THE EFFECT OF USING IDEA DETAILS STRATEGY TOWARD STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMKN 1 SELUMA

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of SarjanaPendidikan in English Education Department of Tarbiyah and Tadris Faculty of IAIN Bengkulu

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DEDICATION

This thesis is dedicated to :

1. Allah SWT as the only of my God, I would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
2. My beloved parents, my father Budi Aswanto and my mother Uun Maimunah who always pray me and could reach the succesful.
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"Verily, after the difficulty there is a faciity, then when you are finished, do the other (things). And only to Allah SWT shall you hope"

(Q.S. Al-Insyirah : 6-8)

"An anctionis the foundation of a success and do your best at anymoment that you have."

(Writer)

ABSTRAK

Anis Ulwiya Rahma, 2020. Pengaruh Penggunaan Strategi Detail Ide Terhadap Kemampuan Siswa Menulis Teks Recount di SMKN 1 Seluma.

Pembimbing: 1) Riswanto, Ph. D, 2) Feny Martina, M. Pd

Berdasarkan studi pendahuluan penulis, ditemukan bahwa banyak siswa yang kurang memahami cara membuat teks recount. Menurut StevePeha, IdeaDetails adalah strategi yang memudahkan penulis untuk mengembangkan idenya dengan menggunakan detail untuk mendukung idenya. Dengan kata lain, ini memandu penulis membuat paragraf dengan mudah. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan penggunaan Strategi Detail Ide terhadap kemampuan siswa dalam menulis teks recount di SMKN 1 Seluma. Metode penelitian ini adalah penelitian eksperimental semu. Penulis menggunakan TimeSeries Design. Populasi dalam penelitian ini adalah siswa kelas X SMKN 1 Seluma yang berjumlah 204 siswa. Sampel dalam penelitian ini penulis menggunakan satu kelas sebagai sampel yaitu X OTKP 3 yang berjumlah 21 siswa. Penulis melakukan tiga kali pretest dan 3 kali posttest. Sampel diberikan perlakuan dengan menggunakan Strategi Idea Details. Teknik pengumpulan data adalah tes. Teknik analisis data, peneliti menggunakan SPSS versi 16.0 untuk menentukan rata-rata antara post-test dan post-test dari waktu ke waktu. Teknik analisis data yang digunakan adalah uji normalitas, uji homigeneitas dan onewayanova. Hasil penelitian menunjukkan sebagai berikut: Pada pretest 1 mean adalah 47,095, pretest 2 mean adalah 56,524 dan pretest 3 mean adalah 69,571. Setelah diberikan treatment, diberikan posttest. Hasil posttest menunjukkan mean postest 1 67,381, mean posttest 2 73,286 dan mean posttest 3 78.000. Berdasarkan analisis data, data yang diperoleh dari pretest dan posttest dianalisis dengan menggunakan One Way Anova. karena P-*value (sig.)* = 0,000 <0,05 dengan kata lain H_0 ditolak. Singkatnya, dapat disimpulkan bahwa strategi IdeaDetails mempengaruhi kemampuan menulis siswa dan sangat efektif untuk pengajaran menulis.

Kata Kunci : Idea Details Strategy, Kemampuan Writing

ABSTRACT

Anis Ulwiya Rahma, 2020. The Effect of Using Idea Details Strategy Toward Students' Ability in Writing Recount Text at SMKN 1 Seluma.

Pembimbing: 1) Riswanto, Ph. D, 2) Feny Martina, M. Pd

Based on the writer's preliminary study, it was found that many students did not understand how to make a recount text. According to Steve Peha, Idea Details is a strategy that makes the writers easy to develop their idea using the details to support their idea. In other words, it guides the writers to make a paragraph in easyway. The purpose of the research was to find out the significant effect of using Idea Details Strategy toward the students' ability in writing recount text at SMKN 1 Seluma. The method of this research was Quasi Experimental Research. The writer used TimeSeries Design. The population of this research was the tenth grade studentsof SMKN 1 Seluma, there were 204 students. The sample of this research writer used one class as a sample that is X OTKP 3 consisted 21 students. The writer conducts three times a pretest and 3 times a posttest. The sample has given the treatment by using Idea Details Strategy. The technique of collection data was test. Data analysis techniques, the researcher used SPSS version 16.0 to determine the average between the post-test and post-test from time to time. Data analysis techniques were normality test, Homigeneity test and One Way Anova. The result of this research showed as follows: In pretest 1 the mean was 47.095, pretest 2 the mean was 56.524 and pretest 3 the mean was 69.571. After given treatment, a post-test was given. The posttest results show the postest 1 the mean 67.381, posttest 2 the mean was 73.286 and posttest 3 the mean was 78.000. Based on the data analysis, the data obtained from pretest and posttest were analzed by using One Way Anova, because the P-value (sig.) = 0.000 <0.05. In other words Ho was rejected. In short, it can beconcluded that Idea Details Strategy affected the students' writing ability and very effective for teaching writing.

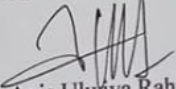*Key Words : Idea Details Strategy,   Writing Ability*

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 16-2-2020
The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is one of the activities that should be mastered by English language learners and one of the language skills. Writing is important because it will help students in mastering English completely. Also, writing will help students to deliver their message, purpose, and expression in written form. Based on curriculum rules (*kurikulum 2013),* writing included competency standards that students must have. Therefore, English teachers are required to make various efforts to increase students' ability in understanding ideas and directing them in written form to achieve learning goals.

Nunan said writing was a combination of process and product. The process refers to the act of gathering ideas and working with them until they are represented in a way that is polished and understood by the reader and the product or final of our writing like a book, has grown out of the many steps that make up the process.[1] Elbow in Brown said writing is a two step process. First, you figure out your meaning, then you put into language, figure out what you want to say, do not start writing till you do, use a plane, use an outline, begin writing only afterward.[2] Supported by

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[1] David Nunan, *Practical English Language Teaching: Young Learners*. (New York: McGraw Hill Companies, 2005), p. 98.

[2] H.Brown Douglas, *Teaching by Principles*: *An Interactive Approach to Language Pedgogy.* (New Jersey: Prentice-Hall Regents. Englewood Cliffs),p.336.

Comprone in Hughey that, writing is a transcription of the process of composing ideas. It is not the product of thought but it is actually and dramatization.[3] Based on the opinions, it can be concluded that writing is the process of creating our ideas on a piece of paper and making good writing.

In writing process, learners will always deal with the process of puting ideas into word, then putting words into sentences and putting sentences into paragraphs until they can creat a piece of writing. In order to have a good quality of writing, there are some special considerations that have to be taken into account by the writers. But in fact, when students do write, they find themselves confused with word choice, correct grammatical use, organization and the generation of ideas.

In preliminary data, the writer interviewing the English teacher at SMKN 1 Seluma, the writer found that the students are not able to make a recount text well, the students are not able to understand about recount text, they are not able to identify the genetic structure of a recount text, the students are not able to develop their ideas in writing recount text they have lack of vocabulary, and also students are very poor in grammar. Besides, students have many problems with writing roles.[4]

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[3]Jane, B Hughey. *Teaching ESL Composition*. (Rowley: Newbury House Publisher, 1983),p.38

[4]Preliminary Observation in SMKN 1 Seluma on December, 22th 2019.

Therefore a strategy is needed in teaching writing. Without a strategy, the results of writing students will not satisfy. There is one strategy for writing, namely Idea Details strategy. Idea details Strategy is a strategy that can be applied in teaching writing whereas this strategy provides details of each idea to make a complete sentence.Idea-Details strategy is a very simple strategy that is much more powerful than it looks. It helps writers add detail but can also be used to create entire pieces of writing all of it.[5] Idea Details is very useful for students in learning Writing especially in producing Recount Text. By using this strategy the student can easy to develop their ideas efficiently.

As a formal education, SMKN 1 Seluma also provides an English subject to be taught to the students, especially writing skills. Students need to learn certain kinds of texts in Senior high School or Vacational High School.There are five kinds of writing texts to learn in Senior High School or Vacational High School. Namely: Narrative, Recount, Procedure, Descriptive, and Report Text based on Syllabus that mentions in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence. Recount text because it is a text that retells past events in which the place and occur events flow smoothly based on the sequence of time. Therefore, the students can explore the interesting or unforgettable experiences in writing recount text. Due to the events they already went through smoothly, they do not need to struggle on how to make it happen,

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[5]Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p. 3.

and it could have motivated them in writing. Therefore, the writer decides to choose a recount text as students' writing activity in this research.

In order to support this research, the researcher studied some previous researchers. However, the researcher found from the previous studies that the students still have problems in writing skill . There are research conducted by Megaiab measured students' proficiency in English writing in two senior high schools with 140 participants of first graders. The result of the study showed 1654 grammatical errors found. In Palembang, Fajri found that students in SMA Negeri 9 Palembang had errors related to grammar, spelling, punctuation, and word choices. Furthermore, Karolina in her action research found several difficulties that students encountered through the investigation. Students did not fully understand the tenses, the use of pronouns, and fail to arrange the story chronologically. Students in Indonesia need improvement.[6]

Based on the phenomena described above, the writer is interested in investigating the problems by conducting a research entitled "The Effect of Using Idea Details Strategy Toward Students Ability in Writing Recount Text at SMKN 1 Seluma".

B. Identification of the Problems

Based on the background of the study, the writer identifies the following problems as follows:

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[6] Fitriah, T., Rita, I., & Diemroh, I . *Idea-Details To Enhance Narrative Writing Achievment.* Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9 th, (Palembang: Unsri, 2016), Page. 386

1. Students are not able to make a recount text well.

2. Students are not able to understand about recount text.

3. Students are not able to identify the genetic structure of a recount text.

4. Students are not able to develop their ideas in writing recount text and they have lack of vocabulary.

5. Students are very poor in grammar.

C. Limitation of the Problem

Based on the identification of the problems above it is clear that they are many problems in this research. So the writer only limits the research on the significant effect of using Idea Details Strategy towards students' ability in writing Recount Text.

D. Formulation of the problem

Based on the limitation of the problems, the problem of this research is formulated in the following question :

1. Is there any significant effect of using Idea Details Strategy towards students' ability in writing recount text at SMKN 1 Seluma?

E. Research Objective

Based on the problem formulation, the objective of this research :

1. To find out whether any significant effect of using Idea Details Strategy towards students' ability in writing recount text at SMKN 1 Seluma.

F. Significances of the problem

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 hopefully will help teachers in the teaching and learning process. Especially to teachers in SMKN 1 Seluma about benefits of Idea Details Strategy to mastering students' writing recount. Besides, the result of this research hopefully can give a useful contribution to the institution and the practice of foreign language teaching.

2. **Students**

    Moreover, this research will be very useful for students to know whether the Idea Details Strategy that is being used by them has a 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 in writing ability.

3. **For Future Researchers**

    Hopefully, this research can be also used as a reference for other researchers who are interested in doing further education research related to writing ability. Also, this research can be used as a source of useful information which leads them to further research on different aspect fields.

G. Definition of Key Terms

This thesis title is the effect of using Idea Details Strategy towards the students' ability in writing Recount text at SMKN 1 Seluma. The writer needs to define the terms used to avoid misunderstanding and misinterpreting.

1. Effect

The effect is the result of an action. Based on this research, the term effect refers to the effect of using an Idea Details Strategy on students' ability to write Recount Texts.

2. Idea details strategy

Idea details strategy one of the strategies in writing that can help writers make it easy to complete the information needed by the reader. In this research, it is a good strategy to solve students' problems in writing it can be easy to develop their ideas by using this strategy and fun in writing recount text.

3. Writing

Writing is a process of pouring one's feelings and thoughts into a written form contained in a piece of paper. In this research, it is the students' ability in expressing their ideas in written form.

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one of the important skills that should be master by the students. They use it to communicate with each other, to express ideas and emotional expression. According to Tricia Hedge, writing is about expressing an idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress, and hesitation.[7] Thus, a writer wants to be able to write effective writing to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and sentence structure to make which is appropriate to the subject matter and the eventual readers.

2. The Writing Process

Writing is not an instant process. It takes time and engages so many activities. The activities are prewriting, drafting, revising, and editing. According to Barbara Fine Clouse, in the process of writing, the writers do not easily move from step to step. The writers sometimes

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[7] Tricia Hedge, *Resource Books for Teachers Writing*, (Hongkong: Oxford university press, 1988), p. 5.

need to double-check before going to the next process, or sometimes they need to move backward if they have an idea to add in their writing:[8]

a. **Prewriting**

   Prewriting can be defined as the use of random ideas in developing text when the writer has lacks inspiration. The activities in prewriting are brainstorming, freewriting, collecting data, note-taking, outlining.

b. **Drafting**

   Drafting can be defined as writing down some ideas that come into mind. Then, this draft can be shaped and refined in the next stage. This first draft is usually rough, which is why it is called the rough draft.

c. **Revising**

   Revising is a process when a writer reworks the rough material of the draft to get it in shape. This process is a time-consuming, difficult part of the process because the writer should express the ideas in the best order and in the best way, so the reader can get the writer's idea.

d. **Editing**

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[8] Barbara Fine Clouse, *A Troubleshooting Guide Strategies and Process for writers,* (NewYork: McGraw-Hill, 2005), p. 5-6.

