2704
ASS	65	4225
RIID	65	4225
AP	64	4096
TY	68	4624
AAS	70	4900
DNA	53	2809
AR	69	4761
RRI	63	3969
WWH	52	2704
WHR	59	3481
SAT	52	2704
Σ	793	49002

$$n = 13$$

$$\sum xi = 793$$

$$\sum xi^2 = 49002$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{13(49002) - (793)^2}{13(13-1)} \\ &= \frac{637026 - 628849}{13(12)} \\ &= \frac{8117}{156} \\ &= 52.03 \end{aligned}$$

B. Variant of PA-2 class is:

Initial Name	Xi	Xi ²
MRL	36	1296
MIA	40	1600
HNO	53	2809
SWR	41	1681
BKD	49	2401
RHH	41	1681
MAP	50	2500
MKM	55	3025
SK	51	2601
TSR	44	1936
RM	44	1936
HH	40	1600
\sum	544	25066

n = 12

$\sum xi = 544$

$\sum xi^2 = 25066$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{12(25066) - (544)^2}{12(12-1)} \\ &= \frac{300792 - 295936}{12(11)} \end{aligned}$$

$$= 36.78 = \frac{4856}{132}$$

The formula was used to test homogeneity was:

1. PI-1 and PA-2

$$F = \frac{\textit{The biggest variant}}{\textit{The smallest variant}} = \frac{52.03}{36.78} = 1.41$$

After doing the calculation, the researcher found that $F_{\text{count}} = 1.41$ with $\alpha 5\%$ and $dk = 13$ and 12 from the distribution list F , researcher found that $F_{\text{table}} = 4.24$, cause $F_{\text{count}} < F_{\text{table}}$ ($1.41 < 4.24$). So, there is no difference the variant between the PI-1 class and PA-2 class. It means that the variant is homogenous.

APPENDIX 12

T-TEST OF THE BOTH AVERAGES IN PRE-TEST

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

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{46.35 - 41}{\sqrt{\left(\frac{(13-1)11.43 + (12-1)59.30}{13+12-2}\right) \left(\frac{1}{13} + \frac{1}{12}\right)}}$$

$$Tt = \frac{46.35 - 41}{\sqrt{\left(\frac{(12)11.43 + (11)59.30}{23}\right) (0.07 + 0.08)}}$$

$$Tt = \frac{46.35 - 41}{\sqrt{\left(\frac{137.16 + 652.3}{23}\right) (0.15)}}$$

$$Tt = \frac{46.35 - 41}{\sqrt{\left(\frac{789.46}{23}\right) (0.15)}}$$

$$Tt = \frac{46.35 - 41}{\sqrt{34.324 (0.15)}}$$

$$Tt = \frac{5.35}{\sqrt{5.1486}}$$

$$Tt = \frac{5.35}{2.26}$$

$$Tt = 2.36$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 2.36$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 13 + 12 - 2 = 23$, $t_{table} = 2.069$. So, $t_{count} > t_{table}$ ($5.07 > 2.069$) and H_0 is

accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.

APPENDIX 13

T-TEST OF THE BOTH AVERAGES IN POST-TEST

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

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{46.7 - 33.55}{\sqrt{\left(\frac{(13-1)52.03 + (12-1)36.78}{13+12-2}\right) \left(\frac{1}{13} + \frac{1}{12}\right)}}$$

$$Tt = \frac{46.7 - 33.55}{\sqrt{\left(\frac{(12)52.03 + (11)36.78}{23}\right) (0.07 + 0.08)}}$$

$$Tt = \frac{46.7 - 33.55}{\sqrt{\left(\frac{624.36 + 404.58}{23}\right) (0.15)}}$$

$$Tt = \frac{46.7 - 33.55}{\sqrt{(44.736)(0.15)}}$$

$$Tt = \frac{13.15}{\sqrt{6.7104}}$$

$$Tt = \frac{13.15}{2.590}$$

$$Tt = 5.07$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 2.36$ with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk =$

$n_1 + n_2 - 2 = 13 + 12 - 2 = 23$, $t_{table} = 2.069$ So, $t_{count} > t_{table} (5.07 > 2.069)$ and H_a is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

APPENDIX 14

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26,018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 15

