

REFERENCES

- Bahasa, context, dan Teks-teks: Aspek-aspek Bahasa dalam Pandangan Semiotik Sosial* 1992. Gajah Mada Universitas Press. Yogyakarta.
- Depdiknas. 2006. *Silabus Kurikulum Tingkat Satuan Pendidikan* 2006. Jakarta: Depdiknas.
- Erliska, 2007. *Developing Narrative Paragraph Writing ability through Picture Sequence Technique at the first year of SMA Negeri 2 Bandar Lampung*. Universitas Lampung Press. Unpublished. Bandar Lampung.
- Harris, David P. 1974. *Testing English as a second language*. Tata Mc. Graw Hill Publisher Co. Ltd: New York.
- Hatch, F and Farhady A. 1982. *Research Design and Statistic for Applied Linguistics*. New – Bury House Publisher, Inc: Los Angeles.
- Heaton, J.B. 1991. *Writing English Language Test*. Longman Inc: New York.
- Kyle, Ray. 1974. *Concept in content: Aspects of writer's craft*. Oxford University Press: New York.
- Maulida, Kartika. 2005. *The Effectiveness of Contextual Teaching and Learning In Teaching Reading Comprehension (A Study at SMA Taman Siswa Teluk Betuk)*. Universitas Lampung Press. Unpublished. Bandar Lampung.
- Owens, Elizabeth. 1983. Contextual Teaching and Learning. (PDF, Accessed in November 16, 2009)
- Setyadi, A. G. Bambang. 2003. *Teaching English as a Foreign Language*. Penerbit Graha Ilmu: Yogyakarta.
- Setiyadi, A. G. Bambang. 2006. *Metode Penelitian Untuk Pengajaran Bahasa Asing; Pendekatan Kualitatif dan Kuantitatif*. Penerbit Graha Ilmu: Yogyakarta.
- Simanjuntak, E. G. 1989. *Developing Reading Skills for English Foreign Language Students*. P2PLTK. Jakarta.
- Yuniarsih Elly. 2008. *Improving Students' Descriptive Text Writing Ability Through CTL at SMPN 1 Ambarawa*. Universitas Lampung Press. Unpublished. Bandar Lampung.

Appendix 1

LESSON PLAN 1

(For experimental class)

Subject	: English
Aspect/ skill	: Writing
Types of text	: Recount
Time Allocation	: 2 x 45 minutes

1. Standard Competences:

To communicate oral and written text, fluently, accurately by using English, in the instructional and monologue text, mainly in the recount, explanation, discussion, commentary and review by stressing on the interpersonal complex meaning and variety textual meaning.

2. Basic Competences:

To write the meaning by stressing on interpersonal complex meaning in the instructional text and oral monologue, mainly in the recount text, explanation, procedures, spoof, narrative, report, and news item.

3. Indicators:

- a. The students are able to mention the generic structure of recount text
- b. The students are able to make sentences in simple past tense form
- c. The students are able to write the content of their recount text by using appropriate vocabulary.

- d. The students are able to produce narrative text.

4. The steps of teaching learning process:

Pre-activity:

In this activity, the teacher:

1. Greets the students
2. Gives a brainstorming by:
 - a. Asking the students about their past experiences or events
 - b. Asking the students what they know about recount text (*the constructivism, inquiry, and questioning occurred in these two points*).

While-activity:

In this learning phase:

1. Teacher gives all the points about Recount text. (*Modeling*)
2. Teacher gives the definition or purpose o Recount Text.

Post Activity:

Before ending the classroom activities, the teacher:

1. Teacher gives reflection by asking the students “well students. what we have learned today?”
2. Teacher gives summarizes about the materials.
3. Teacher motivates the students to write their experiences or kind of past event in the recount text form.
4. Teacher closes the class.

5. Material

The material is taken from the students' handbook and the curriculum of SMA. The topic of writing is about past experience.

6. Authentic Assessment:

1. Technique: written text
 - c. The teacher asks the students to write a past event in recount text form.
2. Type : subjective
 - d. The teacher assesses the students' worksheets.

7. Key Model

The students are able to know about the definition, the purpose and the structural of recount text.

Appendix 2

LESSON PLAN 2

(For experimental class)

Subject : English

Aspect/ skill : Writing
Types of text : Recount
Time Allocation : 2 x 45 minutes

1. Standard Competences:

To communicate oral and written text, fluently, accurately by using English, in the instructional and monologue text, mainly in the recount, explanation, discussion, commentary and review by stressing on the interpersonal complex meaning and variety textual meaning.

2. Basic Competences:

To write the meaning by stressing on interpersonal complex meaning in the instructional text and oral monologue, mainly in the recount text, explanation, procedures, spoof, narrative, report, and news item.

3. Indicators:

- a. The students are able to mention the generic structure of recount text
- b. The students are able to make sentences in simple past tense form
- c. The students are able to write the content of their recount text by using appropriate vocabulary.
- d. The students are able to produce narrative text.

4. The steps of teaching learning process:

Pre-activity:

In this activity, the teacher:

1. Greets the students
2. Gives a brainstorming by:
 - a. Asking the students about their past experiences or events
 - b. Asking the students what they know about recount text

(the constructivism, inquiry, and questioning occurred in these two points).