Editing is the last process of writing. In this process, the writer should hunt for errors, especially in grammatical errors. The writer should edit more than once, so the writing can be free of errors.

3. The Concept of Writing

Hyland explains that writing is a way to share personal meanings.[9] It means that writing is the way to express feelings and thought to other people that have meanings. Writing can help people to communicate. Therefore, when constructing their views (ideas), people have to make it understandable and acceptable.

According to Harmer, writing is a way to produce language and express ideas, feeling, and opinions. Furthermore ,he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities.[10] It means that writing is a way to produce language that comes from our thought. The idea, feeling, or opinion produce based on writer activity was done. It is also an activity, both physically and mentally which helps the writers put their thought into words in a meaningful form.

In order for communication to be successful, the people have to

[9]Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2004), P.09.

[10]Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.31.

structure their discourse in such a way that it will be understood by the readers. This is why writing in particular has to be both coherent and cohesive.[11] Coherence means the connections of ideas and points that will be transferred and cohesive means grammatically used in written language. It describes , the writer will show many things in the written language, such as the way of thinking, knowledge, and word to be arranged to sentences form that can be easy to understand by the reader so that both can make a communication.

For all statements above, the researcher concludes that writing is one of skill in English to transferred ideas, feeling, and thought of the writers' mind which arranged in words, sentences, and paragraphs using eyes, hand, and brain, as information to the reader.

4. The Purpose of Writing

Every written text has a purpose. Even the text that is written in a simple word such as advertisement has a purpose: to persuade the reader to buy the thing that they sell. According to Tony Stead and Linda Hoyt, there are five common purposes of writing; they are to instruct, to inform, to persuade, and to narrate, to the response.[12] Each purpose of writing has different characteristics, and the example of the text is also different. Instruction text can usually be found on Recipe text, Science Experiment, Direction Text, Rules, and so on. Its

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[11]Jeremy Harmer, *The Practice of English Language Teaching (3rd Ed)*, (New York: Longman, 1998), p.246

[12] Tony Stead and Linda Hoyt, *A Guide of Teaching Nonfiction Writing,* (Portsmouth: Greenwood Publishing Group, 2011), p. 13.

characteristic is that there are lists or steps presented in the specific order. Description text, such as The Body of a Blue Whale is one example of the text whose purpose is to inform. The text such as advertisement, letter, poster, brochure, and debate is the example of persuading text.[13] Its characteristic is that there is a writer's argument by using supporting facts and evidence. Another purpose of writing is to narrate. It is where the writer's well-developed setting, events, details, and end. The last is responding text, and the example is like the text response to literature, response to academic prompt, and response to personal communication.

B. Recount Text

1. The Definition of Recount Text

One kind of text that is learned by Senior High School Students is recount text. Recount text is one of the text types that retells past events. According to Anderson, a recount is a piece of text that retells past events, usually in the order in which they happened.[14] Thus, the special features of recount text could be found in its sequence of events in which the past event is written chronologically. The purpose of the text is usually to give the reader a description of the event. Besides, its most common purposes are to inform and to entertain.

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[13] Tony Stead and Linda Hoyt, *A Guide of Teaching Nonfiction Writing,* (Portsmouth: Greenwood Publishing Group, 2011), p. 13.

[14] Mark Anderson and Katy Anderson, *Text Types in English 2,* (South Yarra: Macmillan. 1997), p. 48.

In other words, recount text is one type of text that retells some events in the past to inform and entertain the reader. Recount text includes eyewitness account, newspaper report, letter, conversation, television interviews, and speeches.

2. **The Kinds of Recount Text**

According to Dirgeyesa recount text is classified into three: they are personal recount, factual recount, and imaginative recount.[15]

a. Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of a personal recount are to inform and to entertain the reader.

b. Factual Recount

A factual recount is a list of records of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past.

c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fictional character. It means, the event that happened in the

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[15] Dirgeyesa, *College Academic Writing A Genre Based Perspective. ,* (Kencana: Jakarta. 2016), p. Xii.

text do not occur in real life. Its purpose is usually to entertain, and it usually can be found in the textbook.

From those three kinds of recount text, it can be seen that there is one typical characteristic that is the text retells the event in the past chronologically.

3. **The Generic Structures and Textual Elements of Recount Text**

To make an effective recount text needs standard that is used to guide a writer to make good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of orientation, a sequence of events, and reorientation. In detail, the rhetorical structure and textual elements function as follows :

Table 2.1

Table of the Generic Structures and Textual Elements of Recount

Text

Textual Elements	Functions
Orientation	• It consists of a theme or topic to be informed. • Tho show the reader about the topic/theme being informed. • To attract the reader's attention and interest. • It enables us to attract and to provoke the reader so that he/she is willing to continue reading the whole text.
Record of events or sequence of events	• To provide details about the events informed/described chronologically (the type of plot may vary).

	• It is better to tell chronologically rather than flashback and zigzag. To have a good chronological order the sequence markers such as first, second, third, etc. Are important.
Re-Orientation	• It functions to show a personal attitude about the activities or events informed or told of record of the event. • It is a matter of conclusion with a personal attitude.

(source : Dirgeyesa: 2016).

The above design is a standard and common rhetorical structure of the genre recount writing. As it is explained above, it consists of three main elements namely orientation, records of events or sequences of events, and re-orientation. In detail, the recount has the following features :[16]

a. The recount has a title, which usually summaries the text.

b. It has specific participants.

c. The basic recount consists of three parts :

　1) The setting or orientation-background information answering the questions (who? when? where? and why?).

　2) Events are identified and described in chronological order.

　3) Concluding comments express a personal opinion regarding the events described.

d. The details are selected to help the reader reconstruct the activity or

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[16] Dirgeyesa, *College Academic Writing A Genre Based Perspective. ,* (Kencana: Jakarta. 2016),p. 4-5.

incident (Factual Recount).

e. The ending may describe the outcome of the activity, e.g. in a science activity (Factual Recount).

f. The details of time, place, and incident need to be clearly stated, e.g. at 11:15 pm between Reid Rd and Havelock St, a man drove at 140 km toward the shopping center (Factual Recount).

g. The descriptive details may also be required to provide information, e.g. He was a skinny boy with a blue shirt, red sneakers, and long tied back hair (Factual Recount).

h. It concludes personal thoughts/reactions (Imaginative Recount).

4. The Relevant Grammatical Patterns

As explained above, the grammatical patterns of language usages of certain genre writing seem to have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purposes, readers, and contexts in terms of when it happens, how it happens, or why it happens. In general, the common grammatical pattern of recount text includes :[17]

a. it focuses on specific participants

b. It is written in the past tense (she yelled, it nipped, she walked). Most often in the past tense, but maybe in the immediate present for effect.

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[17] Dirgeyesa, *College Academic Writing A Genre Based Perspective. ,* (Kencana: Jakarta. 2016),p.5.

c. It varies the length of sentences: simple, compound, or complex ones.

d. The short sentence increase tension-: longer sentence provides contrast and detail.

e. The frequent use is made of words that link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.

f. The recounts describe events, so plenty of use is made of the verb (action words), and of adverbs (which describe or add more detail to verbs).

g. The details are often chosen to add interest or humor to the recount.

h. It uses personal pronouns (I, We) (Personal Recount).

i. The passive voice may be used, e.g. the bottle was filled with ink (Factual Recount).

5. The Related Vocabulary Usages

In general, the related vocabulary usages of the recount text in common are : [18]

a. It uses material processes.

b. It focuses on specific participants depending on the topic discussed: words relating to material processes: and circumstances of time and place.

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[18]Dirgeyesa, *College Academic Writing A Genre Based Perspective. ,* (Kencana: Jakarta. 2016),p.5-6.

c. It focuses on the temporal sequence.

d. It uses time words to connect events e.g as son as, eventually, then, a few moments later.

e. The noun groups describe people and places e.g the noisy children playing in the park.

f. The use of adjective functions to indicate the mood of the event or personal attitude to make the event more meaningful and powerful such as, it was wonderful, we enjoyed it very much, it was tiring, we have an extraordinary experience.

6. Evaluation of Writing Recoun Text

According to Jacobs in   teaching writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity.[19] To assess the students' writings the researcher refers to the writing scoring rubric below. It is because the composition covers the five aspects or categories (content, organization, vocabulary, language use and mechanics) of writing and provides a clear scoring rubric to assess each writing aspect. In addition, the level for each category is different because each category has certain points with certain ranges. In assessing the students writing, the researcher considers each point for each aspect or category of the students' writing by referring to the criteria column of the scoring rubric above. The

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[19] Donal ary, Lucy cheser Jacobs and chiris Sorensen p.236 repository ed. Nanang Martono, metode penelitian kuantitatif(Jakarta Rajawali Press 2010). P 135

final   score of the students' writing is the sum of those five aspects points for writing.

Table 2.2

Table of Composition for Scoring Writing (Jacobs et al.)

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of ideas, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of ideas
	16-13	VERY POOR: does not show knowledge of subject
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	14 GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERY POOR: does not communicate, no organization, not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragment, runons, deletions, meaning confused or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing

	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

(*Source : Adopted from Jacobs, 2010*)

C. Idea Details Strategy

1. Definition of Idea Details Strategy

Idea Details is a strategy that makes the student easy to develop their idea using the details to support their idea. In other words, it guides the students to make a paragraph easily. To make the best paragraph, they first make 2 charts: first chart functions as ideas and second chart as details, then they take one idea based on the topic in the ideas side and take the details that support the ideas in the details side.

The Idea-Details strategy is a very simple strategy that is much more powerful than it looks. It helps writers add detail but can also be used to create entire pieces of writing all of it.[20] Details are an important thing in writing because details help the reader understand what the writer means. Idea details are one of the ways in making writing fun and easy. The writer just thinks one idea that wants to write and then the writer just gives the details that are appropriate with the idea to develop.

Idea details make students easy to deliver their idea in writing. They are given to think before writing the details of their idea Idea

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[20] Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p. 3.

Details Strategy make students fun and easy because students get the idea and make details based on their ideas. Based on the opinion, it can be concluded that the details can make students get ideas so that they can be easy to write something. Ideas are Sentences that need more development or more support and then details are what your audience needs or want to know.

Table: 2.3

Table of Scheme of Idea Details

IDEA	DETAILS
A sentence that needs support	What your audience needs to know

(source: steve peha : 2003: page 29)

2. **Tips on Using Idea Details Strategy**

according to Steve Peha there are a few tips on using the idea of strategy details:[21]

a. **Anything goes**

Anything goes. Often, kids draw up their Idea-Details chart, put down their idea on the left side, and then just sit there. They think they can not come up with any details. Or they worry too much about how to write them down. Remember, this is just pre-writing. It does not matter how good your details are or how well you write them up. You do not even have to use complete sentences.

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[21]Steve Peha,.*The WritingTeacher's Strategy Guide.* (New York: Teaching That Making Sense.Inc,2003).p. 32.

Just jot down anything that comes to mind that is related to your idea. Put down as many things as you can as quickly as you can even if you do not think you'll use them all.

b. Let your audience come up with your details

Let your audience come up with your details. Do you remember that story where Tom Sawyer has to whitewash the picket fence and he does not want to do it? He gets his friends to do it for him by making them think it is some kind of fun game. Well, you can pull the same trick on your audience and get them to write your details for you. Just go up in front of your class to share. Tell everybody you are working on an Idea-Details chart and you want help. Read your idea and then get your audience to ask you questions about it. Every time they ask a question, answer it by writing something on the details side (but only if they ask good questions; if they ask dumb ones, ignore them). This always works because the detail is the answer to a question a reader might have.

c. If your teacher wants more details

If your teacher wants more details. When I was in school, I dreaded the moment when my teachers would ask me to put in more details. Details, details, details! It was all they ever seemed to want. It was not until I started teaching as an adult that I realized why this was: details are the most important part of a piece of writing. As some really smart person once said, "It is all in the details." So, the

next time your teacher asks you to put more details in a piece, do not freak out as I did, try this instead: Ask your teacher what he or she would like to know more about. Write that on the "Idea" side of an Idea-Details chart. Then ask your teacher what he or she would like to know about that idea. Answer the questions on the "Details" side.

d. How many details do you need?

How many details do you need? Kids always want to know how many details they need. Well, the truth is, you need as many as you need. Sound weird? I suppose it does, but it is true. You need to include enough details so that your audience gets all its important questions answered and no more. How many questions will they have? Who knows? In general, however, I have found that most ideas can be explained well with five to ten supporting details.

e. Types of details.

Types of details. No one ever believes me when I say this but there are millions of details out there just waiting to be used. I try to think of specific types of details when I write. For example, when I'm writing a story about something that happened to me, I know that I can always find details in what I am doing, how I am feeling, what I am thinking, where I am, and so on. Whenever I describe something, I can think of it is size, shape, color, position, and many other attributes. And then there is always the traditional

who, what, when, where, why, and how. Of these, it has been my experience that "why" and "how" questions are the best source of high-quality details.

