THE EFFECTIVENESS OF SHORT FUNCTIONAL TEXT BY USING PROBLEM BASED LEARNING (PBL) TECHNIQUE TO IMPROVE STUDENTS' WRITING ABILITY IN TEACHING LEARNING ENGLISH

(An Experimental Study at the SMA PGRI Cepu in Academic Year 2018/2019)

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

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SKRIPSI

Presented to

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APPROVAL SHEETS

THESIS

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By

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NIM 15120044

Has been brought to the Board of Examiners of English Education Department of Language and Art Education Faculty of IKIP PGRI Bojonegoro on August 23th 2019 and hereby consideredto completly fulfill the requirement of the degre of *Sarjana Pendidikan* (S.Pd) in English and Education.

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Program of the study   : English Department

Faculty   : Language and Art

This is my self write this skripsi and is not plagiarsm or made by others or in the whole.anything related to other's work is written in a source question, the source of which is listed in the biliography.

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Bojonegoro, 22 August 2019

Statement by,

Aulia Nurlita Sari

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DEDICATION

With all of my love, I dedicate my thesis to:

1. My beloved parents (Kuspriyadi and Wiji Lestari) who have given full of love, attention, motivation and pray. Thanks for all your affection endless love.

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Motto

"Life is a like ridding a bicycle. To keep your balance, you must keep moving."

– Albert Einstein –

Abstract

Nurlita Sari Aulia (Student Number : 15120044), 2019. The Effectiveness of Short Functioal Text By Using Problem Based Learning Technique to Improve Students' Writing Ability in Teaching Learning English (An exprimental Study at the SMA PGRI Cepu in the Accademic Year 2018/2019). Skripsi. Bojonegoro. English Education Department of IKIP PGRI Bojonegoro.

Key Words : Writing, Descriptive Text, Procedure Text, Problem Based Learning (PBL) Technique, Senior High School

Writing is a medium of human comunication that represent languages and emotion with signs and symbols. Writing is not a language but a tool used to make languages be read. Writing is express feeling, ideas, argument and etc. By this research the writer will to know about the students writing abilty by short functional text. By using quantitative research the writen get the data from the pre-test and post-test from students Senior High School at XMIPA students. The finding in this research are the student low in the vocabulary and writing technique.Descriptive text is a text to describe something and Procedure text is a to describe how to do something.

This research problem is the Problem Based Learning Technique effective to improve students writing skill?

The objectives of the study is : 1)To know the effectiveness of Problem Based Learning Technique to improve student in writing ability in teaching learning English; 2)To improve student's writing ability in by Procedure Text and DescriptiveText.

Method of the research: Experimental research one group pre-test and post-test design. It is intended to find out any significant difference on the writing. The population of this study was all the X students at SMA PGRI Cepu. The sample was X – MIPA Class that consisting of 11 students. The technique of data analysis is using T-test.

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, research problem, the objection of the study, significant of the study, hypothesis, definition of key term, and outline of the report.

A. Background of the study

This study will investigate the use of "SHORT FUNCTIONAL TEXT BY USING PROBLEM BASED LEARNING (PBL) TETECNIQUE" to improve students' understanding of writing in learning English. Usually in Writing lessons students often experience difficulties such as in the use of sentence sequences, lack of vocabulary, and lack of understanding of various types of sentences or texts.

There are four skills that students must learn in learning English, there are : listening, reading, speaking, and writing. The four types of skills can be classified into two properties, namely productive and receptive skills (Ayudia, Suryanto, & Waluyo, 2016). Writing, as one of the four skills, has contributed to human life. The importance of writing can be seen in one's daily needs. People make letters, memos, invitations, express sympathy to others by writing. From writing someone can find out various information that is conveyed from someone to someone else or vice versa.

