THE EFFECT OF PAIR CHECK TECHNIQUE ON STUDENTS' WRITING ABILTY OF RECOUNT TEXT

(An Experimental Study Of Tenth Grade Of MAN 1 Bengkulu In Academic Year 2018/2019)

Submitted as a partial requirement for the degree of sajarna in english study program

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2018

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I hereby sincerely state that the thesis titled "**The Effect Of Pair Check Technique On Students' Writing Of Recount Text** (An Experimental Study Of Tenth Grade Of MAN 1 Bengkulu In Academic Year 2017 / 2018) is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academy sanction in the form of repealing my thesis and academic degree.

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DEDICATION

Bismillahirrohmanirrohim

Praise to Allah SWT the most merciful and Almighty for His immeasurable blessing and love. Peace be upon Muhammad SAW, the last messenger of the only greatest teaching.

The thesis was dedication to:

1. My Father, my hero Sukijo and my lovely mother Farda Wasni. I'm the luckiest person because of being your princess. Thank you for all your support, love, and prayers on every little step of mine. I love you more than anything.

2. My precious brother and sister Sukma Wijaya Afriyanto, Dwi Rhama Dianita, who always take care of me. Thankyou so much for everything and I really love you!

3. I also would like to dedication this thesis to all my big family in Padang and Lampung. who had supported me thought the process, especially and My lovely older cousin Sri Arena Wati.

4. My dearest bestfriend, Siti Hardianti, who always support me and take care of me. My beloved friends #Cokolat (Fitriani, Rena, Sofyah,Tiara and Yoga) #cimid (Anita, Chodriyah, Elvita, Melda, Ranty, Reni, Riffat) #walkerteam (Ilvina, Julita, Shinta, who always be moodbooster, nice friends, sharing the happiness with me, loving me as always and the last is my classmate PBI C, we are be classmate for 4 years, thanks was be a part of my memory, I will miss you!

My special thanks to :

1. My the first advisor Riswanto Ph.D and my second advisor Fera Zasrianita, M.Pd thanks for your suggestions, advice, and guidance in finishing this thesis

2. All of my lectures in IAIN Bengkulu thanks to knowledge and lessons learned during my college so in could finish the study in this campus.

3. My religion and my Almamater

MOTTO

Kill Them With Success And Bury Them With A Smile

(Kim Namjoon BTS)

If You Don't Work Hard, There Won't Be Good Result

(Jung Hoseok BTS)

Never Give Up On A Dream That You've Chasing

Almost Of Life

(Park Jimin BTS)

ABSTRACT

Hardianti Lestari, August   2018
THE EFFECT USING PAIR CHECKS TECHNIQUE ON STUDENTS'
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Thesis English Letter English Study Program, Islamic Education and Tadris
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Key words: Pair check Technique, Students' Writing Ability

This study aimed for (1) students' effect for writing ability in the English subject, recount text and (2) Pair checks effect to tenth grade students' of MAN 1 Bengkulu. This an experimental study was conducted for the X grade students of the Man 1 Bengkulu. The sample of the research was 30 students of seventh year.The data was collected by writing test and documentary study. The data resulted from the observation, Analyze, regression and T test. According to the result of statistical calculation, the obtained value of t-observation is 7,32 and the value of t table from the df 59. From calculating of hypothesis test between pre test and post test score show that to (78,22428) is higher that t-table (69,44239). It shows that Ha is accepted and Ho is rejected. It means that there is significant increase in writing ability for students who taught by using Pair Checks technique. Based on the finding of this study it can be concluded that using Pair Checks Technique in teaching English, writing of recount text. It is not only effective to lead students feel more interesting and enjoy doing activity in the class, but also it can give the students the opportunities to be active in learning English writing.

ABSTRAK

Hardianti Lestari, August   2018
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Kata kunci: tehnik *Pair Checks*, *kemampuan menulis peserta didik*

Penelitian ini bertujuan untuk (1) melihat pengaruh kemampuan menulis anak
didik pada pelajaran bahasa Inggris dan (2) pengaruh tehnik Pair check untuk
anak kelas X SMA/MA. mengembangkan cara berpikir siswa agar terampil secara
produktif. Penelitian ini menggunakan kuasi experimental , dengan *setting*
kegiatan pembelajaran dilaksanakan pada semester ganjil bagi siswa kelas X IPA
1 dan X IPA 5 tahun ajaran 2017/2018. Teknik pengumpulan data menggunakan
kertas test penulisan dan dokumentasi. Data hasil dianalisis menggunakan teknik
pengumpulan data menggunakan spss dengan normality, regresi dan uji T. Hasil
dari penelitian adalah hasil dari t-observasi adalah 7,32 dan hasil dari t-tabel df
adalah 59. Pada penilaian test hipotesis antara pre test dan post test skor
menunjukkan peningkatan (78,22428) adalah nilai tertinggi dan (69,44239) adalah
nilai terendah. Itu menunjukkan bahwa Ha menerima dan Ho menolak. Hal itu
menunjukkan kenaikan yang signifikan dalam kemampuan menulis untuk peserta
didik yang menggunakan tehnik *Pair Checks*. Berdasarkan dari apa yang
ditemukan pada penelitian ini, kesimpulan nya adalah menggunakan tehnik *Pair
Checks* dalam pelajaran bahasa inggris khusus nya menulis tidak hanya
berpengaruh untuk kemampuan peserta didik tapi juga membuat peserta didik
lebih merasa tertarik dan menikmati aktivitas di kelas, tapi juga memberikan
keuntungan untuk peserta didik menjadi lebih aktif dalam belajar bahasa inggris
khusus nya menulis.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of four English skills besides listening, speaking, and reading. Writing is about expressing our ideas into sentence or paragraph. However, it needs ability to express those ideas. In writing our ideas, we need sentence patterns, such as, simple present tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when we mention much kind of things, etc. Good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied.[1] They also add that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through six basic steps. Each step can be repeated as many times as necessary.

Current curriculum named 2013 curriculum required to replace the curriculum before. Students to be able to use both writen and spoken. In terms of writing, students are expected to be able to write a text of recount ,narrative, descriptive,exposition and procedure,etc. Especially for the tenth grade students, the lesson about recount text is appeared in the second semester in the curriculum. Therefore, the students must be able to write a correct narrative text after finishing their tenth gradeThat is why writing might be

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[1]Cynthia. A. Boardman & Jia Frydenberg. *Writing To Communicate: Paragraph And essays*. New Work, Longman, 2002, P.31

considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project. Students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper.[2] If the students always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about a habit. We can differentiate between students who love writing and they do not. The students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a blank of a paper. That is why, they have grammatical error, their sentences are not accurate, and they just can make at least one or two paragraphs.

However, in teaching writing to students, teachers must be optimistic that students can improve their writing ability if each student has a will to study and try to write and it must be continuously. Therefore, teachers have to do an interesting teaching learning process in class to get attention from their students and give motivation to write. This is also happens at MAN 1

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[2]Yesim Cimcoz. Teaching ESL/EFL students to write better. *The internet TESL journal archives*, Vol.V, No.10, P.1

Bengkulu, they thought to write but many students got problems, such as they do not master in grammar, and not interested with writing.

The researcher did observation at MAN 1 Bengkulu. The researcher found some problems related to instructional activities at the school. Any students get score only minimum passing grade in english study especially in writing ability. Actually,the minimum passing grade MAN 1 Bengkulu of English study is 73. Grammatical error and they are not interested with writing, because the teacher still uses monotonous and inappropriate teaching technique.The teacher seemed not to be able to facilitate students' learning process by creating such an interesting activity. Instead of making the students interested in the material taught, the technique used made the students become unexcited. The teacher did not help himself by using suitable media.so, probably, it was caused by student uninterested in lesson, because there is not variation in teaching English from teacher. The teachers should implement an appropriate method to improve students writing ability. Based on the explanation above researcher is want to know to do a research entitle "The Effect Of Using Pair Check Technique To Improve Students' In Writing Of Recount Text (An Experimental Study Of Tenth Grade Of MAN 1 Bengkulu)"

B. Identification of Problem

The researcher found some information about the problems of English in teaching and learning process at MAN 1 Bengkulufocusing on the tenth graders', writing ability as follows :

1. Students

    Any students get scoreonly minimum passing gradein english study, especially in writing ability. Actually,the minimum passing grade MAN 1 Bengkulu of English study is 73. Grammatical error and they are not interested with writing, because the teacher still uses monotonous and inappropriate teaching technique.