3. **A Neat Trick With Idea Details**

We can use the Idea-Details strategy "on itself" to get even more details. Just take one of the details and turn it into an idea on a new Idea-Details chart. In this example, put the "Idea" side. Then add more details on the "Details" side:**22**

Table 2.4

Table of A Neat Trick With Idea Details

Idea	Details
I had a huge car accident one morning when I was driving to school.	I was stopped in traffic on the freeway when a truck came up behind me. I heard his engine roar and I knew he was going too fast. He didn't notice I was stopped so he didn't slow down until it was too late. He slammed on his brakes and veered to the right but he still hit me. His truck crunched most of the right side of my car. Glass and metal went flying everywhere. I was scared at first because I

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22 Steve Peha, *The writing Teacher's Strategy Guide*, (New York: Teaching That Making Sense, Inc, 2003), p. 31.

	thought I was going to get hurt. But afterward, I was relieved.
	No one was hurt and I was still able to drive my car away. But it needed over $5000 of repair work.

(source: steve peha : 2003: page 31)

4. Procedures of Idea Details Strategy

According to Peha in Putu's research, there are some steps followed in applying the strategy:[23]

a. First, the students are asked to think about an idea about what they want to write. The idea is in the form of sentences in which it becomes the topic sentence of the paragraph. By writing the idea, the students will start to activate their prior knowledge. After the students found the idea, students write the idea in the Idea Details Strategy chart.

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[23] Putu Ngurah, W. D, "*Improving Students Writing Competence Through The Idea Details Strategy in Class XI IPA-Of SMA Negeri 1 Sukasada In The Academic Year 2016/2017*", Journal of Education Reasearch, Vol. 1, No. 1 (2016)., p. 31.

b. The second step is the students start writing the details of the idea. Students should take note of as many details. The details can be written in the form of words or sentences.

c. After the students have finished writing the details, the students start to organize the details into the paragraph. Students can choose the details in the details chart and organize the details with the idea in a good paragraph.

d. In the last step, the teacher monitors the students' works along the process and then the students finish their writing, the teacher teaches the students to revise their writing.

D. Previous Related Studies

Some previous studies are related to this research. First, The research was conducted with Fitriah Syakirah and friends (2016) entitled "Idea Details to Enhance Narrative Writing Achievement". This research was elaborated on the implementation of MFC as the media with Idea Details strategy for writing management to enhance writing achievement. the result showed that the implementation Multifunctional Folklore Curd (MFC), a medium designed and created for English learning by Bella, Rizqıyah, Tasykırah, Andani, Pangestu, and Inderawati (2015), offers picture-based for writing skill learning particularly in narrative text. The term multifunctional in this media refers to its functions to be applied for improving students' English skills.[24]

Second, Putu Ngurah Wirabawa Jelantik (2017) conducted research entitled "Improving Students Writing Competence Through The Idea Details Strategy in Class XI IPA-2 Of SMA Negeri 1 Sukasada In The Academic Year 2016/2017". This study was aimed to improve the students' writing competency in XI IPA-2 at SMA Negeri 1 Sukasad at through the implementation of the Idea-Details strategy. The subjects of this study were class XI IPA 2. This study was conducted in the form of Classroom Action Research. The data were collected through some instruments, namely writing competency tests, questionnaires, and

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[24] Fitriah, T., Rita, I., & Diemroh, I . *Idea-Details To Enhance Narrative Writing Achievment.* Proceedings of the 2nd SULE – IC 2016, FKIP, Unsri, Palembang October 7th – 9 th, 2016.

observation checklist. The result showed that the implementation of the Idea-Details strategy was a success to improve the students' writing competency in narrative and report text. The percentage of students who achieved a score higher than or equal to 75 increased from 20% in preliminary observation to 85% in cycle 2. The cycle was stopped pending cycle 2 since the percentage of the students who achieved the passing score was more than 75% regarded to performance indicator.[25]

Third, Windi Kurniati (2019) conducted research entitled "A Comparison Study Between The Use Of Please Strategy And Idea Details Strategy In Increasing Students' Descriptive Text Writing Ability At the Second Semester Of The Eight Grade At SMP Negeri 2 Menggalain The Academic Year Of 2018/2019". This research aimed to find out a significant difference between the use of the PLEASE Strategy and Idean Details Strategy in increasing students' descriptive text writing ability. This research methodology used static group comparison design. The population of this research was 8th-grade students of the 2nd Semester at SMP Negeri 2 Menggala in the Academic Year of 2018/2019. The total sample in this research was 64 students that were chosen by using Cluster Random Sampling, VIII A as experimental class A and VIII B as experimental class B. The treatments were held in 3 meetings for each class. Pre-test and post-test were implemented to collect the data. In collecting the data, the instrument was used as a writing test. After giving

[25] Putu Ngurah, W. D, "*Improving Students Writing Competence Through The Idea Details Strategy in Class XI IPA-Of SMA Negeri 1 Sukasada In The Academic Year 2016/2017*", (Thesis Pendidikan Ganesha Singaraja, Indonesia, 2017).

the post-test, SPSS was used to analyze the data to compute the independent sample t-test. The result of this research the writer found independent sample t-test Sig = 0.008 and 0.05. Its means Ha was accepted because Sig< 0.00 < 0.05. It means that there was a significant difference between the use of Please strategy and Ideas Details strategy in increasing students' descriptive text writing ability.[26]

Based on those studies, it can be concluded that Idea Details Strategy is an effective strategy to teach in the classroom, especially in a writing activity. In teaching writing, a teacher usually gives topics about recount text and also through various activities in the classroom. Idea Details Strategy is one strategy that can be implemented in classroom activity. We can see from previous studies, Idea Details Strategy can increase student ability.

The similarities of this research with the previous studies above are on the strategy that the researcher used. The researcher by Fitriah Syakirah and friends focus on Enhance Narrative Writing Achievement. Then, it is also different from Putu Ngurah Wirabawa Jelantik. He researched by using the CAR (Classroom Action Research) method in three cycles and focused on writing competence. The researcher by Windi Kurniati is also different from this research. Her research was focus on comparisons between two strategies (PLEASE Strategy and Idea Details Strategy). While in this research, the researcher used Idea Details Strategy on

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[26] Windi, K . *A Comparison Study Between The Use Of Please Strategy And Idea Details Strategy In Increasing Students' Descriptive Text Writing Ability At the Second Semester Of The Eight Grade At SMP,*2019.

students' recount text. This research is a quasi-experimental and to find out whether there is any significant effect of using Idea Details Strategy towards students' ability in writing recount text at tenth-grade students of SMKN 1 Seluma.

E. Hypothesis

The hypothesis in this study that if the significance value was <0.05, then Ho is rejected, it is mean that There is a significant effect of using idea details strategy towards student abilityin writing recount text at SMKN 1 Seluma and if the significance value was > 0.05, then Ho is accepted, it is mean that There is no significant effect of using idea details strategy towards student abilityin writing recount text at SMKN 1 Seluma.

CHAPTER III
RESEARCH METHOD

A. The Design of the Research

In this research, the writer will use an experimental research design.:

"Menurut Muri Yusuf : Penelitian eksperimen merupakan satu-satunya tipe penelitian yang lebih akurat/teliti dibandingkan dengan tipe penelitian yang lain, dalam menentukan relasi hubungan sebab akibat. Hal itu dimungkinkan karena dalam penelitian eksperimen peneliti berdaya dan dapat melakukan pengawasan (kontrol) terhadap variabel bebas baik sebelum penelitian maupun selama penelitian."[27]

According to Muri Yusuf : Experimental research is the only type of research that is more accurate / thorough compared to other studies, in determining the relationship of cause and effect. This is possible because in experimental research researcher is empowered and able to supervise (control) the independent variables before the study or during the study.

It means that, in experimental research, the writer looks at the influence of at least one independent variable on one or more dependent variables.

In this research, the writer will use a quasi-experimental research design. Gay said that the experimental research is the only type of research

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[27] Muri Yusuf. 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabung.* Jakarta : Kencana. Page. 76

that can test hypotheses to establish the cause and effect of relationship.[28]

The writer uses time-series design in this research, which is intended to find out the influence of using Idea Details Strategy to increase students' ability in writing recount text.

> *"Menurut Sugiyono : Desain penelitian ini hanya menggunakan satu kelompok saja, sehingga tidak memerlukan kelompok kontrol."*

According to Sugiyono : This research design only uses one grup, it does not require a control grup.

This research design only uses one group, it does not require a control group.[29] Supported by Jhon W. Cresswell, time series design is design consist of studying one group, over time, with multiple pretest and posttest measures or observations made by the researcher. It can be concluded, time series design is a research design that uses one group as an experimental class.[30]

This research use one class as a sample. The writer conducts 3 times a pretest and 3 times the posttest. The model of the research design is illustrated as follows:

Table 3.1 :

Table of Time-Series Design Illustration

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[28] L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application Sixth Edition* (New Jersey: Pearson Education,2000).p.367.

[29] Sugiyono, *Memahami penelitian kualitatif,* (Bandung, ALFABETA, 2016), P. 78.

[30] Jhon W.Cresswell,*Educational Research:Planning Conducting And Evaluating Quantitative And Qualitative Research* (4th Ed), (New Jersey :PearsonEducation,2012),p.314.

Select participants for group	Measure or observation	intervention	Measure or observation	intervention	Measure or observation	intervention	Measure or observation

Information:

    i.   The researcher selects participants in the study.

    ii.   The researcher measures the dependent variable (pre-test).

    iii.   Give the first treatment in the experimental group.

    iv.   Researchers measured the dependent variable (post-test).

    v.   Give the second treatment the experimental group.

    vi.   The researcher measured the dependent variable (post-test) for see the effect of the second treatment.

    vii.   Give the third treatment in the experimental group.

    viii.   Researchers measured the dependent variable (post-test).

B. The Location and the Time of the Research

The research will be conducted in SMKN 1 Seluma. The place is located at Jl. Raya Puguk Kel. Bungamas Kec. Seluma Timur Kab. Seluma Prop. Bengkulu. The research will take place after the research schedule is determined. The reason for choosing this school is because the researcher observed the English teacher of tenth-grade students never uses the Idea Details Strategy. Moreover, this school as also one of the best schools in Seluma because it has good accreditation.

C. Population and Sample

    1. Population

The writer chooses all of the classes as a population-based on the characteristic of the population refers to the condition that they are of the same age, level, and ability. Moreover, based on the material in the first grade, almost all of the materials are about recount text. In this research, the population of the research includes all tenth-grade students of the SMKN 1 Seluma in the academic year 2019/2020 consist of X TKJ 1, X TKJ 2, X OTKP 1, X OTKP 2, X OTKP 3, X TKR 1, and X TKR 2. The total members of the population are 204 students, as the table below:

Table 3. 2

Table Population of the Research

No	Class	Female	Male	Total
1	X TKJ 1	10	26	36
2	X TKJ 2	5	19	24
3	X OTKP 1	28	8	36
4	X OTKP 2	17	3	20
5	X OTKP 3	15	6	21
6	X TKR 1	1	35	36
7	X TKR 2	-	31	31
TOTAL				204

(Source: SMKN 1 Kota Seluma)

2. **Sample**

In this research, the researcher takes one class as a sample and also as an experimental class. The sample in this research can also be said to be a part of research subjects representing the

population. A sample will take from the population by using a sampling technique. This sampling technique uses random sampling. The researcher chose one class as a research sample, which is class X OTKP 3 as an experimental class. Samples in this research can be seen in the following :

Table 3.3

Table of Students X OTKP 3 SMKN 1 SELUMA

Class	Students		Total
X OTKP3 2	**Male**	**Female**	21
SMKN 1 Seluma	7	14	

D. The technique for Collecting Data

In collecting data, the data of this research the score of the students writing ability in writing recount text. There are three tests in this research, First, the writer did the normality test to find out whether the sample used was normally distributed, after that the writer conducted a homogeneity test which aimed to provide confidence that the variants of two or more data groups were homogeneous or the same. After conducting the prerequisite test, then to see whether or not there is an effect on the use the

Idea Details strategy on the ability writing recount text, because in this study there were more than two groups of data, the data analysis used One Way Anova to see the average difference between pre-test and post-test from time to time after being given the treatment.

E. Research Instrument

An instrument is a tool used to collect the data, to obtain quantitative data. In this research, the researcher did not use the same topics to both pretest and posttest, but the researcher use different topics to each test in order to get astronger result. In collecting the data, there are two kinds of instruments, namely: Writing test and documentation.

1. Writing Test

Test is an important part of every teaching and learning experience. This is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual. The test will be writing test in the form of recount text according to the standard competence and indicator on the syllabus. The researcher for collecting data use written test. A test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer obtaine data by giving pre-test, and posttest. A pre-test was given before the Students got treated . A post test was given after pretest through Idea Details Strategy.