While-activity:

In this learning phase:

1. Teacher gives the recount text to each of students.
2. Teacher asks the students to read the first text.
3. Students and teacher discuss the first text. *(Inquiry, Questioning)*
4. Then, the teacher divides the students into small group and asks them to make recount text based on the example that has been discussed.
5. The assessment is assessed by the students, the teacher asks the students to change their work to others.
6. And teacher asks the students to revise their work individually.

Post Activity:

Before ending the classroom activities, the teacher:

1. Teacher gives reflection by asking the students "well students, what we have learned today?"
2. Teacher gives summarizes about the materials.
3. Teacher motivates the students to write their experiences or kind of past event in the recount text form.
4. Teacher closes the class.

5. Material

The material is taken from the students' handbook and the curriculum of SMA. The topic of writing is about past experience.

6. Authentic Assessment:

- c. Technique: written text
- d. The teacher asks the students to write a story in recount text form.
- e. Type : subjective
- f. The teacher assesses the students' worksheets.

7. Key Model

The students are able to analyze the text according to the structural of recount text.

Appendix 3

LESSON PLAN 3

(For experimental class)

Subject	: English
Aspect/ skill	: Writing
Types of text	: Recount
Time Allocation	: 2 x 45 minutes

1. Standard Competences:

To communicate oral and written text, fluently, accurately by using English, in the instructional and monologue text, mainly in the recount, explanation, discussion, commentary and review by stressing on the interpersonal complex meaning and variety textual meaning.

2. Basic Competences:

To write the meaning by stressing on interpersonal complex meaning in the instructional text and oral monologue, mainly in the recount text, explanation, procedures, spoof, narrative, report, and news item.

3. Indicators:

- a. The students are able to mention the generic structure of recount text
- b. The students are able to make sentences in simple past tense form
- c. The students are able to write the content of their recount text by using appropriate vocabulary.
- d. The students are able to produce narrative text.

4. The steps of teaching learning process:

Pre-activity:

In this activity, the teacher:

1. Greets the students

Gives a brainstorming by:

- a. Asking the students about their past experiences or events

- b. Asking the students what they know about recount text

(the constructivism, inquiry, and questioning occurred in these two points).

While-activity:

In this learning phase:

1. Teacher Divides the class into groups and provides time for them to read and to determine the orientation, events, and re-orientation from the second text. (From the teacher)
(Learning community, Inquiry, Self Reflection and Modeling)
2. Assessment of students' work is done by teacher. (authentic Assessment)
3. The students work individually to write their best experience. (*Inquiry and Authentic Assessment*)
4. Teacher asks two of students to read it in front of the class. (*Modeling, Self Reflection Community, Authentic Assessment*)
5. The students should do homework to write a recount text according to their worst experience. (Inquiry, Self Reflection and Authentic Assessment)

Post Activity:

Before ending the classroom activities, the teacher:

1. Teacher gives reflection by asking the students "well students. what we have learned today?"
2. Teacher gives summarizes about the materials.
3. Teacher motivates the students to write their experiences or kind of past event in the recount text form.
4. Teacher closes the class.

5. Material

The material is taken from the students' handbook and the curriculum of SMA. The topic of writing is about past experience.

6. Authentic Assessment:

Technique: written text

g. The teacher asks the students to write a story in narrative text form.

Type : subjective

h. The teacher assesses the students' worksheets.

7. Key Model

My Holiday

Last two weeks, I spent my holiday with my family. Firstly, I went to my grandmother house. My grandmother lived in East Lampung. I met with my nephew and my cousin. We went to my grandmother house last year.

On the first day, my grandmother cooked my favorite food for me, that is Gudeg. I liked it very much. In the afternoon, I helped my grand father in the garden. He planted many kinds of vegetables. On the second day, my cousin invited me to join running competition. Unfortunately, I won the competition. It was great experience. On the third day, my family and I went back to our house.

In short, we were enjoying our holiday in our grandmother house, because there was very naturally place to enjoy.

Appendix 4

LESSON PLAN

(For control class)

Subject	: English
Aspect/ skill	: Writing
Types of text	: Recount
Time Allocation	: 2 x 45 minutes

1. Standard Competences:

To communicate oral and written text, fluently, accurately by using English, in the instructional and monologue text, mainly in the recount, explanation, discussion,

commentary and review by stressing on the interpersonal complex meaning and variety textual meaning.

2. Basic Competences:

To write the meaning by stressing on interpersonal complex meaning in the instructional text and oral monologue, mainly in the recount text, explanation, procedures, spoof, narrative, report, and news item.

3. Indicators:

- a. The students are able to mention the generic structure of recount text
- b. The students are able to make sentences in simple past tense form
- c. The students are able to write the content of their recount text by using appropriate vocabulary.
- d. The students are able to produce narrative text.

4. Teaching learning activity:

Pre-activity:

1. Greets the students
2. Teacher asks the students to open their book.

While-activity:

In this learning phase:

1. Teacher asks the students to read the story in the book.
2. Teacher explains briefly about what recount text is.
3. Teacher asks the students to make a recount text like the story in the book (the topic is free).

4.The students doing the task given by teacher.

Post Activity:

1. Teacher gives explanation more about what recount text is.
2. Teacher gives homework for students to write a recount text based on their experiences.

5. Material

The material is taken from the students' handbook and the curriculum of SM
topic of writing is about fairytales.