2. Teacher

    The teacher did not use various techniques in the teaching learning process. Made a rigid atmosphere so the whole class is passively involved during the lesson. The teacher seemed not to be able to facilitate students' learning process by creating such an interesting activity. Instead of making the students interested in the material taught, the technique used made the students become unexcited. The teacher did not help himself by using suitable media.

3. Teaching Technique

    Although the teacher has tried the best, the teacher still has not found a suitable method to teach the students of MAN 1 Bengkulueffectively. the technique used made the students become unexcited. The teacher did not help himself by using suitable media.

C. Limitation of the Research Problem

    This study covers the improving students' writing recount text by using pair check technique. In order to focus on this research and the result will be valid, there must be limitation of the problem.

1. The research is limited using pair check

2. The research is limited in improving writing of recount text

3. The research carried out to the school MAN 01 Bengkulu

D. Research Questions

From the limitation of the problem above, the researcher was formulated the research question as follow: "is there any significant different *of Pair Check Technique on Students' Writing Ability Of Recount Text At Tenth Grades Of MAN 1 BengkuluIn The Academic Year Of 2018/2019?*"

E. Objective of the Research

Based on the problem statement above, the objective of this research are as follows: To show whether Pair Check technique more effective than direct instruction in teaching writing to the tenth grade students of MAN 1 Bengkulu.

F. Significance of the Research

This study is expected to give a precious contribution to some parties,teachers,students, and in the research.

1. Teacher

The result of this research will help teachers in teaching and learning process. By investigating the effect of using Pair CheckTechnique, either positive or negative, teachers can give the right and informed advice to students about which is the most useful Pair Check technique to use by students in learning and mastering writing recount.

Besides, the result of this research hopefully can give a useful contribution for the institution and the practice of foreign language teaching.

2. Students

Moreover, this research will be very usefull for students to know wheter Pair check technique that is being used by them has positive or negative effect. This research is expected to be a useful input for the students to encourage them to master and improve their English writing.

3. Researcher

Research can be also used as a reference for other researcher who are interested in doing a further linguistic and education research which relates to writing mastery. In addition, the result of this research can be used as a source of useful information which leads them to further research on different aspect field.

G. Definition of Key Terms

In order to avoid misunderstanding the writer give the key terms related to the study as follow:

1. Writing

Writing is one of the important skills that has to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill. Writing is one of the skills to be taught in junior high schools. writing (as one of the four skills of listening,

speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.[3]Writing is productive skills. It is one of the four language skills, reading, listening, speaking and writing. Writing is focuses on how to produce language rather than receive. Therefore, writing has several steps to do. That writing is a progressive activity which is open with the result of hinking what the writer going to say[4].

2. Recount Text

  A recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.[5] And A recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes fromRecount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.[6]

3. Pair Check Technique

  Pairs Check involves students alternately working in pairs and teams. Students first solve one or two problems as a pair, then check their answers with their teammates. The pair work results in a high level of on task behavior. In addition, the frequent "team checks" ensure a high degree

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[3]Jeremy Harmer.2004.How To Teach Writing. Briatin: preason Longman p.31

[4]Oshima, Alice And Hogue, Ann. 1997. *Introduction to Academic Writing: Second Edition*. New York: Addison Wesley Longman. P.2

[5]Anderson, Mark, Kathy Anderson. 1997. *Text Types In English*. New York: Macmillan

[6]Knapp, P., Megan Watkins. 2005. Genre Text, Grammar: Technologies for Teaching and Assessing Writing. Australia: University of New South

of mathematical accuracy. No matter how difficult the task, at least one student on the team is likely to have mastered the skill and will keep the rest of the team on track. All students benefit from helping and coaching each other.[7]

[7]Laura Candler. *Discovering Decimals Through Cooperative Learning. Kagan Cooperative Learning, 1997. p.26*

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. Definition of Writing

Writing is functional communication, making learners possible to create imagined worlds of their own design[8]. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language[9]. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write

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[8]Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

[9]H. Doughlass. Brown.2001. Teaching by Principles: an Approach to Language. Cambridge: Cambridge University Press p.336

things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Therefore, writing is never a one step actions; it is a process that has several steps. Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is means of communication. Whenever the writer want to write, he has to knowing the audience or reader, it will help in reaching the the goal of communicating clearly and effectively[10]. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought.

From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

2. Writing Process

Writing process goes through several steps to produce a good written product[11]. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of writing process. That one way of

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[10]Alice Ochima and Ann Hogue, *Writing Academic English, A Writing And Sentence Structure Handbook*, (Addison-Wesley Publishing Company), 2nd Ed, P. 2.

[11] Rumiaek, L. A.and Zemach, D. E. (2005). *Academic Writing: fronm paragraph to essay. Oxford:*Macmillan Publisher. P.3

focusing on different aspects of writing is to look at writing as a process[12].
It means that writing process contains several subprocesses which are
imperatively united as an outline for students to begin and finish their
writing.

Writing process, further, incorporates some stages structurally.
The stages on writing process are planning, drafting, revising, and final
drafting. Writing process as a classroom activity that incorporates those
four basic writing stages is seen as a recursive process[13]. This means that
it has a cycle which integrates among stages. It can be seen as a process
wheel in which it clearly shows the directions that the writers may take
during their process in writing. There are three steps in writing process,
they are prewriting, writing, and revising. All of those steps are important
to make our writing better and systematic.

a. Prewriting

Prewriting is the first step; it is preparation step before writing
process. Prewriting gives warming up the brain to gathering the ideas
to write about. There are several ways to warm up before we write[14].

1) Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas
related the topic. In this technique, we write down every single
thing that passing through or comes into our minds[15].

[12] Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading and Writing*. New York and London: Routledge Publisher. P.114

[13] Jeremy Harmer.2004.How To Teach Writing. Briatin: preason Longman p.4

[14] Karen Blanchard and Christine Root, *Ready to Write,* (New York: Pearson Education, Inc,2003), 3rd Ed. p. 41.

2) Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.[16] There are the steps of clustering process:

a) Write our topic in the center of a blank piece of paper and draw circle around it.

b) Write any ideas that come into our mind about the topic in circles around the main circle. Connect those ideas to the center word with a line. Think about each of our new ideas, and then connect them.

c) Repeat this process until you run out of ideas.

b. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph[17]. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

1) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

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[15]Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: PenerbitKanisius, 1995),p.64.
[16]Karen Blanchard and Christine Root, *Ready to Write*, p. 42.
[17]Karen Blanchard and Christine Root, *Ready to Write*, p. 43.

2) Stick the topic does not include information that does not directly support the main idea.

3) Arrange the sentences so that the other ideas make sense.

4) Use signal words to help the reader understand how the ideas in your paragraph are connected.

c. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic[18]. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

1) Add new ideas to support the topic.

2) Cross out sentences that do not support the topic.

3) Change the order of the sentences.

4) Using the following checklist to revise your paragraph.

5) Make sure you have a topic sentence

6) Cross out sentences that do not relate to the main idea

7) Check to see if the sentences are in the right order.

8) Add new ideas if they support the topic sentences.

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[18]Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd, p. 5.

9) Make sure you have included signal words to help guide the reader.

10) Check the punctuations, spelling and grammar[19].

3. Writing Skill

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it[20]. And for other expert Writing ability is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete[21].

Many students' get difficulty and sometimes feel bored in writing subject. It is because sometimesthe students' confuse and they do not

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[19]Jeremy Harmer, *The Practice of English Teaching*, p. 44.

[20]Bram, Barli, *Write Well Improving Writing Skills*, Yogyakarta: PenerbitKanisius, 1995. p. 24-25

[21]Flynn, N.And Stainthrop, R. (2006).*The learning andtheaching of reading andwriting.* WileyBlackwell:Chichester.p.23

know what they should be write. Besides, students' have difficulty to express their idea. Ideally, students' should masterthe writing skill to support the others skill, such; listening, speaking, and reading. The difficulty to express the idea becomes a problem that influences the development of their writing skill.

4. **Teaching Writing**

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language[22].

a. **The Role of the Teacher**

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. there are three roles of English teachers in teaching writing[23].