Writing is one of the English skills. According to Burrows (1998; 155) writing is "complex action" and "experience, information and understanding influence ideas in writing". The meaning of writing is the process of giving some ideas. So it can be concluded that writing is an activity to express thoughts to someone or to provide information to someone through writing. Students who learn to write for example in Short Functional Text materials also need interest. Not all students have the ability to write short functional texts (Procedure Text and Descriptive Text). As we know that every student has a different ability to do something. So, we as teachers must provide motivation to students, so that they want to learn material by enjoying without fear to try.

According to Goult, DiYanniand, Smith, (1989: P.18) writing is a creative action, writing is creative because it requires translators to understand or something: experience, text, events. In writing lessons, there are several materials taught, one of which is Short Functional Text.

According to Mulyana (2016: P.4) Functional text is a writing text that is intended to help readers complete daily tasks. Functional texts can be in the form of notice, memo, announcement, advertisement, letter etc. This can be a ban, invitation, greeting card, short message, shopping list, notification, announcement, narrative, descriptive, and others. Because in writing lessons students must understand how to write several types of text. Types of Functional Short Texts include procedure text, descriptive

texts, narrative texts, report texts, memos, invitations, greeting cards, and others.

In this case, the researcher in this study, wanted to find out how effective the use of Procedure Text and Descriptive Text to write subjects especially to understand the type of text. So that they can understand how to write well and know the type of text and its functions.

In this study I took a sample in class X MIPA SMA PGRI Cepu. In class X there are several problems found in students when learning English, especially writing. First, in this lesson students have a weakness that is lack of mastery of vocabulary. According to Richards (2002:P.255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Vocabulary refers to all the words of a language, or to the words used by a particular person or group. So the vocabulary is a collection of words that have a different definitions.

Second, grammar. Student grammar mastery is still lacking so they are still not perfect for composing a sentence. According to Harmer (2003:P.142), grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is an arrangement of sentence patterns arranged in a certain structure.

Third, diction. When composing a story they are still confused to determine the storyline that was made. Therefore I want to grow a great

learning motivation to arouse their enthusiasm for learning English. According to Mustakim (1994: 41), diction is distinguish between word selection terms and word choices. Word selection is the process or action of choosing words that can express ideas correctly, while choice of words is the result of the process or action. It can conclude that the diction is the choice of words that form a sentence that will be used to express ideas or stories.

Based on the researcher's experience in the teaching experience program, most of students were able to express their idea to make a good text. They faced difficulty in writing because they did not have sufficient knowledge of vocabulary and grammar. They also found difficulty in organizing their ideas in sentences or paragraph. Realizing that writing is very important for the English learners, the learners need to develop their ability in writing.

So research with Descriptive Text and Procedure Text can be used as an alternative to teaching writing skills in 10th grade of SMA PGRI Cepu in the academic years 2018/2019.

B. Research problem

Is the Problem Based Learning Technique effective to improve students writing skill?

C. The objectives of study

1. To know the effectiveness of Problem Based Learning Technique to improve student in writing ability in teaching learning English.

2. To improve student's writing ability in by Procedure Text and DescriptiveText.

D. Significances of the study

By doing this research, researchers want the results are useful for:

1. Theoretical Significances

    This study should be one of the references for junior high school teachers using interesting media in writing teaching learner. Researchers hope that it will inspire teachers to improve their teaching methods. So that students will get a better achievement.

2. Practical Significances

    This research is expected to better understand the material in writing and more fully concentrate on writing teaching learning.

3. Pedagogical Significances

    The study of this study will be a good reference and knowledge for the reader who wants to teach writing by using song media to teach.

E. Hypothesis

In experimenting a Procedure Text and DescriptiveText. as a medium, Hypothesis is proposed (H_1): the use of Procedure Text and DescriptiveText is effective. There is also a null hypothesis (H_0): the use of Procedure Text and DescriptiveText is not effective.

F. Definition of key term

1. Problem Based Learning Technique (PBL)

   Problem Based Learning Technique (PBL) is a teaching method in wich complex real world problem are ussed as the vehicle to promote student learning of concept and principles are opposed to direct presentation of fact and concept. It can also provide opportunities for working in groups, finding and evaluating research materials, and life – long learning (Duch et al, 2001). PBL is student – centered approach to learning that encourages students to be self – directed, interdependent and independent as they attempt to solve the set problem.