Table 3.4

Table of Syllabus of SMKN 1 Seluma

Aspect	Standard Competence	Basic Competence
Writing	3.7. Membedakan fungsi sosial, struktur teks *recount* lisan dan tulis sederhana tentang peristiwa/ pengalaman ditempat kerja sesuai dengan konteks penggunaannya. 4.7.1 Menangkap makna secara kontekual terkait fungsi sosial, struktur dan unsur kebahasaab *recount* tentang peristiwa/ pengalaman ditempat kerja. 4.7.2 Menyusun teks *recount* lisan dan tulis sederhana tentang peristiwa atau pengalaman dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	3.7.1 Menjelaskan teks *recount* lisan dan tulis sederhana tentang peristiwa/ pengalaman ditempat kerja. 4.7.11 Menangkap makna teks *rcount* lisan dan tulis sederhana tentang peristiwa/ pengalaman ditempat kerja. 4.7.21 Membuat teks *recount* lisan dan tulis sederhana tentang peristiwa/ pengalaman ditempat kerja.

2. Documentation

Documentation is anything written that contains information serving as prof. Documentation is referred to data that help the researcher to collect the data needed. The researcher utilizes the document related to object research such as student name list, syllabus, Lesson plan, and photos.

F. Techniques Data For Collecting Data

To analyze whether the significant scores of the students' writing ability, the researcher uses a t-test formula with SPSS (statistical package for Social Science) version 17.0 Before conducting the test of hypothesis, it was requirements a test, they are normality and homogeneity test. The normality test was analyzed by using the Kolmogorov-Smirnov with SPSS version26 - test.

Based on the normality test data, all of the data was show to be normal. They were measure population data normality, sample data normality, material quality data normality (pretest and posttest). Pronunciation quality data normality (pre-and posttest), grammar quality data normality (pretest and posttest), vocabulary quality data normality (pre-and posttest), normality of fluency quality data (pre test and posttest), and normality of comprehension quality data (pre test and posttest).

G. Data Analysis Technique

After collecting the data, the result and the instrument (pre test and posttest) was analized in oeder to answer the research question. The analysis of each instrument is presented in descriptive explanation.

1. Normality Test

Normality test is a test a grup of data wheter the data distribution is normal curve or not. In this reasearch used Kolmogorov-Smirnov normality test. kolmogorov-Smirnov was used to test goodness of fit of sample distribution and other distribution. This test compared a group of sample data toward normal distribution mean score and similar standard deviation. Based on statisticl counted about normality test with believe a 0,05,

2. Homogeneity Test

This test was used to determine wheter the data fulfill the criteria of the quality of variances. After the result of testing normality of distribution was found, the researcher also tests homogeneity of variance in this research by using levence evaluation version.

3. One-Way ANOVA

ANOVA stands for "analysis of variants". Analysis of Variance is a comparative test used to test the difference in the

mean (average) of data for more than two groups of data. Anova oneway design is as follows:

Table 3.5

Table of Design of Anova One Way

IDEA DETAIL STRATEGI (X)	WRITING ABILITY (Y)
TREATMENT 1 (X1)	YX1
TREATMENT 2 (X2)	YX2
TREATMENT 3 (X3)	YX3

H. The Research Procedures

Pretest 1

a. Researcher prepares 1 topic about recount text, and the recount material is taken from the English textbook, then the researcher explains the recount text to students first. After that, the researcher asks students to make a simple recount text following the topic until students finish it.

b. The researcher looks at the result based on the pretest by using an assessment rubric based on indicators on writing recount text.

Posttest 1

a. At the next meeting, the researcher conducts a posttest or treatment that is using the Idea Details Strategy, before conducting the treatment, the researcher explains how the idea details strategy, then distribute the paper sheet that has been provided by the researcher with the same theme as the previous pretest but is treated by using the idea details strategy to each individual. In the paper sheet, there are several fragments of words and the researcher asks students to provide details as well as the idea details strategy so that it becomes a good recount text.

b. The researcher looks at the results of the posttest by using an assessment rubric based on the indicators on the writing recount text and the indicator of idea details strategy.

Pretest 2

a. The researcher conducts pretest 2 in the same class. Before doing the second pretest the researcher prepares a different recount topic from pretest 1, and the recount material will take from the English textbook, in the second pretest, the researcher reviews the recount text and how the structure is, after that the researcher asks students to make the recount text by the following the topic determined by the researcher until students finish it.

b. The researcher looks at the result of the pretest by using an assessment rubric based on indicators on writing recount text.

Posttest 2

a. After the researcher conducts the second pretest, the researcher also conducts a posttest or treatment that used the idea details strategy, different from the post test 1, in conducting posttest 2 the researcher used the learning method, namely Problem-based Learning. Before conducting the treatment, the researcher review how the idea details strategy, then distribute the paper sheet that had been providing by a researcher with the same theme as pretest 2 before but treated using the idea details strategy procedure to each individual. The researcher asks students to provide details as well as idea details strategy so that it becomes a good recount text.

b. The researcher looks at the results of the posttest by using an assessment rubric based on the indicators on the writing recount text and the indicator of idea details strategy.

Pretest 3

a. Before doing the third pretest, the researcher prepares 1 topic about the recount, and the recount material will take from the English textbook, in the third pretest the researcher review what the recount text and how it is structure, after that the researcher asks students to make the recount text by the following the topic determine by the researcher until students finish it.

b. The researcher looks at the result of the pretest by using an assessment rubric based on indicators on writing recount text.

Posttest 3

a. After the researcher conduct the third pretest, and also conduct a posttest or treatment that using the idea details strategy, In conducting posttest 3 researchers used a different learning method from posttest 2, namely Inquiry-based learning. The researcher reviews the idea details strategy, then distribute the paper sheet that had been provided by the researcher with the same theme with pretest 3 before but treated using the idea details strategy procedure to each individual. The researcher asks students to provide details as well as idea details strategy so that it becomes a good recount text.

b. The researcher looks at the results of the posttest by using an assessment rubric based on the indicators on the writing recount text

After the pretest conduct, 3 times and the posttest 3 times the researcher shows the comparison of the results of students' writing recount, the time interval between pretest 1 and posttest 1, pretest 2 and posttest 2, until the last pretest 3and posttest 3, whether the results increase, equal, or decrease. Calculation of test results the end is done with the help of a computer program SPSS version 16.0.

CHAPTER IV

RESULT AND DISCUSSION

A. **Result**

This chapter discusses the result of the research conducted in tenth grade students of SMKN 1 Seluma. The finding of this research study were obtained based on data analysis as presented in Chapter III. The data were the scores of students' writing ability which was taken from pretest and posttest in experimental class. The pretest was given to the students before treatment was conducted and the posttesst was given at the end after the treatment. The findings were as follow.

1. **The description of pretest and posttest score in the experimental class**

   a. **The frequency of students pretest 1 and postest 1 treatment 1 in experimental class could be seen in figure 4.1**
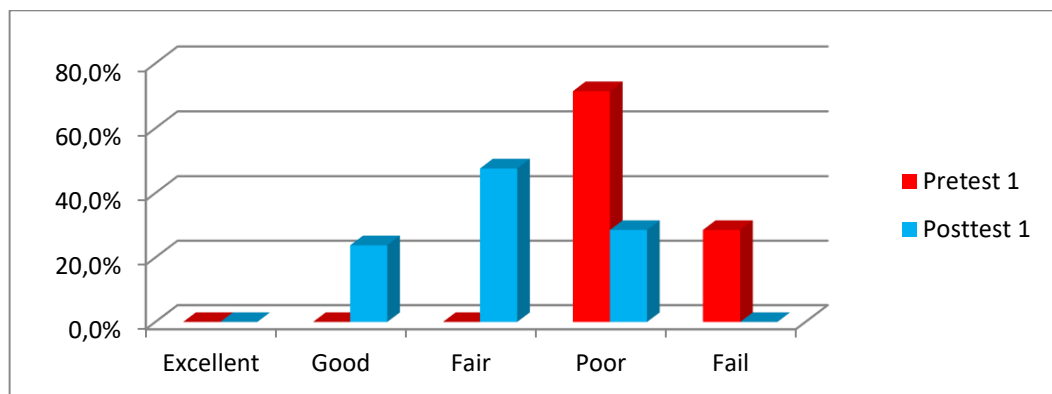
Figure 4.1

Graphic for the Frequency of pretest 1 and postetest 1 Scores in

Experimental class

Based on the grap above, it can be seen that the highest frequency of students' pretest 1 in experimental class was in poor category, while the lowest was in excellent, good and fair category. Then, the highest frequency of students' posttest 1 score in experimantal class was in fair, poor and good category while the lowest was in excellent and fail category.

The distribution of pretest 1 and postest 1 score in experimental class can be seen on table 4.1

Table 4.1

The Score Distribution in Experimental Class Pretest 1 and Posttest 1

INTERVAL	CATEGORY	PRETEST 1		POSTTEST 1	
		F	%	F	%
$85 \leq$ Skor ≤ 100	Excellent	0	0.00%	0	0.00%
$75 \leq$ Skor ≤ 84	Good	0	0.00%	5	23.8 %
$60 \leq$ Skor ≤ 74	Fair	0	0.00%	10	47.6 %
$40 \leq$ Skor ≤ 59	Poor	15	71.4 %	6	28.6 %
$0 \leq$ Skor ≤ 39	Fail	6	28.6 %	0	0.00%

Based on the table 4.1, the pretest 1 in experimental class, there was 0 (0%) student in excellent category, 0 (0%) student was in good category, 0 (0%) student was in fair category, 15 (71.4 %) students were in poor category, and 6 (28,6 %) students were in fair category. While in posttest 1 there was in 0 (0%) student in excellent category, 5 (23.8 %) students were in good category, 10 (47.6

%) students were in fair category, 6 (28.6 %) students were in poor category, and there was 0 (0%) student in fail category.

Table 4.2

Description of Statistical Data on Treatment 1 (X1)

Statistical Value	Treatment 1 (X1), N=21		
	Pretest 1	Posttest 1	Gain
Mean	47.095	67.381	20.286
Std. Deviation	8.300	9.672	6.958
Variance	68.890	93.548	48.414
Score Minimum	35	46	8
Score Maximum	59	82	32

Based on the table 4.2, it can be included in pretest 1 treatment 1, the mean was 47.095 and postetst 1 the mean was 67.381 for the gain score between pretest 1 and posttest 1 was 20.286. Meanwhile, the standard deviation in pretest 1 was 8.300 and postest 1 was 9.672, for the gain score in std deviation was 6.958..

b. **The frequency of students pretest 2and postest 2 pada treatment 2 in experimental class could be seen in figure 4.2**
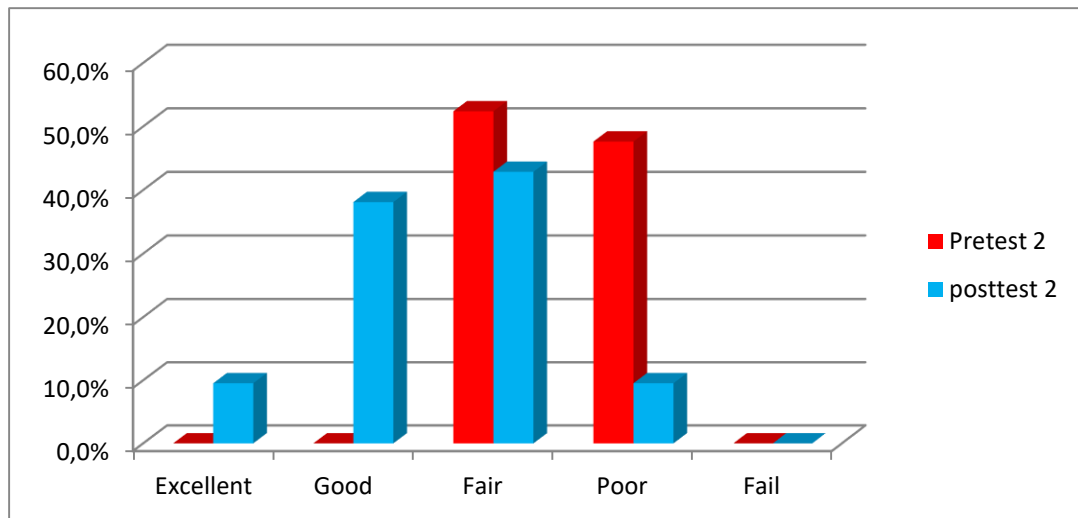
Figure 4.2

Graphic for the Frequency of pretest 2 and postetest 2 Scores in

Experimental class

Based on the graph above, it can be seen that the highest frequency of students' pretest 2 in experimental class was in fair and poor category, while the lowest was in excellent, good and fail category. Then, the highest frequency of students' posttest 2 score in experimantal class was in fair, and good category while the lowest was in excellent, poor and fail category.

Table 4.3

The Score Distribution in Experimental Class Pretest 2 and Posttest 2

INTERVAL	CATEGORY	PRETEST 2		POSTTEST 2	
		F	%	F	%
$85 \leq$ Skor ≤ 100	Excellent	0	0.00%	2	9.52%
$75 \leq$ Skor ≤ 84	Good	0	0.00%	8	38.10%
$60 \leq$ Skor ≤ 74	Fair	11	52.38%	9	42.86%
$40 \leq$ Skor ≤ 59	Poor	10	47.62%	2	9.52%
$0 \leq$ Skor ≤ 39	Fail	0	0.00%	0	0.00%

Based on the table 4.3, the pretest 2 in experimental class, there was 0 (0%) student in excellent category, 0 (0%) student was in good category, 11 (52.38%) students were in fair category, 10 (47.62 %) students were in poor category, and 0 (0 %) student was in fair category. While in posttest 2 there were 2 (9.52 %) students in excellent category, 8 (38.10 %) students were in good category, 9 (42.86 %) students were in fair category, 2 (9.52 %) students were in poor category, and there was 0 (0%) student in fail category.