6. Authentic Assessment:

1. Technigue: written text

The teacher asks the students to write a fairy tales in narrative text form.

- 2.Type : subjective

The teacher assesses the students' worksheets.

Appendix 5

LEARNING MATERIAL

A. Concept of Recount Text

Objectives:

To retell and teach the reader or listener about past experience, events, someone, something.

Generic Structure:

- c. Orientation: introduces the participants (character, time, place)
- d. Events: to show the chronological event in the story
- e. Re-orientation: closing the story

Language Features:

- f. Use of simple past tense.
- g. Use adjectives: describing characteristics
- h. Experiences time: soon, one day, in the beginning

Appendix 6

WRITING TEST (PRE TEST)

Intructions:

- a. Write your name and your class clearly on the paper.
- b. Use your time adequately. The time is 90 minutes.

Directions:

- c. Choose only one topic from the topics given bellow.
- d. Make a recount text based on the topic you choose.
- e. The topic you may choose are:
 - Your holiday experience. Make it as good as possible.
 - Your unforgatable experience. Make it as good as possible.
- f. You may want to use the appropriates words. For example next, Fortunately, then, because, atc.

Evaluation criteria:

- Content (20)
- Grammar (20)
- Form (20)

Vocabulary (20)

Mechanic (20)

Appendix 7

WRITING TEST

(POST TEST)

Intructions:

- a. Write your name and your class clearly on the paper.
- b. Use your time adequately. The time is 90 minutes.

Directions:

- a. Choose only one topic from the topics given bellow.
- b. Make a recount text based on the topic you choose.
- c. The topic you may choose are:
 - Your holiday experience. Make it as good as possible.
 - Your unforgatable experience. Make it as good as possible.
- d. You may want to use the appropriates words. For example next, Fortunately, then, because, atc.

Evaluation criteria:

Content (20)

Grammar (20)

Form (20)

Vocabulary (20)

Appendix 8

Frequencies

Statistics		
Pretest Control Class		
N	Valid	31
	Missing	0
Mean		54,2742
Median		55,0000
Mode		42,50
Std. Deviation		12,23372
Variance		149,66398
Range		40,00
Minimum		35,00
Maximum		75,00
Sum		1682,50

Pretest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	2	6,5	6,5	6,5
	37,50	1	3,2	3,2	9,7
	40,00	1	3,2	3,2	12,9
	42,50	5	16,1	16,1	29,0
	45,00	1	3,2	3,2	32,3
	47,50	3	9,7	9,7	41,9
	50,00	1	3,2	3,2	45,2
	52,50	1	3,2	3,2	48,4
	55,00	1	3,2	3,2	51,6
	57,50	3	9,7	9,7	61,3
	60,00	3	9,7	9,7	71,0
	62,50	1	3,2	3,2	74,2
	65,00	1	3,2	3,2	77,4
	67,50	1	3,2	3,2	80,6
	70,00	3	9,7	9,7	90,3
	72,50	2	6,5	6,5	96,8
	75,00	1	3,2	3,2	100,0
	Total	31	100,0	100,0	

Frequencies

Statistics

Pretest Experimental Class

N	Valid	31
	Missing	0
Mean		52,8226
Median		52,5000
Mode		47,50 ^a
Std. Deviation		8,31018
Variance		69,05914
Range		40,00
Minimum		35,00
Maximum		75,00
Sum		1637,50

a. Multiple modes exist. The smallest value is shown

Pretest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35,00	1	3,2	3,2	3,2
	40,00	2	6,5	6,5	9,7
	45,00	2	6,5	6,5	16,1
	47,50	5	16,1	16,1	32,3
	50,00	4	12,9	12,9	45,2
	52,50	3	9,7	9,7	54,8
	55,00	5	16,1	16,1	71,0
	57,50	2	6,5	6,5	77,4
	60,00	4	12,9	12,9	90,3
	65,00	1	3,2	3,2	93,5
	67,50	1	3,2	3,2	96,8
	75,00	1	3,2	3,2	100,0
	Total	31	100,0	100,0	

Frequencies

Statistics

Posttest Control Class

N	Valid	31
	Missing	0
Mean		59,8387
Median		60,0000
Mode		60,00
Std. Deviation		10,22528
Variance		104,55641
Range		42,50
Minimum		37,50
Maximum		80,00
Sum		1855,00

Posttest Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37,50	1	3,2	3,2	3,2
	40,00	1	3,2	3,2	6,5
	45,00	1	3,2	3,2	9,7
	47,50	1	3,2	3,2	12,9
	50,00	1	3,2	3,2	16,1
	52,50	3	9,7	9,7	25,8
	55,00	3	9,7	9,7	35,5
	57,50	2	6,5	6,5	41,9
	60,00	7	22,6	22,6	64,5
	65,00	3	9,7	9,7	74,2
	67,50	1	3,2	3,2	77,4
	70,00	2	6,5	6,5	83,9
	72,50	2	6,5	6,5	90,3
	75,00	2	6,5	6,5	96,8
	80,00	1	3,2	3,2	100,0
	Total	31	100,0	100,0	