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[22]Jeremy Harmer, *How to Teach Writing,* (England: Pearson Education Ltd, 2004) P. 31
[23]Jeremy harmer.2007.The Practice Of English Language Teaching. Briatin: preason Longman p.330

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular stage of their studies, and on the tasks they have undertaken.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher in the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then

depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

b. Types of Classroom Writing Performance

There are many types of writing performances in the classroom. A written performance into five kinds. The writing performances are as follows[24].

1) Imitative or writing down

Students can attain fundamental skills in writing process through a simple task. This basic task of writing letters, words, punctuation, and brief sentences can be done when they are producing a text. The activity that may be involved in this type of writing performances is that the students simply write down a written product on their own. They imitate the written product as a form of task to go over their basic skills in writing.

2) Intensive or controlled

It is a kind of performances in which students must produce proper vocabulary in a certain context, collocations and idioms, and correct grammatical features in the sentences. Although their creativity is not allowed much, the students working on this type of performance can do another stimulating creative activity by rewriting the paragraph of their recollection of reading.

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[24]H. Doughlass. Brown.2001. Teaching by Principles: an Approach to Language. Cambridge: Cambridge University Press p.343

3) Self-writing

This category gets the students to write the things on their own mind. Kinds of activities of this category are note-taking, diary, and journal writing.

4) Display writing

Display writing is very useful for academic purposes. Written exercises, short answer essays and other forms of writing in test situations are instances of display writing. They are kinds of activities when students are asked to write for the sake of their teacher's assignment or fulfilling their duty in the class.

5) Real writing

Real writing is one of writing performances in which the reader does not know the answer and genuinely wants the information from the writer. For example, writing letters, filling a form and writing a simple message all belong to real writing.

Every beginner writer starts to write from the basic activity such as the imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next level of writing is intensive or controlled writing. This activity focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey meaning. The activity in the next stages is more complex because it allows students to produce their written products in the

form of paragraphs or texts of several pages which require better skills than the previous ones.

c. Approaches to teaching writing

1) Creative writing

The term creative writing suggests imaginative tasks such as writing poetry, stories, and play. In the line with this, defines creative writing as a journey of self-discovery that promotes effective learning. The activities include students write a simple poem about someone they care about, they try to construct a narrative, tell stories of their childhood, for example, they are tapping into their own experiences. This provides motivation to find out the right words to express such experiences[25].

2) Collaborative writing

Collaborative writing is a technique which involves students to work cooperatively with their peer. Through sharing information with their peers, writing turns into a social activity and real communication. When students have been provided a peer rather than a task by their teacher, writing can become enjoyable and practical. Meanwhile, getting immediate feedback from the peers gives a good reason to go on students' writing. There are many advantages to having students write cooperatively.

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[25]Jeremy harmer.2007.The Practice Of English Language Teaching. Briatin: preason Longman p.328

It can be inferred that helping students to improving writing skill because with creative writing the student can write what they want, will increase vocabulary without feeling wrong or bored and the point of collaborative writing is the process of producing a written language in a pair or group where all members cooperated and contributed to the writing process to produce a better text and also create social interaction between student-student and student-teacher to achieve a goal.

5. Writing Assessment

Assessment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. Assessment is used to collect information on a learner's language ability or achievement[26]. In the class, assessment can be conducted to diagnose the students' problems, to judge the academic performance, to provide feedback to students and to plan instruction (Airasian 1994). Assessment also provides data that can be used to measure students' progress, identify problems, suggest instructional solutions, and evaluate course effectiveness[27]. This reflection enables the learners to take more control of their learning and to be responsible.

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[26] Hyland, Ken. (2003). *Second Language Writing.* New York: Cambridge University Press. P. 211

[27] Hyland, Ken. (2003). *Second Language Writing.* New York: Cambridge University Press.p. 212

Assessment is an ongoing process that encompasses a much wider domain[28]. The wider domain here such as; the students' responds to a question, offers a comment or the student's performance.

To administered the writing test, the writer used as analityc score in order to be more reliable in scoring students' writing. The following rating scale devised by Jacob etal's (1981):[29]

Scoring Eelement	Scale	Quality	Description
CONTENT	30-27	Excelent to very good	Knowledgeable,substantive,etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor	Does not show knowledge of subject, non substantive, etc.
ORGANIZATION	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor	Doesnot communicate, no organization,etc.
VOCABULARY	20-18	Excelent to very good	Sophisticated range, effective,word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom,choice, usage but meaning not abscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice,

[28]Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education.p.4

[29]Arthur Hughes, *Testing for Language Teachers*. (Cambridge: Cambridge University Press, 2003), p. 104

			usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
LANGUAGE USE	25-22	Excelent to very good	Effective complex constructions,etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple/ complexconstructions, etc.
	10-5	Very poor	Virtually, nomastery of sentence construction rules
MECHANICS	5	Excelent to very good	Demonstrates mastery of conventions
	4	Good to average	Occasional errorsof spelling,punctuation,etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

6. General Concept of Genre

a. Definition of Genre

"Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose"[30]. The meaning of the genres intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

b. Kinds of Genre

[30]Rudi Hartono, *Genres of Text*, p. 4.

There are fifteen types of genre text, they are:

1) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.

2) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.

3) News story is a factual text which informs reader"s events of the day which are considered newsworthy or important.

4) Exemplum is a kind of genre used to deal with incidents that are in some respects out of the usual, point to some general values in the cultural context.

5) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.

6) Spoof is a kind of genre used to retell an event with a humorous twist.

7) Procedure is a kind of genre used to describe how something isaccomplished through a sequence of actions or steps.

8) Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

9) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

10) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

11) Discussion is a kind of genre used to present (at least) two points of view about an issue.

12) Description is a kind of genre used to describe a particular person, place or thing.

13) Review is a kind of genre used to critique an art work or event for a public audience.

14) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case[31].

B. Recount Text

1. Definition of Recount Text

According to Hyland, recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.[32] Recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount.

[31]Rudi Hartono, *Genres of Text*, p. 6.

[32]Ken Hyland, *genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.29

Recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred[33]. In line with that, Watkins states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events which they happened in order and related in a particular relation.

2. **Generic Concepts of Recount Text**

There are three generic structure of recount. They are[34]:

a. Orientation: provides the setting and produces participants. It provides information about "who","where" and "when".

b. Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

c. Re-orientation: optional-closure of events. It is rounds off the sequence of events.

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[33]Anderson, M. and Anderson, K, *text type in English 1*, (south Melbourne: macmillan, 1997), p49

[34]Ken Hyland, *genre and Second Language Writing*, p.135

3. **Grammatical Features of Recount**

   The common grammatical features of recount text are[35]:

   a. Use of nouns and pronouns to identify people, animals, things involved

   b. Use of actions verbs to refer to events

   c. Use of past tense to locate events in relation to speakers or writers time

   d. Use of conjunctions and time connectives to sequence of events

   e. Use of adverb and adverbial phrase to indicate place and time

   f. Use of adjective to describe nouns

4. **Types of Recount**

   There are three types of recount:

   a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

   b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

   c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

   Here the example of recount text:

   Our Trip to the Blue Mountain

   Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

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[35] *Ibid*

Event 1 On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2 On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Reorientation In the afternoon we went home.

C. Pair CheckTechnique

1. Definition of Pair CheckTechnique

Cooperative Learning Model Type Pair Check is a paired paired learning model popularized by Spencer Kagan in 1990. This model implements cooperative learning which demands independence and students ability in solving problems. The model also trains students' social responsibility, cooperation, and judgment skills[36].Cooperative learning model Pair Checks is one way to help students who are passive in group activities, they do the same work in pairs and pairs gets checking arrangement[37].Pairs check is strategy group work that involves the students work in pair to solve the problems learning.[38]The cooperative learning model paircheck type is a modification of the type of think pairs share, where the emphasis of learning is when they are asked to check each other's answers or responses to the teacher's questions while in

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[36]Huda, M. 2013. *Cooperative Learning*. Yogyakarta: Pustaka Pelajar, p.211
[37]Dana Sasmita. 2008. Model ModelPembelajaran Alternative. Bandung. UPI
[38]Eggen, P &Kauchak, D (2012), *Strategy Dan Model Pembelajaran*,Jakarta: Earson.P.12

pairs[39].Based on the above, cooperative learning model pair-check type is a learning model where students pair up and solve problems given. In the cooperative learning model of pair-check type, the teacher acts as a motivator and facilitator of student activities.