Table 4.4

Description of Statistical Data on Treatment 2 (X2)

Statistical Value	Treatment 2 (X2), N=21		
	Pretest 2	**Posttest 2**	**Gain**
Mean	56.524	73.286	16.762
Std. Deviation	8.847	7.649	10.686
Variance	78.262	58.514	114.190
Score Minimum	43	58	0
Score Maximum	70	88	37

Based on the table 4.4, it can be included in pretest 2 treatment 2, the mean was 56.524 and postetst 2 the mean was 73,286 for the gain score between pretest 2 and posttest 2 was 16.762. Meanwhile, the standard deviation in pretest 2 was 98.847 and postest 3 was 7.649, for the gain score in std deviation was 10.686.

c. **The frequency of students pretest 3 and postest 3 pada treatment 3 in experimental class could be seen in figure 4.3**
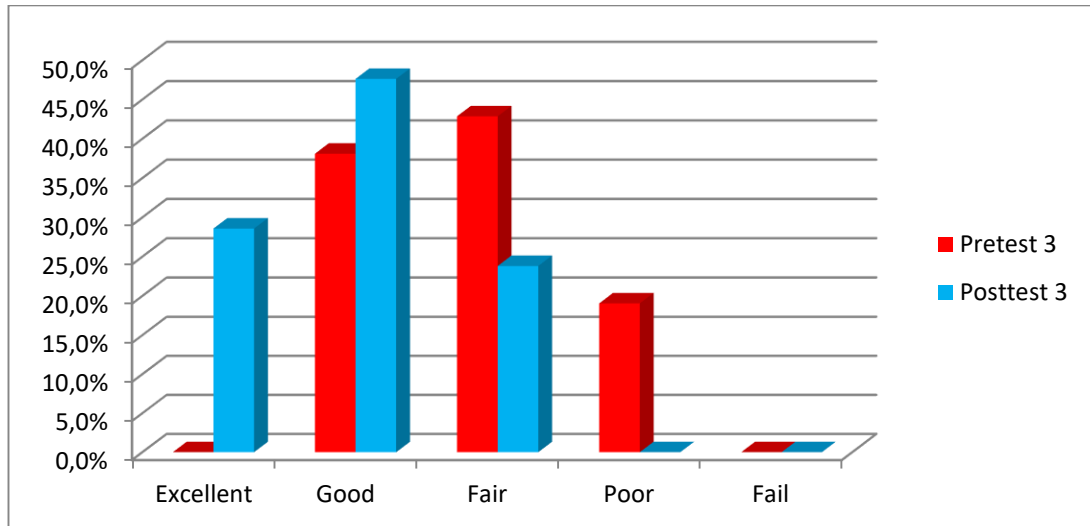
Figure 4.3

Graphic for the Frequency of pretest 3 and postetest 3 Scores in Experimental class

Based on the graph above, it can be seen that the highest frequency of students' pretest 3 in experimental class was in fair,good and poor category, while the lowest was in excellent, and fail category. Then, the highest frequency of students' posttest 3 score in experimantal class was in good excellent, and fair category while the lowest was in poor and fail category.

Table 4.5

The Score Distribution in Experimental Class Pretest 3 and Posttest 3

INTERVAL	KATEGORI	PRETEST 3	POSTTEST 3

		F	**%**	**F**	**%**
$85 \leq$ Skor ≤ 100	Excellent	0	0.00 %	6	28.57%
$75 \leq$ Skor ≤ 84	Good	8	38.10 %	10	47.62%
$60 \leq$ Skor ≤ 74	Fair	9	42.86%	5	23.81%
$40 \leq$ Skor ≤ 59	Poor	4	19.05%	0	0.00%
$0 \leq$ Skor ≤ 39	Fail	0	0.00 %	0	0.00 %

Based on the table 4.5, the pretest 3 in experimental class, there was 0 (0%) student in excellent category, 8 (38.10%) students were in good category, 9 (42.86%) students were in fair category, 4 (19.05 %) students were in poor category, and 0 (0 %) student was in fair category. While in posttest 3 there were 6 (28.57%) students in excellent category, 10 (47.62%) students were in good category, 5 (23.81%) students were in fair category, 0 (0%) student was in poor category, and there was 0 (0%) student in fail category.

Table 4.6

Description of Statistical Data on Treatment 3 (X3)

Statistical Value	Treatment 2 (X3), N=21		
	Pretest 3	**Posttest 3**	**Gain**
Mean	69.571	78.000	8.429
Std. Deviation	9.075	7.085	5.879
Variance	82.357	50.200	34.557
Score Minimum	52	64	0
Score Maximum	82	88	23

Based on the table 4.6, it can be included in pretest 3 treatment 3, the mean was 69,571 and postetst 3 the mean was 78,000 for the gain score between pretest 3 and posttest 3 was 8,429. Meanwhile, the standard deviation in pretest 3 was 9,075 and postest 3 was 7,085, for the gain score in std deviation was 5,879.

2. **The Normality and Homogenity of the data**

Before analyzing the data, normality and homogeneityy of the data should be measured well. Normaliy test in research was used as a prerequisite for one way anova. In this reserach, the data must be normally distributed. If the data not normally distributed then the one way anova cannot be continued. A distribution is normal if the significant level > 0.05, whereas if the level significant < 0.05, the distribution is abnormal. For testing the normality of data used the Kolmogorov-Smirnov test using SPSS 16.0 for windows.

a. **The result of normality test of pretest 1,2,3 scores**

The result of normality data test for prestest 1,2,3 scores in experiment class is demonstrated on figure 4.4, figure 4.5 and figure 4.6.
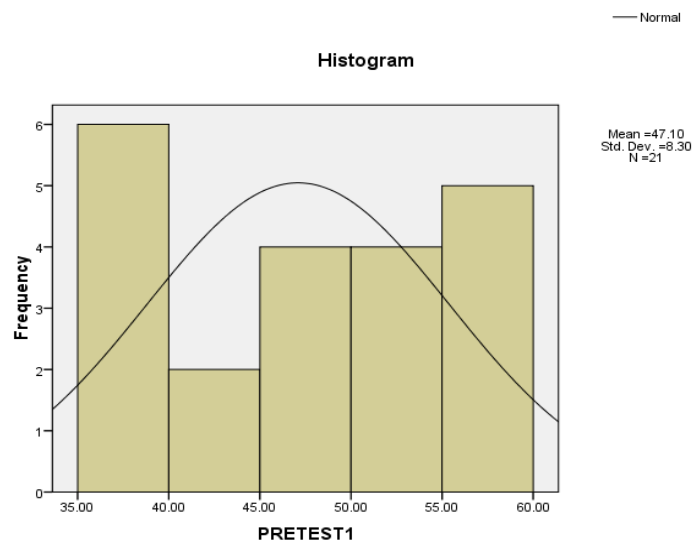
Figure 4.4

The Histogram of Pretest 1 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test
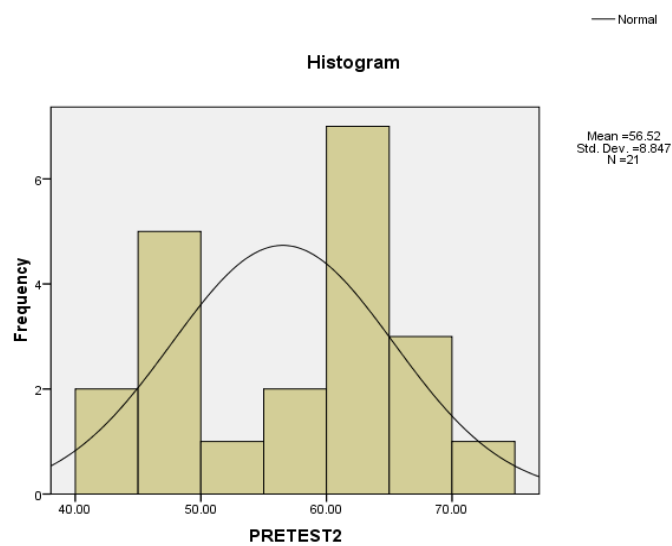
Figure 4.5

The Histogram of Pretest 2 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test
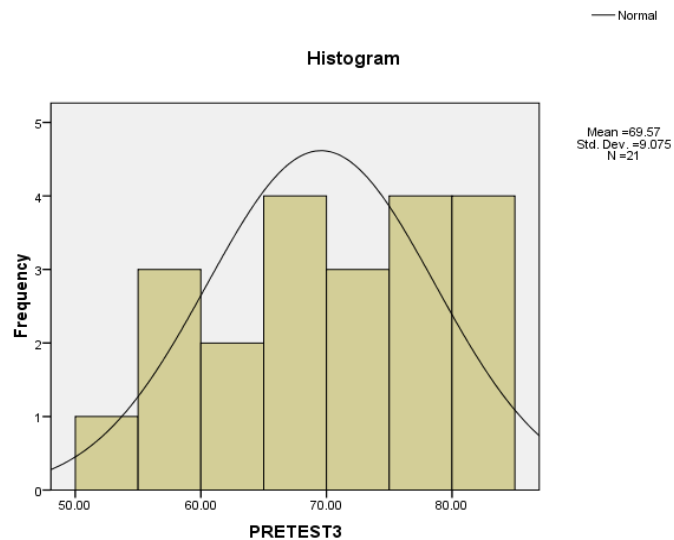
Figure 4.6

The Histogram of Pretest 3 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test

Based on the output of the normality test above, the calculation score can be seen in the "Normality Test" table in the Kolmogorov-Smirnov column, it can be analyzed as follows:

Table 4.7

Test of Normality of Pretest 1,2,3 Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRETEST1	.149	21	.200[*]	.923	21	.098
PRETEST2	.177	21	.086	.896	21	.029

| PRETEST3 | .116 | 21 | .200* | .951 | 21 | .352 |

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 4.7 it can be seen that the significance value of the experimental class showed that the *P value (sig.)* at pretest 1 = 0.200> 0.05, it means that H_0 is accepted, it can be concluded that the pretest 1 data is normally distributed. Then, the *P value (sig.)* Pretest 2 = 0.086> 0.05 it means that H_0 is accepted, therefore the pretest 2 data is normally distributed and *P Value (sig.)* Pretest 3 = 0.200> 0.05 it means that H_0 is accepted. In conclusion, it can be stated that the pretest 3 data is normally distributed.

b. **The result of normality test of posttest 1,2,3 scores**

The result of normality data test for prestest 1,2,3 scores in experiment class is demonstrated on figure 4.7, figure 4.8 and figure 4.9
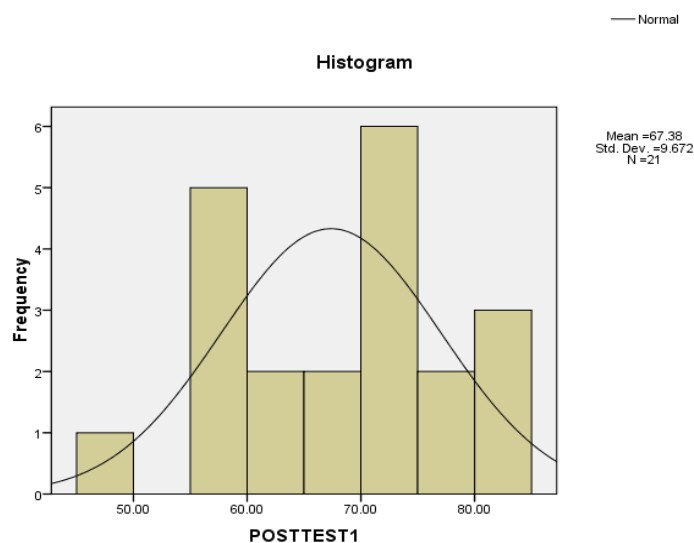
Figure 4.7

The Histogram of Posttest 1 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test
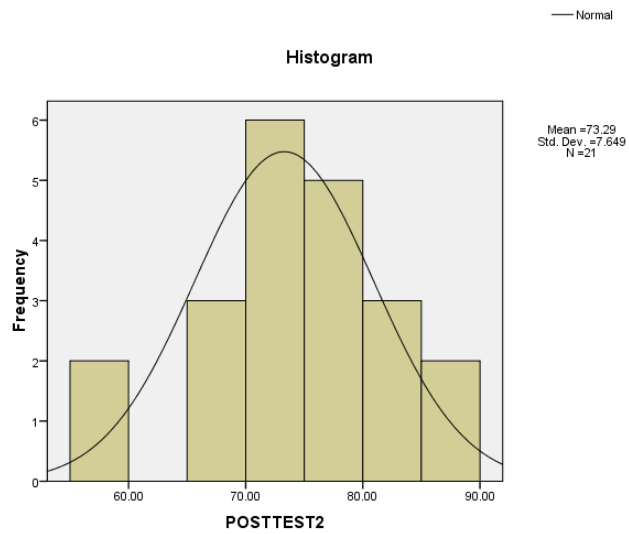
Figure 4.8