Frequencies

Statistics

Posttest Experimental Class

N	Valid	31
	Missing	0
Mean		80.0000
Mediar		82.5000
Mode		80.00 ^a
Std. Deviation		7.50000
Variance		56.25000
Range		32.50
Minimum		60.00
Maximum		92.50
Sum		2480.00

a. Multiple modes exist. The smallest value is shown

Posttest Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	2	6.5	6.5	6.5
	62.50	1	3.2	3.2	9.7
	75.00	3	9.7	9.7	19.4
	77.50	2	6.5	6.5	25.8
	80.00	7	22.6	22.6	48.4
	82.50	7	22.6	22.6	71.0
	85.00	5	16.1	16.1	87.1
	87.50	3	9.7	9.7	96.8
	92.50	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Post-Test Result for Control Class

No	Ss Code	C			G			F			V			M			Total Score		
		R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M
1	AW	15	15	15	15	10	12.5	10	10	10	10	10	10	15	10	12.5	65	55	60
2	BS	15	10	12.5	15	10	12.5	10	10	10	15	10	12.5	15	10	12.5	70	50	60
3	DM	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
4	HF	15	10	12.5	20	15	17.5	10	10	10	15	10	12.5	15	10	12.5	75	55	65
5	MZ	15	15	15	10	10	10	10	15	12.5	15	15	15	15	10	12.5	65	65	65
6	OD	10	10	10	5	5	5	15	10	12.5	10	15	12.5	10	10	10	50	50	50
7	OV	15	10	12.5	10	5	7.5	10	10	10	15	15	15	10	10	10	60	50	55
8	PA	15	15	15	15	10	12.5	15	15	15	15	15	15	15	15	15	75	70	72.5
9	PN	10	10	10	10	10	10	15	10	12.5	15	15	15	15	10	12.5	65	55	60
10	PS	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
11	RA	20	15	17.5	5	5	5	15	15	15	15	10	12.5	15	15	15	70	60	65
12	RD	10	10	10	10	10	10	15	10	12.5	10	10	10	10	10	10	55	50	52.5
13	RF	15	10	12.5	10	5	7.5	15	10	12.5	15	10	12.5	15	15	15	70	50	60
14	RI	10	15	12.5	5	5	5	10	10	10	10	10	10	10	10	10	45	50	47.5
15	RM	15	10	12.5	10	10	10	15	10	12.5	10	10	10	10	15	12.5	60	55	57.5
16	RN	15	15	15	10	5	7.5	15	10	12.5	15	10	12.5	15	10	12.5	70	50	60
17	RO	10	10	10	5	0	2.5	10	10	10	10	10	10	5	5	5	40	35	37.5
18	RR	10	10	10	10	10	10	15	10	12.5	10	10	10	10	10	10	55	50	52.5
19	RS	15	15	15	10	5	7.5	15	10	12.5	10	10	10	15	15	15	65	55	60
20	RV	15	10	12.5	10	10	10	15	10	12.5	15	10	12.5	15	10	12.5	70	50	60
21	RW	20	15	17.5	15	15	15	15	15	15	20	15	17.5	15	15	15	85	75	80
22	SH	15	10	12.5	5	5	5	10	5	7.5	10	5	7.5	10	5	7.5	50	30	40
23	SM	10	10	10	5	5	5	15	10	12.5	15	15	15	15	15	15	60	55	57.5
24	SP	10	10	10	5	5	5	10	10	10	10	10	10	10	10	10	45	45	45
25	ST	5	10	7.5	15	5	10	10	10	10	15	10	12.5	15	10	12.5	60	45	52.5
26	TA	15	15	15	5	5	5	10	10	10	15	15	15	10	10	10	55	55	55
27	TI	10	10	10	15	10	12.5	15	10	12.5	10	10	10	10	10	10	60	50	55
28	TR	15	10	12.5	15	10	12.5	15	15	15	15	15	15	15	15	15	75	65	70
29	UK	15	15	15	15	10	12.5	15	10	12.5	15	15	15	15	15	15	75	65	70
30	YA	15	15	15	10	10	10	15	15	15	15	15	15	15	10	12.5	70	65	67.5
31	YT	15	15	15	15	10	12.5	15	15	15	15	15	15	15	15	15	75	70	72.5
	Total			400			298			380			395			383			1855
	Mean			12.9			9.6			12.3			12.7			12.3			59.8

No	Ss			Rank			
----	----	--	--	------	--	--	--

	Code	R1	R2	R1	R2	d	d2
1	AW	65	55	16.5	14	2.5	6.25
2	BS	70	50	11.5	22.5	11	121
3	DM	75	75	5	2	3	9
4	HF	75	55	5	14	9	81
5	MZ	65	65	16.5	7.5	9	81
6	OD	50	50	27.5	22.5	5	25
7	OV	60	50	21	22.5	1.5	2.25
8	PA	75	70	5	4.5	0.5	0.25
9	PN	65	55	16.5	14	2.5	6.25
10	PS	75	75	5	2	3	9
11	RA	70	60	11.5	10	1.5	2.25
12	RD	55	50	25	22.5	2.5	6.25
13	RF	70	50	11.5	22.5	11	121
14	RI	45	50	29.5	22.5	7	49
15	RM	60	55	21	14	7	49
16	RN	70	50	11.5	22.5	11	121
17	RO	40	35	31	30	1	1
18	RR	55	50	25	22.5	2.5	6.25
19	RS	65	55	16.5	14	2.5	6.25
20	RV	70	50	11.5	22.5	11	121
21	RW	85	75	1	2	1	1
22	SH	50	30	27.5	31	3.5	12.25
23	SM	60	55	21	14	7	49
24	SP	45	45	29.5	28.5	1	1
25	ST	60	45	21	28.5	7.5	56.25
26	TA	55	55	25	14	11	121
27	TI	60	50	21	22.5	1.5	2.25
28	TR	75	65	5	7.5	2.5	6.25
29	UK	75	65	5	7.5	2.5	6.25
30	YA	70	65	11.5	7.5	4	16
31	YT	75	70	5	4.5	0.5	0.25
	Total	1985	1725	496	496	146	1095.5
	Mean						