2. **The Advantages of Pair CheckTechnique**

Cooperative learning model pair-check type has advantages as follows[40]:

1) Excess model cooperative learning type pair-check, among others:

   a) students to be patient, by giving time for their partner to think and not directly give answers (answer) a matter that is not his duty

   b) students to give and receive motivation from their partners appropriately and effectively

   c) students to be open to constructive criticism or suggestions from their spouses or from other couples in the group. That is, when they check each other's work in groups.

   d) Provide opportunities for students to guide others(spouse)

   e) To train students to be more patient, give recieve a motivations, accept critcs, suggestion from their friend in pair or other group

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[39] Faiq, M. 2013. *Mengimplementasi Model Pembelajaran Kooratif Tipe Two Stay Two Stray*. Diunduh 24April 2015, darihttp://penelitiantindakankelas.blogspot.com/2013/03/modelpembelajarankooperatif-two-stay-two-stray.html?m=1

[40] Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media p.121

f) To improve students' ability in writing and solve the problem in teaching writing that consist of student's comprehension in using language use, content, vocabulary, organization, and mechanics.

3. The Procedures of Pair Check Technique Implementation

Steps Cooperative Learning Model Type Pair Check According to cooperative learning pair-check type has several steps as follows[41]:

a. Divide the students in the class into groups of 4 students.

b. Divide the groups of students into pairs.

c. So, there will be partner A and partner B on both partners Give each pair a LKS/thema to work on. LKS/thema consists of several problems or problems (number of even)

d. Next, give partner A a chance to work on number 1, while partner B observes, motivates, guides (if needed) partner A while working on question number 1.

e. Furthermore, exchanging roles, partner B does number 2, and partner A observes, motivates, guides (if required) partner B during work on question.

f. After 2 questions are resolved, the couple checks the results of their work together with another couple who are a group with them

g. Any group that gets agreement (equality of opinion / problem solving / problem solving)

[41] Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media p.119

h. Teachers give rewards to the group who successfully answered, teachers can also provide coaching if both couples in the group have difficulty.

i. Steps 4, 5, and 6 are repeated again to solve questions 3 and 4, and so on until all the questions on the LKS/thema are done in each group.

D. Previous Studies

The are some relevants research of this study are conducted by first is Ms. NirnaNirmalaentitled "The Effectiveness The Pair Check Activity to Improve The Students' Skill in Writing Analytical Exposition (An Experimental Study on The Eleventh Grade Students Of SMA I Pemalangin Academnic Year 2009/2010)". She found that by using Pair Check technique is effective to improve students' writing skills well; the average scores of the pre-test for the experimental and the control groups wear nearly the same it was; 68,46 for experimental group and 68,19 for control group. The average scores of the post-test for the experimental group were 79,22 and 72,73 for the control group. For the improvement of the experimental group was 10.72 and 7.54 for control group, from this calculation, it can be seen that the gaining level of writing analytical exposition of the experimental group who was taught by using pair check activity.

Then, the second research by SitiNuryati in 2014, entitled "the influence of the application of pairs check technique (pct) towards students' writing ability at grade ten of smacaturkaryatulangbawang 2014". She found that by using Pair Check Technique will consideration in teachinglearning,

especially teaching writing. As facilitator, controller, teacher should encourage the students to be active and patient in teaching and learning process in order to make them active to do and solve their taskin pair. By using appropriate technique it will improve students' attention. It showed by the average of experimental group score before treatment (pre-test) was 674 and theaverage of experimental group after treatment (post-test) was 1216 while in control group, the average of control group score before the application of traditional teaching (pre-test) was 771 and after the application of traditional teaching (post-test) was 1001. The researcher calculated those two groups into t- Test equation. The result showed that p-value = 2, 04 / 2, 75 this value referred to t-Test table (appendix) with degree of freedom (df) = 30 was smaller than t-value = 5, 58. Based on the explanation above, the result was statistically significant; therefore, there was influence of the application of pairs check technique towards students' writing ability at grade ten of SMA CaturKaryaTulangBawang 2014. The researcher stated the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected.

And the third is research by Muhammad muklas entitled "the effectiveness of using pair check model to teach reading at the eighth grade students of smp n 02 buay madang" he found that the mean of post- test score in experimental class was 68.66 and the mean of post- test in control class was 64.65. Beside that, the t-obtained was 0.000 and the t-table with df 57 (59-2) with 95% or 0.05 significant level was 2.0025. Therefore, the research concluded that the alternative hypothesis (Ha) was accepted because the t-

obtained was lowers than the t- table (0.000< 2.0025). It also meant that there was any significant difference between students who are taught through Pair Check Model and who are taught through Conventional Model.

The previous research abovehas inspired and motivated the researcher to conduct a research applying *"The Effectiveness of Using Pair Check Technique to Improve Students' Writing of recount text"*. The researcher has aquasi experimental in teaching writing recount textusing Pair Check as a technique. The writer conducts the research with tenth grade students of MAN 1 Bengkulu. Therefore, the differences between their research and my research are in method, material, setting, and participants. In those two studies, my research is another research of those studies in order to improve students' ability and also critical thinking during discussion process and writing process.

E. Research Hypothesis

The hypothesis is the provisional answer to the problems of the research the theoritically considered possibly or highest the level of the truth. It is provisional truth determined by researcher that should be tested and provide[42]Kinds of hypothesis which are used here are: Zero hypothesis (Ho), is the hypothesis, which state that there is not any significant effect of the object of the research. It is also called with negative hypothesis and alternative hypothesis (Ha), is the hypothesis which state that there is any significant

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[42]Arikunto, Suharsimi, *MetodePenelitian :ProsedurPenelitianSuatu. PendekatanPraktik*. PT: Rineka Cipta,2006. P.71

effect of the object of the research. It is also called with positive hypothesis. The criteria of the test of hypothesis as follow:

Ha : There is the significant effect of using Pair Check technique To Improve Students' In Writing Of Recount Text (An Experimental Study Of Tenth Grade Of MAN 1 Bengkulu)

Ho : There is not any significant effect of using Pair Check To Improve Students' In Writing Of Recount Text (An Experimental Study Of Tenth Grade Of MAN 1 Bengkulu)

CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method used in this study. It consists of Research Design, Research Setting, Population, Sample and Sampling, Technique of Data Collection, Techniques of Data Analysis, and Hypothesis Test.

A. Research Design

This study is an experimental research, since it describe quantitativeResearch in which variable are related. It is also reasonable that the researcherintend to examine cause and effect between two variables, Pair Check as theindependent variable, and teaching writing as the dependent variable.that an experimental study is one of theprecious method to examine the cause and effect study, the researcherprepares or sets up pair check to teach writing, for the students who werebe examine to answer writing test.there are two kinds ofexperimental research, True Experimental and Quasi Experimental.[43] Thisresearch wasbe Quasi Experimental because there are some factors that cannot be fulfilled in the field. It is difficult to find the field with the perfectcondition based on the criteria stated.[44]

Therequirements for the true experimental are: 1. Factors that influence the research have to be thrown away 2. There is control group 3. Make sure thatthe conditions in the groups are same 4. If the research uses

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[43]Arikunto, Suharsimi. 2013. *ManajemenPenelitian*. Jakarta: RinekaCipta. P. 207
[44]Arikunto, Suharsimi. 2013. *ManajemenPenelitian*. Jakarta: RinekaCipta p. 208

people as thesubject, they have the same status. Because there are some factors thatinfluence and the factors are little bit complex, so the researcher refer tochoose quasi experimental research. Then, the model for this research ispretest-posttest design with non-equivalent group. The experiment class andthe control class are given the pre-test and post-test in order to measure theeffectiveness of using pair check in teaching writing.The model of pre test-post test design is as follow:

E: O1 X O2

P: O1 O2

E= Experimental class O1= Pre-test

P= Control class O2= Post-test

X= Treatment

This model used two groups, experimental and control class. The experimental group taught by using pair check and the control group is taught by using Translation by the teacher. Both of them were gave the pretest and posttest. It is intended that the posttest scores do not be influenced by the pretest scores. This model was used based on the assumption that the groups were equivalent.