Percentage Points of the t Distribution

P r df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000 0	3.0776 8	6.3137 5	12.7062 0	31.8205 2	63.6567 4	318.3088 4
2	0.8165 0	1.8856 2	2.9199 9	4.30265	6.96456	9.92484	22.32712
3	0.7648 9	1.6377 4	2.3533 6	3.18245	4.54070	5.84091	10.21453
4	0.7407 0	1.5332 1	2.1318 5	2.77645	3.74695	4.60409	7.17318
5	0.7266 9	1.4758 8	2.0150 5	2.57058	3.36493	4.03214	5.89343
6	0.7175 6	1.4397 6	1.9431 8	2.44691	3.14267	3.70743	5.20763
7	0.7111 4	1.4149 2	1.8945 8	2.36462	2.99795	3.49948	4.78529
8	0.7063 9	1.3968 2	1.8595 5	2.30600	2.89646	3.35539	4.50079
9	0.7027 2	1.3830 3	1.8331 1	2.26216	2.82144	3.24984	4.29681
10	0.6998 1	1.3721 8	1.8124 6	2.22814	2.76377	3.16927	4.14370
11	0.6974 5	1.3634 3	1.7958 8	2.20099	2.71808	3.10581	4.02470
12	0.6954 8	1.3562 2	1.7822 9	2.17881	2.68100	3.05454	3.92963
13	0.6938 3	1.3501 7	1.7709 3	2.16037	2.65031	3.01228	3.85198
14	0.6924 2	1.3450 3	1.7613 1	2.14479	2.62449	2.97684	3.78739
15	0.6912 0	1.3406 1	1.7530 5	2.13145	2.60248	2.94671	3.73283
16	0.6901 3	1.3367 6	1.7458 8	2.11991	2.58349	2.92078	3.68615
17	0.6892 0	1.3333 8	1.7396 1	2.10982	2.56693	2.89823	3.64577
18	0.6883 6	1.3303 9	1.7340 6	2.10092	2.55238	2.87844	3.61048
19	0.6876 2	1.3277 3	1.7291 3	2.09302	2.53948	2.86093	3.57940

20	0.6869 5	1.3253 4	1.7247 2	2.08596	2.52798	2.84534	3.55181
21	0.6863 5	1.3231 9	1.7207 4	2.07961	2.51765	2.83136	3.52715
22	0.6858 1	1.3212 4	1.7171 4	2.07387	2.50832	2.81876	3.50499
23	0.6853 1	1.3194 6	1.7138 7	2.06866	2.49987	2.80734	3.48496
24	0.6848 5	1.3178 4	1.7108 8	2.06390	2.49216	2.79694	3.46678
25	0.6844 3	1.3163 5	1.7081 4	2.05954	2.48511	2.78744	3.45019
26	0.6840 4	1.3149 7	1.7056 2	2.05553	2.47863	2.77871	3.43500
27	0.6836 8	1.3137 0	1.7032 9	2.05183	2.47266	2.77068	3.42103
28	0.6833 5	1.3125 3	1.7011 3	2.04841	2.46714	2.76326	3.40816
29	0.6830 4	1.3114 3	1.6991 3	2.04523	2.46202	2.75639	3.39624
30	0.6827 6	1.3104 2	1.6972 6	2.04227	2.45726	2.75000	3.38518
31	0.6824 9	1.3094 6	1.6955 2	2.03951	2.45282	2.74404	3.37490
32	0.6822 3	1.3085 7	1.6938 9	2.03693	2.44868	2.73848	3.36531
33	0.6820 0	1.3077 4	1.6923 6	2.03452	2.44479	2.73328	3.35634
34	0.6817 7	1.3069 5	1.6909 2	2.03224	2.44115	2.72839	3.34793
35	0.6815 6	1.3062 1	1.6895 7	2.03011	2.43772	2.72381	3.34005
36	0.6813 7	1.3055 1	1.6883 0	2.02809	2.43449	2.71948	3.33262
37	0.6811 8	1.3048 5	1.6870 9	2.02619	2.43145	2.71541	3.32563
38	0.6810 0	1.3042 3	1.6859 5	2.02439	2.42857	2.71156	3.31903
39	0.6808 3	1.3036 4	1.6848 8	2.02269	2.42584	2.70791	3.31279
40	0.6806 7	1.3030 8	1.6838 5	2.02108	2.42326	2.70446	3.30688