Reliability of the Test

To measure the reliability test from two raters, the research used Inter - Rater Reliability by Using Rank-Difference Method. The formula is:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6(1166)}{31(31^2 - 1)}$$

$$r = 1 - \frac{6996}{29760}$$

$$r = 1 - 0.235080$$

$$r = 0.7649$$

$$p = 0.76$$

Where:

D : Rank-Difference

Rank = Each students' performance on each of the two tests (1 = highest score, 2= second highest score, etc). in case of tied ranks, average the ranks.

D^2 : Square of Differences

$\sum D$: The sum of difference between each pair ranks.

(Haris, 1974:143)

Post-Test Result for Experimental Class

No	Ss Code	C			G			F			V			M			Total Score		
		R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M
1	AJ	20	15	17.5	10	10	10	15	20	17.5	20	15	17.5	15	15	15	80	75	77.5
2	AS	15	20	17.5	20	20	20	15	15	15	15	15	15	15	15	15	80	85	82.5
3	AY	20	15	17.5	15	15	15	15	20	17.5	20	10	15	15	15	15	85	75	80
4	AW	15	15	15	15	15	15	20	15	17.5	20	20	20	15	15	15	85	80	82.5
5	BM	20	15	17.5	15	15	15	15	15	15	20	20	20	15	15	15	85	80	82.5
6	BP	15	20	17.5	15	15	15	15	15	15	20	15	17.5	15	15	15	80	80	80
7	DA	15	15	15	15	15	15	15	15	15	20	20	20	15	20	17.5	80	85	82.5
8	DD	20	15	17.5	15	15	15	15	20	17.5	20	20	20	15	15	15	85	85	85
9	DF	20	15	17.5	15	15	15	20	15	17.5	20	20	20	15	20	17.5	90	85	87.5
10	DJ	15	15	15	10	10	10	15	10	12.5	15	10	12.5	10	15	12.5	65	60	62.5
11	DN	20	20	20	15	15	15	20	20	20	20	20	20	20	15	17.5	95	90	92.5
12	DT	15	20	17.5	15	15	15	15	10	12.5	15	15	15	15	15	15	75	75	75
13	EE	15	15	15	10	10	10	10	10	10	15	10	12.5	15	10	12.5	65	55	60
14	EF	20	20	20	15	15	15	20	15	17.5	20	20	20	15	15	15	90	85	87.5
15	EN	20	15	17.5	15	15	15	20	15	17.5	15	15	15	15	20	17.5	85	80	82.5
16	FF	15	20	17.5	15	15	15	15	20	17.5	20	15	17.5	15	15	15	80	85	82.5
17	FC	20	20	20	15	15	15	15	15	15	20	15	17.5	20	15	17.5	90	80	85
18	FR	15	15	15	15	15	15	15	20	17.5	20	15	17.5	15	15	15	80	80	80
19	FY	15	15	15	10	10	10	10	10	10	15	15	15	10	10	10	60	60	60
20	HA	20	15	17.5	15	10	12.5	15	15	15	20	15	17.5	15	15	15	85	70	77.5
21	JA	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
22	KS	20	15	17.5	15	15	15	15	15	15	15	15	15	20	15	17.5	85	75	80
23	MH	15	20	17.5	15	15	15	15	15	15	20	15	17.5	15	15	15	80	80	80
24	MI	15	20	17.5	20	15	17.5	15	15	15	20	20	20	20	15	17.5	90	85	87.5
25	MS	20	20	20	15	15	15	20	15	17.5	15	15	15	15	15	15	85	80	82.5
26	NA	20	15	17.5	15	15	15	15	20	17.5	15	20	17.5	15	15	15	80	85	82.5
27	NF	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
28	NV	15	20	17.5	15	15	15	15	15	15	15	15	15	20	15	17.5	80	80	80
29	PP	15	15	15	15	15	15	20	20	20	15	15	15	20	15	17.5	85	80	82.5
30	RA	20	15	17.5	15	15	15	15	15	15	20	15	17.5	15	15	15	85	75	80
31	RR	20	20	20	15	15	15	15	15	15	15	20	17.5	20	15	17.5	85	85	85
	Total			533			450			488			525			480			2475
	Mean			17.2			14.5			15.7			16.9			15.5			79.84