B. Population and Sample

1. Population

Population is "the whole subject of research"[45]. In this research,

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[45]Arikunto, Suharsimi, *MetodePenelitian :ProsedurPenelitianSuatu. PendekatanPraktik*. PT: Rineka Cipta,2006. P.130

population of this research is first grade of MAN 1 Bengkulu in the academic year 2017/2018. The total number of studentsmore 235 students, divided into twelve classes. The population number shown in the table below.

2. **Sample**

Sample was taked of part population using certain procedure. So, it can be expected to represent population. that sample is "a part of research population".[46]The following table were the students' of research in the table and researcher get the sample from observation in the school (MAN 1 Bengkulu) and the reason I choose class X IPA 1 as experiment class and X IPA 5 as Control class because X IPA 1 was be the worse score in all class and X IPA 5 is better score than all class.

Table 3.1
The Tenth Grade Students' Research Sample

Number of student				
Class	Female	Male	Total Student	Mean Score
XIPA 1	18	16	38	77
XIPA 5	20	12	32	77

C. **Techiniques of Data Collecting and Instrument**

Instrument of this data in this study have two kinds:

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[46]Arikunto, Suharsimi. 2006. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: RinekaCipta p. 131

1. **Test**

The test was use to foundout the effectiveness of using Pair Check Technique in teaching Writing. This test was apply in the experimental and controlled class to find out of the score of the students' achievement in writing ability, it was conduct in the end of the meeting, and it is as a comparative between experimental and controlled class. There instrument in this research , that was gave writing test. The form of the test can be seen in the appendix.

To administer the writing test, the writer use analytic score in order to be more reliable in scoring students' writing. The following rating scale devised by Jacob.et.al's (1982)[47]:

Scoring Element	Scale	Quality	Description
Content	30-27	Excelent to very good	Knowledgeable,substantive,etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excelent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor	Doesnot communicate, no organization,etc.

[47]J.B Heaton, *Writing English Language Test*. London; longman.2011.p.146

Vocabulary	20-18	Excelent to very good	Sophisticated range, effective,word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom,choice, usage but meaning not abscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of english vocabulary.
Language Use	25-22	Excelent to very good	Effective complex constructions,etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple/ complexconstructions, etc.
	10-5	Very poor	Virtually, nomastery of sentence construction rules
Mechanics	5	Excelent to very good	Demonstrates mastery of conventions
	4	Good to average	Occasional errorsof spelling,punctuation,etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paraghraping, etc.

2. Documentation

Documentation was use to obtain the written data of the teaching preparation made by the English teacher. It was carried out by copy the English teacher's documentations about teaching preparation or English

teacher's lesson plan. The data needed were recorded from all documents and analyzed them carefully.

D. Research Procedure

To accomplish the purpose of study, a total number of 70 students with theafore-mentioned characteristic was choosen. They are divide into two groups were taught in the same period of time and used the same material. The different is only on treatment; experiment and control class was taught by pair check technique, and control class will taught without using pair check technique.The pretest and posttest was gave to the experimental and controlled class. The procedures that use in this experimental research are the following:

1. Pretest

The pretest was do before the learnt process to measure students' understanding in learning recount writing at first, so it is held in the first meeting. Students in experimental class were ask to write a recount text by using Pair Check Technique. Meanwhile, students in control class were ask to write a recount text without using Pair Check Technique

2. Treatment

In the treatment, the teacher was conduct teaching-learning activity with thestudents in both of experimental and control class in three meetings. In the first meeting of treatment, she will explain about recount text and how to write it. Then, in the next two meetings, she was ask the students to practice to write recount text by using different recount stories,

and also Pair Check Technique for students in experimental class specially.

The researcher taught writing recount text by using Pair Check technique where it was conducted in six meetings and each of the meetings took time allocation about 2 x 45 minutes at school regular time. The stages were as follow :

a. Pre-activities (5 minutes)

The researcher prepared the students for the subject matter and identifying their prior knowledge.

1) Choosing the text

The teacher distributed the copies of text to the students and wrote the tittle of the text on the board.

2) Determining the structure of the technique

The teacher told the Buzz Group technique on the students.

3) Brainstorming

The teacher asked the students to discuss with their partner and retrieve their previous knowledge about the subject. The teacher asked them what they know about the story of the video. Also asked them do they know about the story and have they read it yet or not. Try to make them became arouse to read more text after watching video.

b. While-activities (35 minutes)

(1) The teacher delivers the material of recount text. (definition, generic structure). (2) After that that the teacher explains about language features of recount text (simple past tense). (3) The teacher gives an explanation about example of recount text. (4) The teacher asks the students " do you know about definition of recount text?" (5) The teacher gives information about the benefits of recount text and steps to write recount text. (6) Teacher asks student individually to complete the worksheet that provided by the teacher.(7) The students write the story in the form of a recount text by considering the elements.Then they write the story in the form of a recount text by considering the elements. (8) The teacher introduces Pair Check.

Technique and the procedure of Pair Check Technique;

1) Divide the students in the class into groups of 2 students.

2) Divide the groups of students into pairs.

3) So, there will be partner A and partner B on both partners Give each pair a LKS/thema to work on. LKS/thema consists of several problems or problems (number of even)

4) Next, give partner A a chance to work on number 1, while partner B observes, motivates, guides (if needed) partner A while working on question number 1.

5) Furthermore, exchanging roles, partner B does number 2, and partner A observes, motivates, guides (if required) partner B during work on question.

6) After 2 questions are resolved, the couple checks the results of their work together with another couple who are a group with them

7) Any group that gets agreement (equality of opinion / problem solving / problem solving)

8) When the time has ended the presenter of each group write the result on whiteboard and present it in front of the class, the other groups can ask about the ideas that presented. Teachers give rewards to the group who successfully answered, teachers can also provide coaching if both couples in the group have difficulty.

c. Post-activities (10 minutes)

(1) Teacher reviewed the students' activities. (2) Giving homework. (3) Asking difficulties they might face. (4) Concluding the lesson. (5) Closing the class (saying goodbye to the students).

After the researcher gave treatment to the experimental and control class, the researcher gave post-test to experimental and control class. The purpose of post-test was to know the effect of Pair check technique in their writing skill in order to get the data. The researcher did the some steps. First, the researcher did a post test in experiment and control classes. The instrument used in the post-test was same as

in the pre-test. It would about make a narrative text about fairy tale, but in the experimental group used Pair check technique and control group without using the technique.

3. Posttest

The last is posttest. The posttest was do to know the progression between the experimental and controlled class, after the teacher gives treatments to the students. In this last meeting, she gaves the test to the students in experimental and control class. The way she did the test will similar with the pretest.

E. Technique of Collecting Data

Collecting data is the consciousto get data by sistematic method, based on the standar procedure[48]. Data areimportant point in a research. In collecting the data for this research, theresearcher uses test. In this case, it is quite clear that the function of test is toknow the students' skill, knowledge, intelligence, acievement, and alsobehaviour. Test is to asses the result of thestudy in certain period[49]. The test is used to know the students' writing ability after being given treatment. Writing test in this research is used astechnique to get the primary data of students' writing score. The test ispre-test and post-test that was tasted in experimental group and control groupand the form of the test an objective test in the form of a writing a paragraph about recount text.The researcher used three instrument for collecting data:

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[48]Arikunto, Suharsimi. 2006. *ProsedurPenelitianSuatuPendekatanPraktik*. Jakarta: RinekaCipta p.222

[49]Sukmadinata, Syaqodih Nana. 2012. *MetodePenelitianPendidikanBahasa*. Bandung: PT RemajaRosdakarya.p. 223

The steps done in collecting data in this research are:

1. Preparation stage

    a. Analyzing the topic

    b. Arranging lesson plan

    c. Writing test items

2. Implementation stage

    a. Giving pre-test to invetigate students' writing mastery before following teaching and learning process.

    b. Implementing the using of Pair Check technique to experiment class and did not using that technique in control class.

    c. Giving post tes to see whether Pair Check technique gives positive effect to students writing ability or not.

3. Final stage

    a. Collecting the data that had been gotten.

    b. Processing research result data

    c. Analyzing and disscussing research finding

    d. Taking a conclusion

F. **Technique of Analysing Data**

The techniques of data analysis consist of data from observation, data from document and data from test were analyzed in some ways as presented below:

1. **Data From Documentation**

   The data from documentation covered of the teaching preparation which applied to the teaching and learning activities in the classroom by the English teacher.