APPENDIX 16

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
- 3. 9	0.000 05	0.000 05	0.000 04	0.000 04	0.000 04	0.000 04	0.000 04	0.000 04	0.000 03	0.000 03
- 3. 8	0.000 07	0.000 07	0.000 07	0.000 06	0.000 06	0.000 06	0.000 06	0.000 05	0.000 05	0.000 05
- 3. 7	0.000 11	0.000 10	0.000 10	0.000 10	0.000 09	0.000 09	0.000 08	0.000 08	0.000 08	0.000 08
- 3. 6	0.000 16	0.000 15	0.000 15	0.000 14	0.000 14	0.000 13	0.000 13	0.000 12	0.000 12	0.000 11
- 3. 5	0.000 23	0.000 22	0.000 22	0.000 21	0.000 20	0.000 19	0.000 19	0.000 18	0.000 17	0.000 17
- 3. 4	0.000 34	0.000 32	0.000 31	0.000 30	0.000 29	0.000 28	0.000 27	0.000 26	0.000 25	0.000 24
- 3. 3	0.000 48	0.000 47	0.000 45	0.000 43	0.000 42	0.000 40	0.000 39	0.000 38	0.000 36	0.000 35

-										
3.	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
2	69	66	64	62	60	58	56	54	52	50
-										
3.	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
1	97	94	90	87	84	82	79	76	74	71
-										
3.	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001
0	35	31	26	22	18	14	11	07	04	00
-										
2.	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001
9	87	81	75	69	64	59	54	49	44	39
-										
2.	0.002	0.002	0.002	0.002	0.002	0.002	0.002	0.002	0.001	0.001
8	56	48	40	33	26	19	12	05	99	93
-										
2.	0.003	0.003	0.003	0.003	0.003	0.002	0.002	0.002	0.002	0.002
7	47	36	26	17	07	98	89	80	72	64
-										
2.	0.004	0.004	0.004	0.004	0.004	0.004	0.003	0.003	0.036	0.003
6	66	53	40	27	15	02	91	79	80	57
-										
2.	0.006	0.006	0.005	0.005	0.005	0.005	0.005	0.005	0.004	0.004
5	21	04	87	70	54	39	23	08	94	80

-											
2.	0.008	0.007	0.007	0.007	0.007	0.007	0.006	0.006	0.006	0.006	
4	20	98	76	55	34	14	95	76	57	39	
-											
2.	0.010	0.010	0.010	0.009	0.009	0.009	0.009	0.008	0.008	0.008	
3	72	44	17	90	64	39	14	89	66	42	
-											
2.	0.013	0.013	0.013	0.012	0.012	0.012	0.011	0.011	0.011	0.011	
2	90	55	21	87	55	22	91	60	30	01	
-											
2.	0.017	0.017	0.017	0.016	0.016	0.015	0.015	0.015	0.014	0.014	
1	86	43	00	59	18	78	39	00	63	26	
-											
2.	0.022	0.022	0.021	0.021	0.020	0.020	0.019	0.019	0.018	0.018	
0	75	22	69	18	68	18	70	23	76	31	
-											
1.	0.028	0.028	0.027	0.026	0.026	0.025	0.025	0.024	0.023	0.023	
9	72	07	43	80	19	59	00	42	85	30	
-											
1.	0.035	0.035	0.034	0.033	0.032	0.032	0.031	0.030	0.030	0.029	
8	93	15	38	62	88	16	44	74	05	38	
-											
1.	0.044	0.043	0.042	0.041	0.040	0.040	0.039	0.038	0.037	0.036	
7	57	63	72	82	93	06	20	36	54	73	

-										
1.	0.054	0.053	0.052	0.051	0.050	0.049	0.048	0.047	0.046	0.045
6	80	70	62	55	50	47	46	46	48	51
-										
1.	0.066	0.065	0.064	0.063	0.061	0.060	0.059	0.058	0.057	0.055
5	81	52	26	01	78	57	38	21	05	92
-										
1.	0.080	0.079	0.077	0.076	0.074	0.073	0.072	0.070	0.069	0.068
4	76	27	80	36	93	53	15	78	44	11
-										
1.	0.096	0.095	0.093	0.091	0.090	0.088	0.086	0.085	0.083	0.082
3	80	10	42	76	12	51	91	34	79	26
-										
1.	0.115	0.113	0.111	0.109	0.107	0.105	0.103	0.102	0.100	0.098
2	07	14	23	35	49	65	83	04	27	53
-										
1.	0.135	0.133	0.131	0.129	0.127	0.125	0.123	0.121	0.119	0.117
1	67	50	36	24	14	07	02	00	00	02
-										
1.	0.158	0.156	0.153	0.151	0.149	0.146	0.144	0.142	0.140	0.137
0	66	25	86	51	17	86	57	31	07	86
-										
0.	0.184	0.181	0.178	0.176	0.173	0.171	0.168	0.166	0.163	0.161
9	06	41	79	19	61	06	53	02	54	09