No	Ss Code	Rank		R1	R2	d	d2
		R1	R2				
1	AJ	80	75	21	24	3	9
2	AS	80	85	21	5.5	15.5	240.25
3	AY	85	75	11	15.5	4.5	20.25
4	AW	85	80	11	24	13	169
5	BM	85	80	11	15.5	4.5	20.25
6	BP	80	80	21	15.5	5.5	30.25
7	DA	80	85	21	5.5	15.5	240.25
8	DD	85	85	11	5.5	5.5	30.25
9	DF	90	85	3.5	5.5	2	4
10	DJ	65	60	29.5	29.5	0	0
11	DN	95	90	1	1	0	0
12	DT	75	75	27	24	3	9
13	EE	65	55	29.5	31	1.5	2.25
14	EF	90	85	3.5	5.5	2	4
15	EN	85	80	11	15.5	4.5	20.25
16	FF	80	85	21	5.5	15.5	240.25
17	FO	90	80	3.5	15.5	12	144
18	FR	80	80	21	15.5	5.5	30.25
19	FY	60	60	31	29.5	1.5	2.25
20	HA	85	70	11	28	17	289
21	JA	75	75	27	24	3	9
22	KS	85	75	11	24	13	169
23	MH	80	80	21	15.5	5.5	30.25
24	MI	90	85	3.5	5.5	2	4
25	MS	85	80	11	15.5	4.5	20.25
26	NA	80	85	21	5.5	15.5	240.25
27	NF	75	75	27	24	3	9
28	NV	80	80	21	15.5	5.5	30.25
29	PP	85	80	11	15.5	4.5	20.25
30	RA	85	75	11	24	13	169
31	RR	85	85	11	5.5	5.5	30.25
	Total	2525	2425	496	491.5	206.5	2236.25
	Mean	81.45161	78.22581	16	15.85484	6.66129	72.1371

Reliability of the Test

To measure the reliability test from two raters. the research used Inter - Rater Reliability by Using Rank-Difference Method. The formula is:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6(2236)}{31(31^2 - 1)}$$

$$r = 1 - \frac{13416}{29760}$$

$$r = 1 - 0.450806$$

$$r = 0.54919$$

$$p = 0.54$$

Where:

D : Rank-Difference

Rank = Each students' performance on each of the two tests (1 = highest score. 2= second highest score, etc). in case of tied ranks, average the ranks.

D^2 : Square of Differences

$\sum D$: The sum of difference between each pair ranks.

(Haris, 1974:143)

Appendix 12

Pre-Test Result for Control Class

No	Ss Code	C			G			F			V			M			Total Score		
		R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M	R1	R2	M
1	AW	10	10	10	5	0	2.5	10	10	10	10	10	10	10	10	10	45	40	42.5
2	BS	15	10	12.5	15	10	12.5	15	10	12.5	15	10	12.5	15	10	12.5	75	50	62.5
3	DM	15	15	15	10	15	12.5	15	15	15	15	15	15	15	15	15	70	75	72.5
4	HF	10	10	10	15	15	15	10	10	10	15	10	12.5	15	10	12.5	65	55	60
5	MZ	15	15	15	10	10	10	10	10	10	15	15	15	10	10	10	60	60	60
6	OD	10	10	10	5	0	2.5	10	10	10	10	10	10	10	10	10	45	40	42.5
7	OV	10	10	10	5	0	2.5	10	10	10	10	10	10	10	10	10	45	40	42.5
8	PA	15	15	15	15	10	12.5	15	15	15	15	15	15	15	10	12.5	75	65	70
9	PN	10	10	10	10	5	7.5	15	10	12.5	15	15	15	15	10	12.5	65	50	57.5
10	PS	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
11	RA	15	15	15	5	0	2.5	15	15	15	15	10	12.5	15	15	15	65	55	60
12	RD	10	10	10	5	10	7.5	10	10	10	10	10	10	10	10	10	45	50	47.5
13	RF	10	10	10	10	5	7.5	15	10	12.5	10	10	10	15	15	15	60	50	55
14	RI	10	15	12.5	5	5	5	10	10	10	10	10	10	10	10	10	45	50	47.5
15	RM	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	50	50	50
16	RN	15	15	15	5	5	5	15	10	12.5	15	10	12.5	15	10	12.5	65	50	57.5
17	RO	10	10	10	5	0	2.5	10	10	10	10	10	10	5	5	5	40	35	37.5
18	RR	10	10	10	5	10	7.5	10	10	10	10	10	10	10	10	10	45	50	47.5
19	RS	15	15	15	10	5	7.5	15	10	12.5	15	15	15	15	15	15	70	60	65
20	RV	15	10	12.5	10	5	7.5	15	10	12.5	15	10	12.5	15	10	12.5	70	45	57.5
21	RW	10	10	10	5	0	2.5	10	10	10	10	10	10	10	10	10	45	40	42.5
22	SH	10	10	10	5	0	2.5	10	5	7.5	10	5	7.5	10	5	7.5	45	25	35
23	SM	10	10	10	5	0	2.5	10	5	7.5	10	10	10	10	10	10	45	35	40
24	SP	10	10	10	5	0	2.5	10	10	10	10	10	10	10	10	10	45	40	42.5
25	ST	10	10	10	5	0	2.5	10	5	7.5	10	5	7.5	10	5	7.5	45	25	35
26	TA	15	15	15	5	0	2.5	10	10	10	15	15	15	10	10	10	55	50	52.5
27	TI	10	10	10	5	5	5	10	10	10	10	10	10	10	10	10	45	45	45
28	TR	15	10	12.5	15	10	12.5	15	15	15	15	15	15	15	15	15	75	65	70
29	UK	15	15	15	15	10	12.5	15	10	12.5	15	15	15	15	15	15	75	65	70
30	YA	15	15	15	10	10	10	15	15	15	15	15	15	15	10	12.5	70	65	67.5
31	YT	15	15	15	15	10	12.5	15	15	15	15	15	15	15	15	15	75	70	72.5
	Total			375			222.5			355			372.5			358			1682
	Mean			12.1			7.177			11.5			12.02			11.5			54.27