The Histogram of Posttest 2 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test
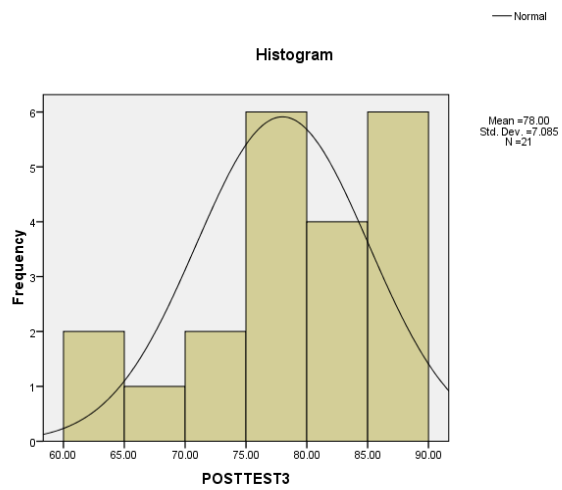
Figure 4.9

The Histogram of Posttest 3 Score of the Experimental Class One-

Sample Kolmogorov-Smirnov Test

Based on the output of the normality test above, the calculation results can be seen in the "Test of Normality" table in the Kolmogorov-Smirnov column, it can be analyzed as follows:

Table 4.8

Test of Normality of Posttest 1,2,3 Scores of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
POSTTEST1	.131	21	.200*	.966	21	.633
POSTTEST2	.097	21	.200*	.971	21	.765
POSTTEST3	.143	21	.200*	.922	21	.096

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

From table 4.8 it can be seen that the significance value of the experimental class showed that the *P value (sig.)* at postest 1 = 0.200> 0.05, it means that H_0 is accepted, it can be concluded that the posttest 1 data is normally distributed. Then, the *P value (sig.)* Posttest 2 = 0.200> 0.05, it means that H_0 is accepted, therefore the posttest 3 data is normally distributed and *P value(sig.)* Posttest 3 = 0.200> 0.05, it means that H_0 is accepted. In conclusion, it can be stated that the posttest 3 data is normally distributed.

3. **The Homogenity of the data**

   a. **The result of Homogeneity Variances test of pretest 1,2,3 scores**

      Based on the variance homogeneity test output, the calculation results can be seen in the "Test of Homogeneity of Variance" table in the source 'Based on Mean.

Table 4.9

Table of Homogeneity of Variances test Pretest 1,2,3

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETES	Based on Mean	.216	2	60	.806
	Based on Median	.104	2	60	.901
	Based on Median and with adjusted df	.104	2	56.331	.901
	Based on trimmed mean	.212	2	60	.810

From the table 4.9, it showed if significant values based on mean was 0.806, and it was bigger than 0.05 *P Value (sig.)* = 0.806> 0.05, it could be concluded that the data variances were homogenous or equal.

   b. **The result of Homogeneity Variances test of postsest 1,2,3 scores**

      Based on the variance homogeneity test output, the calculation results can be seen in the "Test of Homogeneity of Variance" table on the source "Based on Mean", it can be analyzed as follows:

Table 4.10

Table of Homogeneity of Variances test Posttest 1,2,3

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POSTTEST	Based on Mean	1.765	2	60	.180
	Based on Median	1.383	2	60	.259
	Based on Median and with adjusted df	1.383	2	54.932	.259
	Based on trimmed mean	1.723	2	60	.187

From the table 4.10, the homogeneity test of variance showed that the it significant values based on mean was 0.180, and it was bigger than 0.05 *P Value (sig.)* = 0.180> 0.05, it could be concluded that the data variances were homogenous or equal.

4. The result of ONE-WAY ANOVA

Based on one of the requirements of the One-way Anova test, namely the homogeneity of variance test, it is obtained a *Probability value* (sig.) 0.180> 0.05, indicating that the variants of the three treatment groups are homogeneous, the calculation results can be seen in the following table:

Table 4.10

Table of Test of Homogeneity of Variances

Test of Homogeneity of Variances

POSTTEST

Levene Statistic	df1	df2	Sig.
1.765	2	60	.180

To see there is no further effect of the detailed idea strategy on students' writing skills, the following one-way ANOVA test is carried out:

Table 4.11

Table of ONE-WAY ANOVA

ANOVA

POSTTEST

	Sum of Squares	Df	Mean Square	F	Sig.
Between Treatments	1188.984	2	594.492	8.818	.000
Within Treatments	4045.238	60	67.421		
Total	5234.222	62			

Because P-*value (sig.)*= 0.000 < 0.05. Then H_0 is rejected, so it can be concluded that there is a significant effect of using the detailed idea strategy on students' ability to write recount text.

Because there is a significant effect of using the idea details strategy on students' writing skills, it is necessary to carry out a further test (Post Hoc Test), to see which treatment groups are different. Because based on the Test of Homogeneity of Variances, the test results show the same variance (homogeneity), the further test used is the Bonferroni value. The test results can be seen in the following table:

Table 4.11

Table of Post Hoc Tests

Post Hoc Tests

Multiple Comparisons

Dependent Variable:POSTTEST

	(I) TREATMENT	(J) TREATMENT	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Bonferroni	X1	X2	-5.90476	2.53397	.070	-12.1458	.3363
		X3	-10.61905*	2.53397	.000	-16.8601	-4.3780
	X2	X1	5.90476	2.53397	.070	-.3363	12.1458
		X3	-4.71429	2.53397	.203	-10.9553	1.5268
	X3	X1	10.61905*	2.53397	.000	4.3780	16.8601
		X2	4.71429	2.53397	.203	-1.5268	10.9553
Games-Howell	X1	X2	-5.90476	2.69092	.085	-12.4676	.6580
		X3	-10.61905*	2.61632	.001	-17.0092	-4.2289
	X2	X1	5.90476	2.69092	.085	-.6580	12.4676
		X3	-4.71429	2.27527	.109	-10.2534	.8248
	X3	X1	10.61905*	2.61632	.001	4.2289	17.0092
		X2	4.71429	2.27527	.109	-.8248	10.2534

*. The mean difference is significant at the 0.05 level.

The Post Hoc Test table above shows that the group that shows a difference in the average writing ability (marked with an asterisk "*") is the "treatment 1 (X1)" group and the "treatment 3 (X3)" group. Where the significance value obtained is 0.000 <0.05, so it can be concluded that there is a difference in the average writing ability of students at treatment 1 (X1) and in treatment 3 (X3).

B. Discussion

Based on the research results, the results of research conducted at SMKN 1 Seluma stated that the total number of students in class X population was 204. The total samples in this study are 22 samples. The purpose of this study is to determine differences students' writing skills over time in writing recount text.

This research use one class as a sample. The writer conducts 3 times a pretest and 3 times the posttest. In pretest 1 a researcher prepares 1 topic about recount text, the researcher asks students to make a simple recount text. Selanjutnya ssiswa diberikan perlakuan ,the researcher conducts a posttest 1 or treatment that is using the Idea Details Strategy, and the researcher asks students to provide details as well as the idea details strategy so that it becomes a good recount text. After that the researcher conduct pretest 2 in the same class with different recount topic from pretest 1. After the researcher conducts the pretest 2, the researcher also conducts a posttest 2 or treatment that used the idea details strategy, different from the post test 1 which in postest 1 or treatment without method , in conducting posttest 2 the researcher used the learning method, namely Problem-based Learning. After the researcher conducts the second pretest, the researcher also conducts a posttest or treatment that used the idea details strategy, different from the post test 1, in conducting posttest 2 the researcher used the learning method, namely Problem-based Learning. Then the last pretest that is pretest 3 a researcher gave the students' treatment with the same

theme as pretest 1 and pretest 2 but different topic. After the researcher conduct pretest 3, and also conduct a posttest 3 or treatment that using the idea details strategy, In conducting posttest 3 researchers used a different learning method from posttest 2, namely Inquiry-based learning. After the pretest conduct, 3 times and the posttest 3 times the researcher shows the comparison of the results of students' writing recount, the time interval between pretest 1 and posttest 1, pretest 2 and posttest 2, until the last pretest 3and posttest 3 calculation of test results the end is done with the help of a computer program SPSS version 16.0.

The results of the study showed that there was an increase in writing recount text in the experimental class after being treated. In pretest 1 treatment 1, the mean was 47.095 and postetst 1 the mean was 67.381 for the gain score between pretest 1 and posttest 1 was 20.286. Meanwhile, the standard deviation in pretest 1 was 8.300 and postest 1 was 9.672, for the gain score in std deviation was 6.958. In pretest 2 treatment 2, the mean was 56.524 and postest 2 the mean was 73.286 for the gain score between pretest 2 and posttest 2 was 16.762. Meanwhile, the standard deviation in pretest 2 was 8.847 and postest 2 was 7.649, for the gain score in std deviation was 10.686. In pretest 3 treatment 3, the mean was 69,571 and postetst 3 the mean was 78,000 for the gain score between pretest 3 and posttest 3 was 8,429. Meanwhile, the standard deviation in pretest 3 was 9,075 and postest 3 was 7,085, for the gain score in std deviation was 5,879.

Thus, it can be seen that there is a significant increase in the average value of writing recount text tests between before and after being treated in the experimental class. Then, calculated using the One Way Anova formula (homogeneity of varian test). Because the price $F_{count} = 8.818 > F_{tabel} = 3.15$ dan P-*value (sig.)*= 0.000 < 0.05. Then H_0 is rejected, so it can be concluded that there is a significant effect of using the detailed idea strategy on students' ability to write recount text. After that to see which treatment are different. Then the further test used is the Bonferroni value. Where the significance value obtained is 0.000 <0.05, so it can be found that the difference in the average difference in students' writing ability at the time of treatment 1 (X1) and in treatment 3 (X3).

The results of the research in the experimental class show that the Idea Details Strategy has been proven to be useful for students in learning to write recount text, resulting in an increase in writing recount text. The benefits obtained by the experimental class students are shown by several things, including student easy to develop their idea using the details to support their idea in writing and Idea Details Strategy make students fun and easy because students get the idea and make details based on their ideas. The Idea Details Stratgy is proven to make it esier for students in the process of writing recount text as a whole.

From the statement above, the students' ability in writing recount text was increased by Idea Details Strategy. it is clear that there are enhancement significant differences in writing reount text between

treatment 1 until treatmen 3. This shows that the research objectives have been achieved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, some conclusion are arisen. After doing the research, collecting the data, and then analyzing the data, the researcher found that the result of this study showed a statistically significant effect of Idea Details Strategy toward students' ability in writing recount text.

Based on the statistically analysis, there is a significant effect of using Idea Details Strategy toward students' ability in writing recount text at SMKN 1 in the academic year 2019/2020. The significant effect can be seen at the results of the study. It showed that there was an increase in writing recount text in the experimental class after being treated. In pretest 1 treatment 1, the mean was 47.095 and postetst 1 the mean was 67.381 for the gain score between pretest 1 and posttest 1 was 20.286. Meanwhile, the standard deviation in pretest 1 was 8.300 and postest 1 was 9.672, for the gain score in std deviation was 6.958. In pretest 2 treatment 2, the mean was 56.524 and postest 2 the mean was 73.286 for the gain score between pretest 2 and posttest 2 was 16.762. Meanwhile, the standard deviation in pretest 2 was 8.847 and postest 2 was 7.649, for the gain score

in std deviation was 10.686. In pretest 3 treatment 3, the mean was 69,571 and postetst 3 the mean was 78,000 for the gain score between pretest 3 and posttest 3 was 8,429. Meanwhile, the standard deviation in pretest 3 was 9,075 and postest 3 was 7,085, for the gain score in std deviation was 5,879.

Thus, it can be seen that there is a significant increase in the average value of writing recount text tests between before and after being treated in the experimental class. Then, calculated by using the One Way Anova formula (homogeneity of varian test). Because the price $F_{count} = 8.818 > F_{tabel} = 3.15$ dan P-*value (sig.)*= 0.000 < 0.05. Then H_0 is rejected, it can be concluded that there is a significant effect of using the idea details strategy on students' ability to write recount text. After that to see which treatment are different. Then the further test used is the Bonferroni value. Where the significance value obtained is 0.000 <0.05, it can be found that the difference in the average difference in students' writing ability at the time of treatment 1 (X1) and in treatment 3 (X3).

B. Suggestion

From the conclusion of the research above, it is known that using Idea Details strategy can give significant difference to students' ability onrecount text. Because of that, Idea Details strategy can be one of the choices for English teacher in order to help student in writing skill.

Based on the research findings, the writer would like to give some suggestions :

1. In teaching and learning process the teacher should use various strategies that are suitable to the teaching material itself. In teaching writing, especially in writingrecount text, the teacher should make the students involve in the learning process. By using Idea Details Strategy students are easy to develop their ideas and make a goodwriting recount text.