2. **Data From Test**

   This data test was gain to find out the effectiveness of using pair checks technique in instructional activities of writing, the researcher used a quantitative data which are related to the numerals and they are analyzed by statistics. She used t-test formula to calculate the data. The analysis has concerned between experiment class and controlled class. To know the students' score differences in learning writing by using pair checks technique with learning writing without pair checks technique. She has to seek the differences of meanvariable firs before using the t-test formula, the formula as follows:

   $$M_1 = M^1 + i\frac{(\Sigma f x^1)}{(N)} \quad \text{and} \quad M_2 = M^1 + I\frac{(\Sigma f y^1)}{(N)}$$

   M_1 : Means variable of experiment class

   M_2 : Means variable of controlled class

   M^1 : Is appraisal mean

   i   : Is interval class

   $\Sigma f x^1$: Is the number of times result between own middle drop with the each of interval frequency from experimental class

   $\Sigma f y^1$: Is the number of times result between own middle drop with the each of interval frequency from controlled class

N : Is the number of students

Sugiyono stated that data analysis be done after needed data were collected[50]. The activity in collecting data is grouping data basedon the variable from all respondents, tabulating and presenting data of investigated variable, counting to answer research problemand counting to examine the hypothesis. Moreover, quantitative data analysis was use in this research which the writer found out mean score and significant difference whitin the groups and between the groups in term of writing test.

In this research, the writer analyze the data which has the result of students' writing test both in pre-test and post-test by used t-test formulaavailable in *IBM SPSS Statistics 20 Program.* The step in analysing the data are: correcting the students' answer, calculating students' score, and analyze the data by used t-test. Then, the average score of students' score in writing test would be classify based on five scale interval categories created by Daryanto[51].

Table 3.2
Scale Interval Percentage of the Students' Achievment by Daryanto

Interval Percentage	Qualification
90% - 100%	Very Good
80% - 89%	Good
60% - 79%	Moderate
40% - 59%	Low
0% - 39%	Failure

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[50]Sugiyono, *Statistik untuk Penelitian,* (Bandung: Alfabeta, 2012), p.147
[51]Daryanto, *Evaluasi Pendidikan,* (Jakarta: Rineka Cipta, 2008), p.211

3. **Hypothesis Test**

   The steps to test the hypothesis are :

   a. **Normally Test**

   Normally test will use to know the normality of the data that is analys whether both groups have normal data distribution or not. There are some main test for the assessment of normality, such as Kolmogorov-Smirnov (K-S) test, Liliefors corrected K-S, Shapiro-Wilk test, Anderson-Darling test, Cramer-Von Mises test, D' Agustino-Pearson Omnibus test, and the Jarque-Bera test. Among these, K-S is much used test[52]. However the normally test in this researvh will analys by using Shapiro-Wilk test in SPSS 20.

   Shapiro-Wilk test used becausethe test based on the correlation between the data and the coresponding normal scores and provides better power than KS test even after the Liliefors correction[53]. Power is the most frequent measure of the value of a test fornormality-the ability to detect whether a sample comes from a non-normal distribution. Some researchers recommend the Shapiro-Wilk test as the best choice for testing the normaly of data.[54]

   b. **Homogeneity Test**

   Homogeneity test used to know whether experimental group and control group, that were decided, come from population that has

   [52]Asghar Ghasemi and Saleh Zahediasl, Normality tests for statistical analysis : a guide fornon-statisticians, *International Journal of Endocrinology and Metabolism,* vol. 10(2) (2012). P. 487

   [53]Asghar Ghasemi and Saleh Zahediasl

   [54]Asghar Ghasemi and Saleh Zahediasl

relatively same variant or not. It is also used to get assumption that sample of research come from a same condition of homogenous. In other words, Homogeneity test used to compare variance in a group of three categories data or more and its categories can becompare fairly if the categories were homogenous. The homogeneity test analys by using Two-Way Anova Test in SPSS 20.

c. **T-Test**

All of the data get from tests were computed by statistical package for the social science (SPSS) version 18.0. the experiment and control class were given by writing test. Beside thatto analyze the data, the researcher used t-test (independent sample test) in order to calculate the pretest and post test result.According to Sugiyono, t-test is statistic test which use to find out the significant difference of two means' sample two variable compared[55].

The procedures for analysis the data as follows:

1) The t-test formula was used to find out t-count

2) The t-count was compared to the t-table

3) Statistic hypothesis

   To table at $\alpha = 0.05$ and corresponding df two result may occur

   a) If $t_{count} < t_{table}$: H_a will be rejected and H_o will be accepted

   b) If $t_{count} > t_{table}$: H_1 will be rejected and H_0 will be accepted

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[55]Sugiyono.StatistikauntukPenelitian.Bandung;Alfabeta, 2014. P.122

The calculating of t-test for post test in this research would be compared to investigate the significance difference of students' achievements in writing after the treatment given.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

This chapter discusses the result of the research conducted in the tenth grade students of MAN 1 Bengkulu. This chapter provides some findings and discussion about the use of Pair Checks in teaching English, writing of recount text. Pair check is Cooperative learning model. This model implements cooperative learning which demands independence and students ability in solving problems. The model also trains students' social responsibility, cooperation, and judgment skills[56], the advantages of pair check are[57] students to be patient, by giving time for their partner to think and not directly give answers (answer) a matter that is not his dutystudents to give and receive motivation from their partners appropriately and effectively and students to be open to constructive criticism or suggestions from their spouses or from other couples in the group.

That is, when they check each other's work in groups, and this chapter consists of the description of the data, data analysis by using regression. The data was taken from pretest and post test that were given to experimental class and control class.

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[56]Huda, M. 2013. *Cooperative Learning*. Yogyakarta: Pustaka Pelajar, p.211
[57]Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media p.121

1. **The Description of Pretest and Posttest Scores**

   a. **The Students' Pretest and Posttest Score in Experimental Group**

Table 4.1
Students' Writing Ability Score in Experiment Class

No.	Pretest	Posttest
1.	59	79
2.	43	83
3.	69	77
4.	34	80
5.	34	77
6.	34	73
7.	84	80
8.	34	83
9.	60	80
10.	34	83
11.	53	83
12.	53	80
13.	70	73
14.	61	77
15.	40	73
16.	69	77
17.	40	80
18.	34	77
19.	40	70
20.	74	80
21.	53	77
22.	74	83
23.	73	73
24.	34	73
25.	34	77
26.	52	83
27.	52	77
28.	42	73
29.	37	83
30.	50	80
Total	50,66667	78,13333

From the table 4.1 previously the posttest score was higher than the pretest score. Main score the pretest in experimental group is 50,66667 and main score the posttest is 78,13333. It means Pair Checks had significant effect to students' writing ability. Although the posttest score not increase too much but the pair check technique was gave the effect for tenth grade on students' MAN 1 Bengkulu

b. **The Distribution Scores in the Experimental Group**

Table 4.2
The Score Distribution in Experimental Group

Score Interval	Category	Pretest		Posttest	
		Frequency (students')	Percentage	Frequency (students')	Percentage
91—100	Excellent	0	0%	0	0%
81—90	Very good	1	3%	9	30%
71—80	Good	3	10%	21	70%
61—70	Average	3	10%	0	0%
51—60	Poor	9	30%	0	0%
50	Very poor	14	46%	0	0%

Based on the table above, the score distribution in experimental score can be seen. In the pretest of the experimental group, there was 0 (0%) students in that were Excellent category, 1 (3%) students that were in Very Good category, 3 (10%) students that were in Good category, 9 (30%) students that were in poor category, 14 (46%) students that were in Very Poor category. While in the post-test, there was 0 (0%) students that were in Excellent category, 9 (30%) students that were in Very Good category, 21 (70%) students that were in Good category, 0 (0%) students that were in Average category, 0 (0%)

students that were in Poor category, and 0 (0%) students that were in

Very Poor category.

c. The Students' Pretest and Posttest Score in Control Group

Table 4.3
Students' Writing Ability Score in Control Class

NO	Pretest	Postest
1.	56	76
2.	60	70
3.	47	63
4.	34	70
5.	34	63
6.	49	60
7.	70	73
8.	79	73
9.	56	67
10.	34	70
11.	34	70
12.	34	70
13.	70	67
14.	73	67
15.	34	60
16.	34	63
17.	34	70
18.	71	60
19.	69	60
20.	34	70
21.	72	63
22.	34	77
23.	67	67
24.	47	63
25.	71	67
26.	69	70
27.	76	70
28.	72	63
29.	63	77
30.	71	67

TOTAL	**54,93333**	**67,53333**

In the table 4.3 the students value are increase between pretest and postest, altough not high enough. But, if we compare the experiment and control classes, you can see the significant different, experiement class with 78,13333 score and control class just 67, 53333 score.