No	Ss			Rank			
----	----	--	--	------	--	--	--

	Code	R1	R2	R1	R2	d	d2
1	AW	45	40	23.5	25	1.5	2.25
2	BS	75	50	3.5	17	13.5	182.25
3	DM	70	75	8.5	1.5	7	49
4	HF	65	55	12.5	10.5	2	4
5	MZ	60	60	15.5	8.5	7	49
6	OD	45	40	23.5	25	1.5	2.25
7	OV	45	40	23.5	25	1.5	2.25
8	PA	75	65	3.5	5.5	2	4
9	PN	65	50	12.5	17	4.5	20.25
10	PS	75	75	3.5	1.5	2	4
11	RA	65	55	12.5	10.5	2	4
12	RD	45	50	23.5	17	6.5	42.25
13	RF	60	50	15.5	17	1.5	2.25
14	RI	45	50	23.5	17	6.5	42.25
15	RM	50	50	18	17	1	1
16	RN	65	50	12.5	17	4.5	20.25
17	RO	40	35	31	28.5	2.5	6.25
18	RR	45	50	23.5	17	6.5	42.25
19	RS	70	60	8.5	8.5	0	0
20	RV	70	45	8.5	21.5	13	169
21	RW	45	40	23.5	25	1.5	2.25
22	SH	45	25	23.5	30.5	7	49
23	SM	45	35	23.5	28.5	5	25
24	SP	45	40	23.5	25	1.5	2.25
25	ST	45	25	23.5	30.5	7	49
26	TA	55	50	17	17	0	0
27	TI	45	45	23.5	21.5	2	4
28	TR	75	65	3.5	5.5	2	4
29	UK	75	65	3.5	5.5	2	4
30	YA	70	65	8.5	5.5	3	9
31	YT	75	70	3.5	3	0.5	0.25
	Total	1795	1570	484	505	118	797.5
	Mean						

Reliability of the Test

[illegible]

1	AJ	15	10	12.5	10	5	7.5	10	10	10	10	10	10	15	10	10	60	45	52.5
2	AS	10	10	10	5	10	7.5	10	10	10	10	10	10	10	10	10	45	50	47.5
3	AY	15	15	15	10	10	10	10	10	10	15	10	12.5	15	10	10	65	55	60
4	AW	15	15	15	10	5	7.5	15	10	12.5	10	10	10	10	15	15	60	55	57.5
5	BM	10	10	10	10	5	7.5	15	10	12.5	10	10	10	10	10	10	55	45	50
6	BP	15	10	12.5	10	10	10	10	10	10	10	10	10	5	10	10	50	50	50
7	DA	15	10	12.5	10	10	10	15	10	12.5	10	10	10	5	10	10	55	50	52.5
8	DD	10	10	10	10	10	10	15	10	12.5	15	10	12.5	10	10	10	60	50	55
9	DF	10	10	10	10	5	7.5	15	10	12.5	15	15	15	15	10	10	65	50	57.5
10	DJ	15	10	12.5	5	5	5	10	10	10	15	10	12.5	10	10	10	55	45	50
11	DN	10	10	10	5	5	5	10	10	10	10	10	10	10	10	10	45	45	45
12	DT	10	10	10	5	10	7.5	10	10	10	10	10	10	10	10	10	45	50	47.5
13	EE	10	10	10	10	5	7.5	15	10	12.5	10	10	10	15	15	15	60	50	55
14	EF	10	15	12.5	5	5	5	10	10	10	10	10	10	10	10	10	45	50	47.5
15	EN	15	15	15	10	10	10	15	10	12.5	15	15	15	15	10	15	65	65	65
16	FF	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	75	75	75
17	FO	15	10	12.5	5	5	5	10	10	10	10	10	10	10	10	10	50	45	47.5
18	FR	10	15	12.5	15	10	12.5	10	10	10	15	10	12.5	10	15	15	60	60	60
19	FY	15	10	12.5	5	5	5	10	10	10	10	10	10	10	10	10	50	45	47.5
20	HA	15	10	12.5	10	5	7.5	15	10	12.5	15	10	12.5	10	10	10	65	45	55
21	JA	10	10	10	5	5	5	10	15	12.5	10	10	10	15	10	10	50	50	50
22	KS	10	10	10	5	0	2.5	10	5	7.5	10	5	7.5	10	5	5	45	25	35
23	MH	10	10	10	5	0	2.5	10	5	7.5	10	10	10	10	10	10	45	35	40
24	MI	10	10	10	5	5	5	10	10	10	5	5	5	10	10	10	40	40	40
25	MS	15	15	15	10	5	7.5	10	10	10	15	15	15	10	15	15	60	60	60
26	NA	15	15	15	10	10	10	10	10	10	10	10	10	10	10	10	55	55	55
27	NF	10	10	10	5	5	5	10	10	10	10	10	10	10	10	10	45	45	45
28	NV	15	10	12.5	10	10	10	10	10	10	10	10	10	15	10	10	60	50	55
29	PP	15	15	15	10	10	10	10	10	10	15	15	15	10	10	10	60	60	60
30	RA	15	15	15	10	10	10	15	15	15	15	15	15	15	10	10	70	65	67.5
31	RR	15	10	12.5	10	5	7.5	15	10	12.5	10	10	10	10	10	10	60	45	52.5
	Total			378			237.5			340			345			335			1638
	Mean			12.2			7.661			10.968			11.13			10.8			52.82