2. For the students, they must pay attention to the lesson explained by the teacher. The students must rehearse their writing ability not only in the class but also out of the class. By using an Idea Details Strategy, they will be easy when they want to develop their ideas in writing recount text.

3. Further research needs to be done on learning to write recount text with an Idea Details Strategy to broader objects.

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APPENDICES

TEACHER INTERVIEW SHEET

P : Assalamu'alaikum pak

G : Wa'alaikumsalam

P : mohon maaf menggangu waktunya sebentar pak

G : iya tidak apa-apa, ada yang bisa saya bantu nak?

P : Jadi begini pak, saya ingin mewawancarai mam mengenai proses belajar mengajar bahas inggris dikelas

G : Baiklah, silahkan apa yang ingin kamu tanyakan?

P : terimakasih sebelumnya pak, bagaimana proses pembelajaran bahasa inggris dikelas?

G : Alhamdulillah lancar, akan tetapi banyak anak-anak disini yang mengalami kesulitan dalam belajar bahasa inggris dikarenakan kebanyakan dari mereka hanya sedikit memahami vocabulary bahasa inggris sehingga mereka sulit mengartikan dan mengembagkan ide mereka, pronunciation yang kurang tepat, kesalahan dalam penggunaan grammar juga sering terjadi.

P : Metode atau strategi apakah yang bapak gunakan dalam mengajar bahasa inggris?

G : Mayoritas guru-guru bahasa inggris disini menggunakan metode ceramah dan terkadang juga dibantu dengan beberapa media

P : apakah bapak menggunakan RPP dalam melaksanakan pembelajaran bahasa inggris?

G : iya, disekolah ini wajib menggunakan RPP

P : ketika didalam kelas bagaimanakah repon anak-anak?

G : Alhamdulillah aktif, namun tidak bisa kita pungkiri bahwasannya masih ada beberapa anak yang masih suka bermain-main

P : apakah ada kendala yang dimiliki anak-anak ketika belajar bahasa inggris ?

G : tentu saja ada karena tidak semua anak mampu memahami cepat. Baik itu mengenai maknanya, pengucapannya, kurangnya kosa kata dalam bahasa inggris dan juga grammarnya

P : cara apakah yang bapak gunakan agar anak-anak senang belajar bahasa inggris

G : anak-anak disini itu cenderung masih suka bermain, dengan begitu sambil belajar sesekali saya tampilkan movie yang berbahasa inggris menggunakan infocus dan speaker dengan tujuan agar anak-anak semangat dalam belajar khususnya belajar bahasa inggris dan juga agar anak-anak terbiasa mendengar dan cara pengucapannya

P : ketika ada anak yang nilai bahasa inggrisnya rendah ketika latihan atau ulangan, bagaimana cara bapak menindaklanjuti permasalahan ini?

G : Dengan cara remedial atau ujian ulang.

Note :

P : Penelit

G : Guru

APPENDIX **1 :**

LIST OF STUDENTS X OTKP 3

NO	NIS	NAMA SISWA	STUDENTS CODE
1	2919	Berliana Febrianti Anggraini	S1
2	2920	Deri Iwan Saputra	S2
3	2921	Emelda	S3
4	2922	Esmi Juwita	S4
5	2923	Estriani	S5
6	2924	Gita Novita Putri	S6
7	2925	Heti Dea Saputri	S7
8	2926	Imas Aprilia Maharani	S8
9	2927	Marissa Septriana	S9
10	2928	Misi Kuspita Sari	S10
11	2929	Nomia Cein	S11
12	2930	Pinti Ulan Dari	S12
13	2931	Putri Wulan Sari	S13
14	2932	Qurrata Ainun	S14
15	2933	Rediko Perlianto	S15
16	2934	Reko Zupindo	S16
17	2935	Roni Andriawan	S17
18	2936	Santi	S18
19	2937	Satrio TakdirIlahi	S19
20	2938	Sefrial Anugrah	S20
21	2939	Trisno Agung Perdana	S21

APPENDIX 2 :

DATA SCORE PRETEST 1 (BEFORE TREATMENT X1)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	KATEG ORI
		CONT ENT	ORGA NIZAT ION	VOCAB ULARY	LANGU AGE USE	MECA NICS		
1	S1	14	10	12	10	2	48	Poor
2	S2	13	9	9	8	2	41	Poor
3	S3	16	13	11	12	4	56	Poor
4	S4	16	11	11	7	3	48	Poor
5	S5	13	7	8	5	2	35	Fail
6	S6	17	13	10	11	3	54	Poor
7	S7	14	11	9	8	3	45	Poor
8	S8	18	10	10	6	3	47	Poor
9	S9	14	12	11	5	2	44	Poor
10	S10	13	8	8	7	2	38	Fail
11	S11	17	14	15	10	3	59	Poor
12	S12	12	8	8	7	3	38	Fail
13	S13	13	7	9	5	2	36	Fail
14	S14	14	13	11	10	3	51	Poor
15	S15	18	15	11	12	3	59	Poor
16	S16	15	12	12	10	3	52	Poor
17	S17	18	15	10	11	3	57	Poor
18	S18	13	8	7	5	2	35	Fail
19	S19	17	11	10	10	3	51	Poor
20	S20	20	13	12	10	2	57	Poor
21	S21	13	9	8	6	2	38	Fail

THE CRITERIA OF WRITING TEST

CRITERIA	SCORE MAX
Content	30
Organization	20

CLASSIFICATION WRITING SKILL

INTERVAL	KATEGO RI
$85 \leq$ Skor ≤ 100	Excellent
$75 \leq$ Skor ≤ 84	Good

Vocabularry	20	
Language Use	25	
Mecanics	5	
TOTAL SCORE	**100**	

$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DATA SCORE POSTTES 1 (ATER TREATMENT X1)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	CATEGORY
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECANICS		
1	S1	20	14	17	18	3	72	Fair
2	S2	18	12	11	15	2	58	Poor
3	S3	18	15	13	17	3	66	Fair
4	S4	18	14	12	11	3	58	Poor
5	S5	18	15	12	15	3	63	Fair
6	S6	20	17	18	17	3	75	Good
7	S7	21	19	15	15	3	73	Fair
8	S8	19	15	12	10	3	59	Poor
9	S9	18	13	13	10	2	56	Poor
10	S10	18	15	16	18	3	70	Fair
11	S11	23	16	15	20	3	77	Good
12	S12	16	16	15	15	3	65	Fair
13	S13	18	12	15	15	3	63	Fair
14	S14	20	16	15	17	3	71	Fair
15	S15	22	18	18	20	4	82	Good
16	S16	22	18	18	19	3	80	Good
17	S17	22	20	17	18	4	81	Good
18	S18	15	10	12	15	3	55	Poor
19	S19	20	16	16	16	3	71	Fair
20	S20	20	20	16	15	3	74	Fair
21	S21	15	12	9	8	2	46	Poor

THE CRITERIA OF WRITING TEST

KRITERIA	SCORE MAX
Content	30

CLASSIFICATION WRITING SKILL

INTERVAL	CATEGORY
$85 \leq$ Skor ≤ 100	Excellent

Organization	20	
Vocabularry	20	
Language Use	25	
Mecanics	5	
TOTAL SCORE	**100**	

$75 \leq$ Skor ≤ 84	Good
$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DATA SCOR2 PRETES 2 (BEFORE TREATMENT X2)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	CATEGORY
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECANICS		
1	S1	18	13	13	16	2	62	Fair
2	S2	15	11	10	11	2	49	Poor
3	S3	20	15	13	17	3	68	Fair
4	S4	18	15	12	12	3	60	Fair
5	S5	15	10	10	8	2	45	Poor
6	S6	20	13	13	15	3	64	Fair
7	S7	17	14	13	15	3	62	Fair
8	S8	20	15	12	15	3	65	Fair
9	S9	18	12	13	13	2	58	Poor
10	S10	15	11	12	10	2	50	Poor
11	S11	16	15	15	12	4	62	Fair
12	S12	13	12	10	10	2	47	Poor
13	S13	13	11	9	8	3	44	Poor
14	S14	16	15	12	15	3	61	Fair
15	S15	14	11	9	9	2	45	Poor
16	S16	14	11	10	9	3	47	Poor
17	S17	18	16	17	15	4	70	Fair
18	S18	14	10	8	8	3	43	Poor
19	S19	18	14	15	15	3	65	Fair
20	S20	18	17	12	13	3	63	Fair
21	S21	15	13	15	11	3	57	Poor

THE CRITERIA OF WRITING TEST

CRITERIA	SCORE

CLASSIFICATION WRITING SKILL

INTERVAL	CATEGO

	MAX
Content	30
Organization	20
Vocabularry	20
Language Use	25
Mecanics	5
TOTAL SCORE	**100**

	RY
$85 \leq$ Skor ≤ 100	Excellent
$75 \leq$ Skor ≤ 84	Good
$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DATA SCORE POSTTEST 2 (AFTER TREATMENT X2)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	CATEGORY
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECANICS		
1	S1	20	18	15	15	4	72	Fair
2	S2	18	15	16	18	3	70	Fair
3	S3	23	16	15	20	4	78	Good
4	S4	18	15	13	17	4	67	Fair
5	S5	18	14	12	11	3	58	Poor
6	S6	23	18	20	22	5	88	Excellent
7	S7	20	15	16	15	3	69	Fair
8	S8	21	19	15	15	4	74	Fair
9	S9	23	18	14	16	4	75	Good
10	S10	20	16	18	17	5	76	Good
11	S11	26	16	18	20	5	85	Excellent
12	S12	22	18	17	15	3	75	Good
13	S13	22	18	15	15	3	73	Fair
14	S14	22	19	18	17	4	80	Good
15	S15	23	19	16	18	5	81	Good
16	S16	20	13	12	16	4	65	Fair
17	S17	20	17	15	15	3	70	Fair
18	S18	25	17	17	18	3	80	Good
19	S19	23	16	16	16	4	75	Good
20	S20	20	17	14	15	4	70	Fair
21	S21	18	12	13	12	3	58	Poor

THE CRITERIA OF WRITING TEST

CRITERIA	SCORE MAX
Content	30
Organization	20
Vocabularry	20
Language Use	25
Mecanics	5
TOTAL SCORE	**100**

CLASSIFICATION WRITING SKILL

INTERVAL	CATEGORY
$85 \leq$ Skor ≤ 100	Excellent
$75 \leq$ Skor ≤ 84	Good
$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DATA SCORE PRETEST3 (BEFORE TREATMENT X3)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	CATEGORY
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECANICS		
1	S1	20	16	18	17	4	75	Good
2	S2	18	15	14	15	4	66	Fair
3	S3	21	17	14	17	3	72	Fair
4	S4	18	14	12	11	3	58	Poor
5	S5	20	15	13	11	4	63	Fair
6	S6	22	20	17	15	4	78	Good
7	S7	23	19	18	16	4	80	Good
8	S8	20	15	12	15	3	65	Fair
9	S9	18	16	14	13	4	65	Fair
10	S10	20	18	15	14	3	70	Fair
11	S11	23	20	18	15	4	80	Good
12	S12	15	14	13	12	2	56	Poor
13	S13	17	13	13	12	4	59	Poor
14	S14	21	18	17	15	4	75	Good
15	S15	23	20	19	16	4	82	Good
16	S16	22	20	18	15	3	78	Good
17	S17	24	22	17	15	4	82	Good
18	S18	18	16	14	11	3	62	Fair
19	S19	21	17	18	14	4	74	Fair
20	S20	20	18	15	13	3	69	Fair

| 21 | S21 | 16 | 11 | 12 | 11 | 2 | 52 | Poor |

THE CRITERIA OF WRITING TEST

CRITERIA	SCORE MAX
Content	30
Organization	20
Vocabularry	20
Language Use	25
Mecanics	5
TOTAL SCORE	**100**

CLASSIFICATION WRITING SKILL

INTERVAL	CATEGORY
$85 \leq$ Skor ≤ 100	Excellent
$75 \leq$ Skor ≤ 84	Good
$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DATA SCORE POSTTEST3 (AFTER TREATMENT X3)

NO	SISWA	THE CRITERIA OF WRITING TEST					SCORE	CATEGORY
		CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECANICS		
1	S1	23	18	14	16	4	75	Good
2	S2	20	16	18	17	5	76	Good
3	S3	23	16	15	20	4	78	Good
4	S4	18	15	13	17	4	67	Fair
5	S5	18	14	15	13	4	64	Fair
6	S6	23	18	20	22	5	88	Excellent
7	S7	24	20	18	20	4	86	Excellent
8	S8	21	19	15	15	4	74	Fair
9	S9	23	18	14	16	4	75	Good
10	S10	20	16	18	17	5	76	Good
11	S11	26	16	18	20	5	85	Excellent
12	S12	22	18	17	15	3	75	Good
13	S13	22	18	15	15	4	74	Fair
14	S14	22	20	18	17	5	82	Good
15	S15	26	16	18	20	5	85	Excellent
16	S16	23	20	18	15	4	80	Good
17	S17	24	20	18	16	5	83	Good
18	S18	25	20	18	18	4	85	Excellent