- 0. 8	0.211 86	0.208 97	0.206 11	0.203 27	0.200 45	0.197 66	0.194 89	0.192 15	0.189 43	0.186 73
- 0. 7	0.241 96	0.238 85	0.235 76	0.232 70	0.229 65	0.226 63	0.223 63	0.220 65	0.217 70	0.214 76
- 0. 6	0.274 25	0.270 93	0.267 63	0.264 35	0.261 09	0.257 85	0.254 63	0.251 43	0.248 25	0.245 10
- 0. 5	0.308 54	0.305 03	0.301 53	0.298 06	0.294 60	0.291 16	0.287 74	0.284 34	0.280 96	0.277 60
- 0. 4	0.344 58	0.340 90	0.337 24	0.333 60	0.329 97	0.326 36	0.322 76	0.319 18	0.315 61	0.312 07
- 0. 3	0.382 09	0.378 28	0.374 48	0.370 70	0.366 93	0.363 17	0.359 42	0.355 69	0.351 97	0.348 27
- 0. 2	0.420 74	0.416 83	0.412 94	0.409 05	0.405 17	0.401 29	0.397 43	0.393 58	0.389 74	0.385 91
- 0. 1	0.460 17	0.456 20	0.452 24	0.448 28	0.444 33	0.440 38	0.436 44	0.432 51	0.428 58	0.424 65

-										
0.	0.500	0.496	0.492	0.488	0.484	0.480	0.476	0.472	0.468	0.464
0	00	01	02	03	05	06	08	10	12	14

Z-Table

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

APPENDIX 17

Research Documentation







CURRICULUM VITAI



A. Personal Identity

Name : Anita Adha Hasibuan
No. reg : 17 203 00059
Place/date of birth : Simaninggir 06 April 1999
e-mail/No hp : nitajlace@gmail.com/ 0822-4725-0626
Gender : Female
Address : Lk II, Sitinjak, Kecamatan Angkola Barat
Parent Identity
Father's Name : Nikman Hasibuan
Occupations : Farmer
Mother's Name : Nefy Sahrawani Harahap
Occupations : Farmer

B. Educational Background

Elementary School : SD N 30000 Sitinjak (2011)
Junior High School : MTS YPKS Padangsidempuan (2014)
Senior High School : SMA N 1 Angkola Barat (2017)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihlilang 22733 Telepon (0634) 22080 Faximile (0634) 24022
Website: <https://tik.iain-padangsidimpuan.ac.id> E-mail: tik@iain-padangsidimpuan.ac.id

Nomor : B - 369 /In.14/E/TL.00/02/2022
Hal : Izin Penelitian
Penyelesaian Skripsi

25 Februari 2022

Yth. Kepala MA Pesantren Mardhatillah Tanoponggol
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Anita Adha Hasibuan
NIM : 1720300059
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Collaborative Writing Strategy on Students' Writing Recount Text at the Eleventh Grade Students of MA Pesantren Mardhatillah Tanoponggol".

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.

Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



YAYASAN PENDIDIKAN MARDHATILLAH TANOPONGGOL
PONPES MARDHATILLAH

Jl. Sibolga Km. 14,5 Lk.I Tanoponggol Kelurahan Sijinjak Kecamatan Angkola Barat - 22736
Kabupaten Tapanuli Selatan Provinsi Sumatera Utara HP: 081377375303

SURAT KETERANGAN

No : 012/001/PPS-MRDT/III/2022

Sehubungan dengan surat dari Fakultas Tarbiyah Dan Ilmu Keguruan IAIN Padangsidempuan, Nomor : B-369/In.14/E/TL.00/02/2022, Hal : Izin Mengadakan Penelitian tertanggal 25 Februari 2022, maka Kepala Sekolah Mardhatillah dengan ini menerangkan nama Mahasiswa di bawah ini :

NAMA : Anita Adha Hasibuan
NIM : 1720300059
JURUSAN : Tadris/Pendidikan Bahasa Inggris
FAKULTAS : Tarbiyah Dan Ilmu Keguruan

Benar telah mengadakan penelitian di Yayasan Pendidikan Mardhatillah pada tanggal 26 Februari 2022 s/d 28 maret 2022 guna melengkapi data penyusunan skripsi yang berjudul : "The Effect of Collaborative Writing Strategy on Students' Writing Recount Text at the Eleventh Grade Students of MA Pesantren Mardhatillah Tanoponggol".

Demikian Surat Keterangan Ini dibuat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Tanoponggol, 28 Maret 2022
Kepala Sekolah



YUSRINI HARAHAP, S.Pd