No	Ss	R1	R2	Rank		d	d2
----	----	----	----	------	--	---	----

	Code			R1	R2		
1	AJ	60	53	11.00	13.50	2.50	6.25
2	AS	45	48	28.00	21.00	7.00	49
3	AY	65	60	11.00	8.50	2.50	6.25
4	AW	60	58	4.50	5.50	1.00	1
5	BM	55	50	17.50	17.00	0.50	0.25
6	BP	50	50	22.00	17.00	5.00	25
7	DA	55	53	17.50	13.50	4.00	16
8	DD	60	55	11.00	11.00	0.00	0
9	DF	65	58	4.50	8.50	4.00	16
10	DJ	55	50	17.50	17.00	0.50	0.25
11	DN	45	45	28.00	25.50	2.50	6.25
12	DT	45	48	28.00	21.00	7.00	49
13	EE	60	55	11.00	11.00	0.00	0
14	EF	45	48	28.00	21.00	7.00	49
15	EN	65	65	4.50	2.50	2.00	4
16	FF	75	75	1.00	1.00	0.00	0
17	FO	50	45	22.00	25.50	3.50	12.25
18	FR	60	60	11.00	5.50	5.50	30.25
19	FY	50	45	22.00	25.50	3.50	12.25
20	HA	65	45	4.50	25.50	21.00	441
21	JA	50	50	22.00	17.00	5.00	25
22	KS	45	25	28.00	31.00	3.00	9
23	MH	45	35	28.00	30.00	2.00	4
24	MI	50	40	22.00	29.00	7.00	49
25	MS	60	60	11.00	5.50	5.50	30.25
26	NA	55	55	17.50	11.00	6.50	42.25
27	NF	45	45	28.00	25.50	2.50	6.25
28	NV	60	50	11.00	17.00	6.00	36
29	PP	60	60	11.00	5.50	5.50	30.25
30	RA	70	65	2.00	2.50	0.50	0.25
31	RR	60	45	11.00	25.50	14.50	210.25
	Total	1730	1596	496.00	496.00	137.00	1166.50
	Mean	55.81	51.48	16.00	16.00	4.42	37.63

Reliability of the Test

To measure the reliability test from two raters. the research used Inter - Rater Reliability by Using Rank-Difference Method. The formula is:

$$r = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$r = 1 - \frac{6(1095)}{31(31^2 - 1)}$$

$$r = 1 - \frac{1095}{29760}$$

$$r = 1 - 0.03679$$

$$r = 0.9632$$

$$p = 0.96$$

Where:

D : Rank-Difference

Rank = Each students' performance on each of the two tests (1 = highest score. 2= second highest score, etc). in case of tied ranks, average the ranks.

D^2 : Square of Differences

$\sum D$: The sum of difference between each pair ranks.

(Haris, 1974:143)

Content

- 21 Excellent: all developing sentences support the main idea.
- 15 Good: three of developing sentences support the main idea
- 10 Fair: two of the developing sentences support the main idea
- 5 Poor: one of the developing sentences supports the main idea
- 0 Very poor: there is no developing sentences support the main idea

Grammar

- 20 Excellent: all the sentences are written in the right form of past tenses
- 15 Good: three of the sentences are written in the right form of past tenses
- 10 Fair: two of the sentences are written in the right form of past tenses
- 5 Poor: one of the sentences is written in the right form of past tenses
- 0 Very Poor: there is no sentence that is written in the right form of past tenses

Organization:

- 20 Excellent: there are at least two right uses of transitional words and all the supporting sentences are written in spatial order.
- 15 Good: there is at least one right use transitional words and all the supporting sentences are written in spatial order.
- 10 Fair: two of all supporting sentences are written in spatial order
- 5 Poor: one of all supporting sentences is written in spatial order.
- 0 Very Poor: there is no supporting sentences are written in spatial order.

Vocabulary:

- 20 Excellent: all of the vocabularies are used correctly.

- | | |
|----|--|
| 15 | Good: three fourth of the vocabularies are used correctly. |
| 10 | Fair: a half of the vocabularies are used correctly. |
| 5 | Poor: a quarter of the vocabulary is used correctly. |
| 1 | Very poor: there is no of the vocabulary are used correctly. |

Mechanics:

- | | |
|----|--|
| 21 | Excellent: all the sentences are using correct punctuation. |
| 15 | Good: three fourth of the sentences are suing correct punctuation. |
| 11 | Fair: a half of the sentences are using correct punctuation. |
| 5 | Poor: a quarter of the sentences are using correct punctuation. |
| 0 | Very poor: there is no of the sentence using correct punctuation. |

APPENDICES