Table 4.4
The Score Distribution in Control Group

Score Interval	Category	Pretest		Posttest	
		Frequency (students')	Percentage	Frequency (students')	Percentage
91—100	Excellent	0	0%	0	0%
81—90	Very good	0	0%	0	0%
71—80	Good	8	26%	5	16%
61—70	Average	5	16%	21	70%
51—60	Poor	4	13%	5	16%
50	Very poor	13	43%	0	0%

From the figure above, it can be concluded that the pretest posttest score of control class were not effectively improved. Although the post test in control class was improved, but there were still some students in control class that were in poor category which was only 51-60 and the students mostly were in the average category which was the scores were only between 61-70.

2. **The Result of Normality Test**

    a. **The Normality Test of Pretest Scores in the Experimental Group**

Table 4.5

**The Normality Test of Pretest Scores in the Experimental Group**

One-Sample Kolmogorov-Smirnov Test

		PretestExperiment
N		30
Normal Parameters[a,b]	Mean	50,6667
	Std. Deviation	15,43917
Most Extreme	Absolute	,157
Differences	Positive	,157
	Negative	-,140
Kolmogorov-Smirnov Z		,859
Asymp. Sig. (2-tailed)		,451

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.1
The Normality Test of Pretest Scores in the Experimental Group
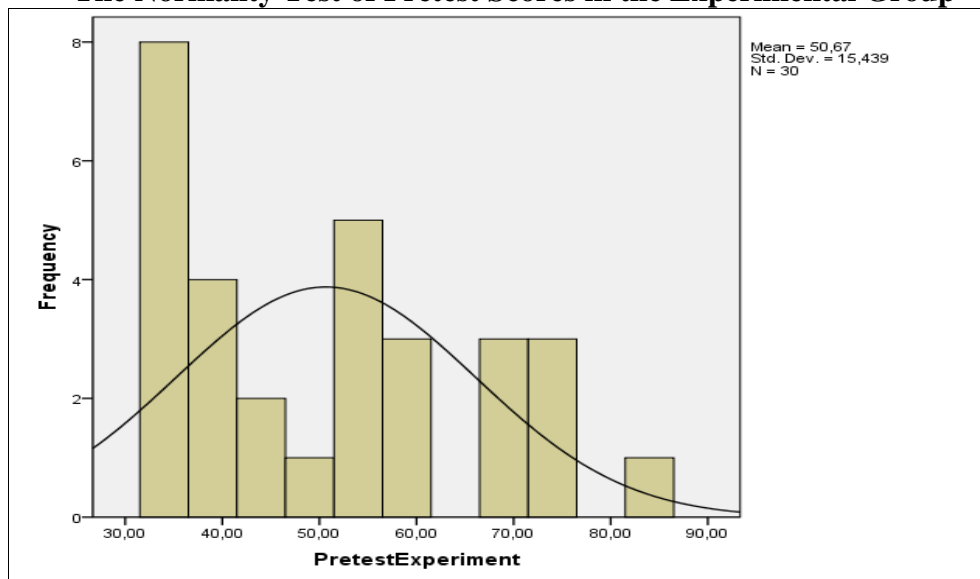
The Kolmogorov- Smirnov test of the pretest in experimental group showed that significance was 0,451. Since the significance value (0,451) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages

b. **The Normality Test of Pretest Scores in the Control Group**

Table 4.6
**The Normality Test of Pretest Scores in the Control Group**

One-Sample Kolmogorov-Smirnov Test

		PretestControl
N		30
Normal Parameters[a,b]	Mean	54,9333
	Std. Deviation	16,95620
Most Extreme Differences	Absolute	,225
	Positive	,225
	Negative	-,197
Kolmogorov-Smirnov Z		1,231
Asymp. Sig. (2-tailed)		,096

a. Test distribution is Normal.
b. Calculated from data.

Figure 4.2
The Normality Test of Pretest Scores in the Control Group
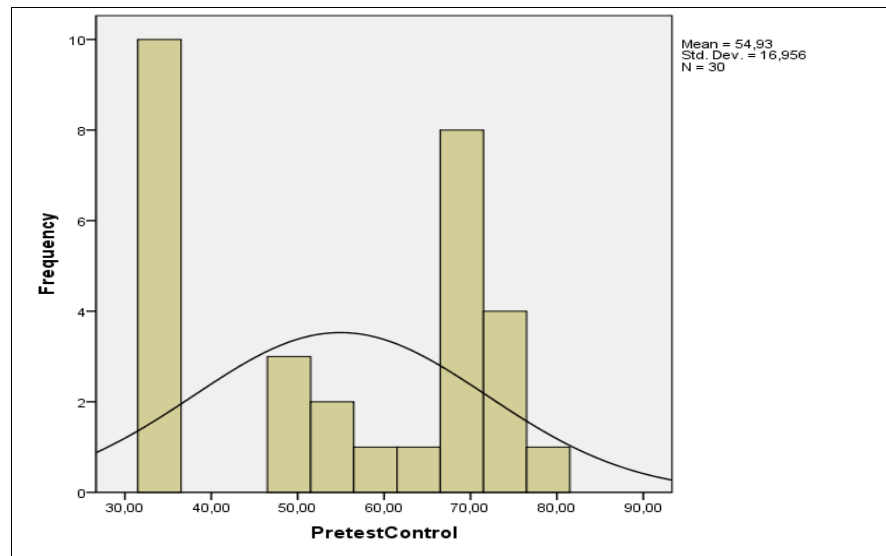
The Kolmogorov- Smirnov test showed that significance was 0,096. Since the significance value (0,096) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

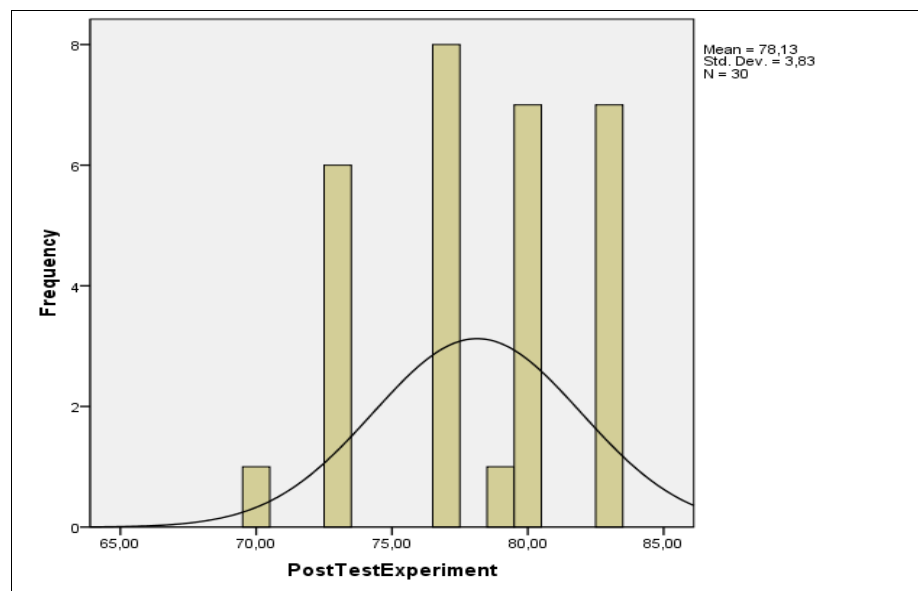c. **The Normality Test of Posttest Scores in the Experimental Group**

Table 4.7
The Normality Test of Posttest Scores in the Experiment Group

		PostTestExperiment
N		30
Normal Parameters[a,b]	Mean	78,1333
	Std. Deviation	3,83031
Most Extreme Differences	Absolute	,154
	Positive	,143

Negative	-,154
Kolmogorov-Smirnov Z	,842
Asymp. Sig. (2-tailed)	,478

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.3

The Normality Test of Post Scores in the Experimental Group

The kolmogorov-Smirnov test of the posttest in the experimental group showed that significance was 0,478. Since the significance value (0,478) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression

Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

d. The Normality Test of Posttest Scores in the Control Group

Table 4.8
**The Normality Test of Posttest Scores in the Control Group**

One-Sample Kolmogorov-Smirnov Test

		PostTestControl
N		30
Normal Parameters[a,b]	Mean	67,5333
	Std. Deviation	4,97396
Most Extreme Differences	Absolute	,157
	Positive	,152
	Negative	-,157
Kolmogorov-Smirnov Z		,858
Asymp. Sig. (2-tailed)		,453

a. Test distribution is Normal.
b. Calculated from data.