19	S19	23	20	18	20	5	86	Excellent
20	S20	26	19	14	16	5	80	Good
21	S21	18	12	15	16	3	64	Fair

<table>
<tr><th colspan="2" align="center">THE CRITERIA OF WRITING TEST</th></tr>
<tr><th>CRITERIA</th><th>SCORE MAX</th></tr>
<tr><td align="center">Content</td><td align="center">30</td></tr>
<tr><td align="center">Organization</td><td align="center">20</td></tr>
<tr><td align="center">Vocabularry</td><td align="center">20</td></tr>
<tr><td align="center">Language Use</td><td align="center">25</td></tr>
<tr><td align="center">Mecanics</td><td align="center">5</td></tr>
<tr><td align="center">TOTAL SCORE</td><td align="center">100</td></tr>
</table>

CLASSIFICATION WRITING SKILL

INTERVAL	CATEGORY
$85 \leq$ Skor ≤ 100	Excellent
$75 \leq$ Skor ≤ 84	Good
$60 \leq$ Skor ≤ 74	Fair
$40 \leq$ Skor ≤ 59	Poor
$0 \leq$ Skor ≤ 39	Fail

DESCRIPTION DATA PRETEST-POSTTEST TREATMENT (X1)

NO	STUDENT CODE	SCORE		
		PRETEST 1	POSTTEST 1	GAIN
1	S1	48	72	24
2	S2	41	58	17
3	S3	56	66	10
4	S4	48	58	10
5	S5	35	63	28
6	S6	54	75	21
7	S7	45	73	28
8	S8	47	59	12
9	S9	44	56	12
10	S10	38	70	32
11	S11	59	77	18
12	S12	38	65	27
13	S13	36	63	27
14	S14	51	71	20
15	S15	59	82	23

NO	STUDENT CODE	PRETEST	POSTTEST	GAIN
16	S16	52	80	28
17	S17	57	81	24
18	S18	35	55	20
19	S19	51	71	20
20	S20	57	74	17
21	S21	38	46	8
MEAN		47.095	67.381	20.286
ST. DEVIASI		8.300	9.672	6.958
VARIANS		68.890	93.548	48.414
MINIMUM		35	46	8
MAXIMUM		59	82	32

DESCRIPTION DATA PRETEST-POSTTEST TREATMENT (X2)

NO	STUDENT CODE	SCORE		
		PRETEST 2	POSTTEST 2	GAIN
1	S1	62	72	10
2	S2	49	70	21
3	S3	68	78	10
4	S4	60	67	7
5	S5	45	58	13
6	S6	64	88	24
7	S7	62	69	7
8	S8	65	74	9
9	S9	58	75	17
10	S10	50	76	26
11	S11	62	85	23
12	S12	47	75	28
13	S13	44	73	29

NO	STUDENT CODE	PRETEST	POSTTEST	GAIN
14	S14	61	80	19
15	S15	45	81	36
16	S16	47	65	18
17	S17	70	70	0
18	S18	43	80	37
19	S19	65	75	10
20	S20	63	70	7
21	S21	57	58	1
RATA-RATA		**56.524**	**73.286**	**16.762**
ST. DEVIASI		**8.847**	**7.649**	**10.686**
VARIANS		**78.262**	**58.514**	**114.190**
MINIMUM		**43**	**58**	**0**
MAXIMUM		**70**	**88**	**37**

DESCRIPTION DATA PRETEST-POSTTEST TREATMENT (X3)

NO	STUDENT CODE	SCORE		
		PRETEST 3	**POSTTEST 3**	**GAIN**
1	S1	75	75	0
2	S2	66	76	10
3	S3	72	78	6
4	S4	58	67	9
5	S5	63	64	1
6	S6	78	88	10
7	S7	80	86	6
8	S8	65	74	9
9	S9	65	75	10
10	S10	70	76	6
11	S11	80	85	5
12	S12	56	75	19
13	S13	59	74	15

14	S14	75	82	7
15	S15	82	85	3
16	S16	78	80	2
17	S17	82	83	1
18	S18	62	85	23
19	S19	74	86	12
20	S20	69	80	11
21	S21	52	64	12
RATA-RATA		**69.571**	**78.000**	**8.429**
ST. DEVIASI		**9.075**	**7.085**	**5.879**
VARIANS		**82.357**	**50.200**	**34.557**
MINIMUM		**52**	**64**	**0**
MAXIMUM		**82**	**88**	**23**

APPENDIX 3 :

PRETEST SCORE NORMALITY TEST

```
DATASET ACTIVATE DataSet2.
EXAMINE VARIABLES=PRETEST1 PRETEST2 PRETEST3
  /PLOT HISTOGRAM NPPLOT
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

[DataSet2]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
PRETEST1	21	100.0%	0	.0%	21	100.0%
PRETEST2	21	100.0%	0	.0%	21	100.0%
PRETEST3	21	100.0%	0	.0%	21	100.0%

Descriptives

			Statistic	Std. Error
PRETEST1	Mean		47.0952	1.81121
	95% Confidence Interval for Mean	Lower Bound	43.3171	
		Upper Bound	50.8734	
	5% Trimmed Mean		47.1058	
	Median		48.0000	
	Variance		68.890	
	Std. Deviation		8.30003	
	Minimum		35.00	
	Maximum		59.00	
	Range		24.00	
	Interquartile Range		17.00	
	Skewness		-.081	.501
	Kurtosis		-1.388	.972
PRETEST2	Mean		56.5238	1.93048
	95% Confidence Interval for	Lower Bound	52.4969	

	Mean	Upper Bound	60.5507	
	5% Trimmed Mean		56.5291	
	Median		60.0000	
	Variance		78.262	
	Std. Deviation		8.84658	
	Minimum		43.00	
	Maximum		70.00	
	Range		27.00	
	Interquartile Range		16.50	
	Skewness		-.274	.501
	Kurtosis		-1.484	.972
PRETEST3	Mean		69.5714	1.98035
	95% Confidence Interval for Mean	Lower Bound	65.4405	
		Upper Bound	73.7024	
	5% Trimmed Mean		69.8466	
	Median		70.0000	
	Variance		82.357	
	Std. Deviation		9.07508	
	Minimum		52.00	
	Maximum		82.00	
	Range		30.00	
	Interquartile Range		15.50	
	Skewness		-.287	.501
	Kurtosis		-1.024	.972

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST1	.149	21	.200[*]	.923	21	.098
PRETEST2	.177	21	.086	.896	21	.029
PRETEST3	.116	21	.200[*]	.951	21	.352

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

APPENDIX 4 :

POSTTEST SCORE NORMALITY TEST


```
EXAMINE VARIABLES=POSTTEST1 POSTTEST2 POSTTEST3
  /PLOT HISTOGRAM NPPLOT
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore
[DataSet2]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
POSTTEST1	21	100.0%	0	.0%	21	100.0%
POSTTEST2	21	100.0%	0	.0%	21	100.0%
POSTTEST3	21	100.0%	0	.0%	21	100.0%

Descriptives

			Statistic	Std. Error
POSTTEST1	Mean		67.3810	2.11060
	95% Confidence Interval for Mean	Lower Bound	62.9783	
		Upper Bound	71.7836	
	5% Trimmed Mean		67.7354	
	Median		70.0000	

	Variance	93.548	
	Std. Deviation	9.67200	
	Minimum	46.00	
	Maximum	82.00	
	Range	36.00	
	Interquartile Range	16.00	
	Skewness	-.360	.501
	Kurtosis	-.486	.972
POSTTEST2	Mean	73.2857	1.66925
	95% Confidence Interval for Mean — Lower Bound	69.8037	
	Upper Bound	76.7677	
	5% Trimmed Mean	73.3254	
	Median	74.0000	
	Variance	58.514	
	Std. Deviation	7.64946	
	Minimum	58.00	
	Maximum	88.00	
	Range	30.00	
	Interquartile Range	9.50	
	Skewness	-.265	.501
	Kurtosis	.240	.972
POSTTEST3	Mean	78.0000	1.54612
	95% Confidence Interval for Mean — Lower Bound	74.7749	
	Upper Bound	81.2251	
	5% Trimmed Mean	78.2275	
	Median	78.0000	
	Variance	50.200	

Std. Deviation	7.08520	
Minimum	64.00	
Maximum	88.00	
Range	24.00	
Interquartile Range	10.50	
Skewness	-.588	.501
Kurtosis	-.331	.972

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
POSTTEST1	.131	21	.200[*]	.966	21	.633
POSTTEST2	.097	21	.200[*]	.971	21	.765
POSTTEST3	.143	21	.200[*]	.922	21	.096

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

APPENDIX 5 **:**

PRETEST SCORE VARIANCE HOMOGENITY TEST


```
DATASET ACTIVATE DataSet0.
EXAMINE VARIABLES=PRETES BY TREATMENT
  /PLOT SPREADLEVEL(1)
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

```
[DataSet0]
```

TREATMENT

Case Processing Summary

		Cases						
		Valid		Missing		Total		
	TREATME NT	N	Percent	N	Percent	N	Percent	
PRETES	X1	21	100.0%	0	.0%	21	100.0%	
	X2	21	100.0%	0	.0%	21	100.0%	
	X3	21	100.0%	0	.0%	21	100.0%	

Descriptives

	TREATMENT			Statistic	Std. Error
PRETEST	X1	Mean		47.0952	1.81121
		95% Confidence Interval for	Lower Bound	43.3171	

	Mean	Upper Bound	50.8734	
	5% Trimmed Mean		47.1058	
	Median		48.0000	
	Variance		68.890	
	Std. Deviation		8.30003	
	Minimum		35.00	
	Maximum		59.00	
	Range		24.00	
	Interquartile Range		17.00	
	Skewness		-.081	.501
	Kurtosis		-1.388	.972
X2	Mean		56.5238	1.93048
	95% Confidence Interval for Mean	Lower Bound	52.4969	
		Upper Bound	60.5507	
	5% Trimmed Mean		56.5291	
	Median		60.0000	
	Variance		78.262	
	Std. Deviation		8.84658	
	Minimum		43.00	
	Maximum		70.00	
	Range		27.00	
	Interquartile Range		16.50	
	Skewness		-.274	.501
	Kurtosis		-1.484	.972
X3	Mean		69.5714	1.98035
	95% Confidence Interval for Mean	Lower Bound	65.4405	
		Upper Bound	73.7024	
	5% Trimmed Mean		69.8466	
	Median		70.0000	
	Variance		82.357	
	Std. Deviation		9.07508	
	Minimum		52.00	
	Maximum		82.00	
	Range		30.00	
	Interquartile Range		15.50	

| | | | Skewness | -.287 | .501 |
| | | | Kurtosis | -1.024 | .972 |

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	.216	2	60	.806
	Based on Median	.104	2	60	.901
	Based on Median and with adjusted df	.104	2	56.331	.901
	Based on trimmed mean	.212	2	60	.810

APPENDIX 6 :

POSTTEST SCORE VARIANCE HOMOGENITY TEST

```
EXAMINE VARIABLES=POSTTEST BY TREATMENT
  /PLOT SPREADLEVEL(1)
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```
Explore
[DataSet0]

TREATMENT

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	TREAT MENT	N	Percent	N	Percent	N	Percent
POSTTEST	X1	21	100.0%	0	.0%	21	100.0%
	X2	21	100.0%	0	.0%	21	100.0%
	X3	21	100.0%	0	.0%	21	100.0%

Descriptives

	TREATMENT			Statistic	Std. Error
POSTTEST	X1	Mean		67.3810	2.11060
		95% Confidence Interval for Mean	Lower Bound	62.9783	
			Upper Bound	71.7836	

	5% Trimmed Mean		67.7354	
	Median		70.0000	
	Variance		93.548	
	Std. Deviation		9.67200	
	Minimum		46.00	
	Maximum		82.00	
	Range		36.00	
	Interquartile Range		16.00	
	Skewness		-.360	.501
	Kurtosis		-.486	.972
X2	Mean		73.2857	1.66925
	95% Confidence Interval for Mean	Lower Bound	69.8037	
		Upper Bound	76.7677	
	5% Trimmed Mean		73.3254	
	Median		74.0000	
	Variance		58.514	
	Std. Deviation		7.64946	
	Minimum		58.00	
	Maximum		88.00	
	Range		30.00	
	Interquartile Range		9.50	
	Skewness		-.265	.501
	Kurtosis		.240	.972
X3	Mean		78.0000	1.54612
	95% Confidence Interval for Mean	Lower Bound	74.7749	
		Upper Bound	81.2251	
	5% Trimmed Mean		78.2275	
	Median		78.0000	
	Variance		50.200	
	Std. Deviation		7.08520	
	Minimum		64.00	
	Maximum		88.00	
	Range		24.00	

	Interquartile Range		10.50	
	Skewness		-.588	.501
	Kurtosis		-.331	.972

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
POSTTEST	Based on Mean	1.765	2	60	.180
	Based on Median	1.383	2	60	.259
	Based on Median and with adjusted df	1.383	2	54.932	.259
	Based on trimmed mean	1.723	2	60	.187

EXPERIMENTAL CLASS

PRETEST 1

POSTTEST 1

PRETEST 2

PRETEST 3

POSTTEST 2

POSTTEST 3