Figure 4.4
The Normality Test of Posttest Scores in the Control Group
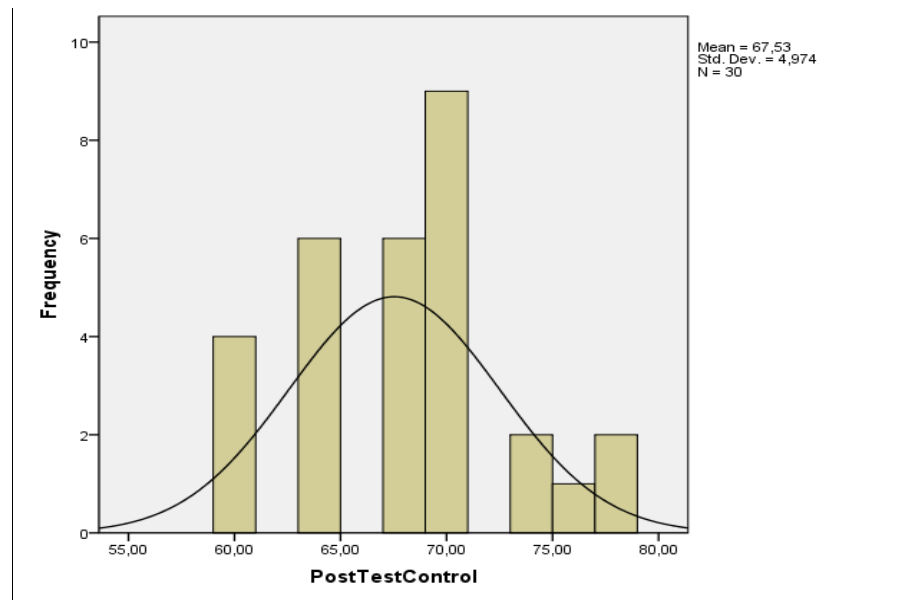
The table above showed that significance was 0,453. Since the significance value (0,453) was higher than 0.05, it can be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using Regression Analysis. But before the data was analyzed by using Regression Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

3. The Homogenity Test

Table 4.9
Homogenity

Test of Homogeneity of Variances

Writingability

Levene Statistic	df1	df2	Sig.
1,114	3	24	,363

The homogenity test of variances showed that the significance was 0,363 Since the significance was higher than alpha level of 0.05, it means that the variance of every treatment was homogenous.

4. The statistic analysis result

The statistic analysis was done to find out whether there was any significant different in writing recount text between the student who were taught by using pair checks technique and those who were not. The result of post test score of students, achievement on writing descriptive paragraph in the experimental group were compared by using paired sample t-test

Table 4.12
Significance of Pair Checks Technique on Students' Writing Ability
(t-Test)

Paired Samples Test

| | | Paired Differences | | | | | | Sig. (2-tailed) |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 paircheck - writingability	71,33333	7,31997	,94500	69,44239	73,22428	75,485	59	,000

To proof this technique was success and gave the significant effect, the researcher use t-Test for compared control class and experiment class and the table above showed that significance was 75,485. Since the significance value (75,485) was higher than 0.05.

B. Dicussion

From the description of the research result above, there were some discussions that the researcher gave in this research. Some of them are about how the Pair Checks Technique affect on students' Writing Ability, what the reasons why Pair Checks Technique affect on students' Writing Ability are, and what things that would lead the researcher to the final conclusion of this research.

There are two groups of experimental research, they are experimental class and control class. In this research, source of data that

become as experimental classmwas IPA I class, while IPA 5 class as control class of this research. The data can be discussed as follow: The data were obtained from the students' pre test and post test score in experimental class which taught by using Pair Checks Technique. The data of pre test shows that the mean score is 50 up to 78. It means that the lowest score in experimental group is 34, while the highest score is 83. Based on the table above, the score distribution in experimental score can be seen. In the pretest of the experimental group, there was 0 (0%) students in that were Excellent category, 1 (3%) students that were in Very Good category, 3 (10%) students that were in Good category, 9 (30%) students that were in poor category, 14 (46%) students that were in Very Poor category. While in the post-test, there was 0 (0%) students that were in Excellent category, 9 (30%) students that were in Very Good category, 21 (70%) students that were in Good category, 0 (0%) students that were in Average category, 0 (0%) students that were in Poor category, and 0 (0%) students that were in Very Poor category. For the control class, it can be concluded that the pretest posttest score of control class were not effectively improved. Although the post test in control class was improved, but there were still some students in control class that were in poor category which was only 51-60 and the students mostly were in the average category which was the scores were only between 61-70.From the data above, it can be concluded that the students' score in post test is higher that the students' score in pre test. It can be proved from the mean score of post test (78,13333) is higher

that the mean score of pre test (50,66667). From calculating of hypothesis test between pre test and post test score show that to (73,22428) is higher that ttable (69,44239). It shows that Ha is accepted and Ho is rejected. It means that there is significant increase in vocabulary mastery for students who taught by using Pair Checks technique. 60 There were two groups in this research, experimental class and control class X IPA 1 was experimental who were taught using Pair Checks and the tenth grade students of IPA 5 was control class who were taught by the teacher, using translation.

The experiment shows that Pair Check Technique is more effective than translation in teaching English writing of Recount Text, especially for the first grade students in MAN 1 Bengkulu. It is known from the students score. The students' score from the experimental class are different from those who are in the control class. The lowest score in the experimental class is 50, while in the control class is 34. Then, the highest score in the experimental class is 83, while in the control class is 80. The mean score of the both classes are also different. The mean score of the experimental class is (78,13333) while in the control class is (67,53333). The scores show that using Pair Checks technique is more effective for teaching English writing, Recount Text for the tenth grade students. it is known from the result of T-test score. It means that there is significant difference in writing of recount text for the students taught by using Pair Checks than the students taught by translation. T-test score also shows that Ha is accepted and Ho is rejected.

Based on computation above, it can be seen that Pair Checks Technique is more effective to teaching English, writing of recount text for the tenth grade students of MAN 1 Bengkulu in academic year 2018/2019.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusions are arisen. After doing the research, collecting the data, and then analyzing them, the researcher found that the result of this study showed a statistically significant effect of Pair Checks Technique on students' Writing Ability .The students' better achievement toward Writing Ability can be seen based on the scores of the posttest which were higher than the scores of the pretest. The mean score of the posttest in experimental class was 78.1667 which was higher than the mean score of the postest in control class which was 67.3333. It showed that Pair Check Technique gave significant effect on students' writing ability. There were some reasons why Pair check Technique gave significant effect on students' ability writing of recount text in experimental class. First, students to give and receive motivation from their partners appropriately and effectively and the second, students to be open to constructive criticism or suggestions from their spouses or from other couples in the group. That is, when they check each other's work in groups. While the students in control class that only got Conventional strategy which is usually used by the teacher were not significantly improved. The students in control class got lower posttest scores that posttest score of experiment class. 80% of them were still in the average level of score. As the comparison of

experimental class, the control class did not show the significant effect of using conventional method which is usually used by the teacher in teaching english. Thus, alternative hypothesis (Ha) was accepted, and Null Hypothesis (Ho) was rejected.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest that Pair Check Technique can be applied for teaching writing, especially Recount Text. This technique is specifically for intermediate to advanced learners as the experimental and control classes that were the object of this research were the Tenth grade of senior high school.

The researcher expects that there would be similar studies by using this technique that includes other theme of writing, because this technique is basically used for teaching writing, specifically for senior high school students. The researcher also expects that the writing ability of English learners would be better and improved, specifically in education field of what curriculum demands.

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