2. Short Functional Text

   Short Functional Text is a short text that has special meaning and can be used in our daily lives. These can be in the form of invitations, greeting cards, short messages, shopping lists, notifications, announcements, narrative texts, descriptive texts, spoof texts and others. According to Nanang Ajim (2015), a procedure text is a text that contains the purpose and steps that must be followed so that a work can be done. According to Tompkins (1994) and Stanley (1988), descriptive text is painting pictures with words. By reading descriptive texts, you can see descriptions just as they see images. So Descriptive Text is text that defines something, such as images, sounds, environment and so on.

3. Writing

    Writing a medium of human communication that represents language and emotion with signs and symbols. In most languages, writing is complementary to speech or spoken language. Writing is not a language, but a tool used to make languages be read. The result of writing is called text, and the recipient of text is called a reader. According to Suparno and Yunus (2003: 13) writing activities involve several elements, namely the author as the delivery of messages, writing content, channels or media, and readers.

CHAPTER II

LITERATURE REVIEW

The main concern of experimental research of this class is to see the effectiveness of short functional text to improve and mastery students writing ability in teaching learning English. Review of Literature, Theoretical Review, and Theoritical framework of recent studies are provided in this section.

A. Theoritical Review

1. General Concept of Short Functional Text

Sort Functional Text is writing text that is intended to help readers complete daily tasks. (Mulyana : 2016) Short Functional Text is a short text that has particular meaning and purpose, and can be used in our daily life. Short Functional Texts can breakdown into notice, memo, announcement, advertisement, letter, etc. Many definition of kind of short functional text. In this paper the researcher choose 2 types of Short Functional Text, that is Descriptive Text and Procedure Text, the definitions are,

a. Descriptive Text

Based on Wahidi (2009) Description is used in all forms of writing to create a vivid impression of a person, place, object or event for example to describe a special place and explain why it is special, to describe the most important person in your life, or to

describe the animal's habitat in your report. In other words, description text is to describe a particular person, place, or thing.

According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Descriptive text has Structure as below:

1) Identification; identifying the phenomenon to be described. Beside, identification is the part of paragraph that introduces the character.

2) Description; describing the phenomenon in parts, qualities, or/and characteristic.

b. Procedure Text

According to Ismail Masya Experts (1994: 74), Procedure is a series of interconnected tasks which are sequences according to time and certain procedures to carry out a work carried out repeatedly. Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps.

Generic stucture of Procedure Text

1) Goal: provide information about the intent and purpose of the procedure and predict a conclusion.

2) Materials: contains a list of materials or materials needed to carry out a procedure or steps.

3) Steps: lists the order of instructions / activities to reach the destination in the correct sequence of steps.

4) Result: The result of a series of steps that have been carried out.

2. General Concept of Problem Based Learning (PBL) Technique

Problem Based Learning (PBL) is a teaching model characterized by real problems as a context for students learning critical thinking and problem solving skills and gaining knowledge (Duch 1995 in Aris Shomin 2014: 130).

So in this technique students are presented with one or several problems in learning, for example how to turn on and run a computer. In this problem students will look for ways or steps on how to turn on and run the computer. According of Trianto (2009 : 93) characteristic of PBL are :

 1) The existence of asking questions or problems.

2) Focusing on interdisciplinary linkages.

3) Authentic inquiry

4) Produce products or works and present them.

5) Cooperation.

The purpose of PBL is the ability of students to think creatively, analytically, systematically, and logically to find alternative solutions

to problems through empirical data exploration in order to foster scientific attitudes. Accrording to Sanjaya (2006: 220) the advantages and disadvantages of PBL are:

1) PBL is a good technique for understanding the content of material in learning,

2) PBL can challenge students' abilities and provide new knowledge.

3) PBL can increase students learning activity.

4) PBL can help students to understand problems in real life.

5) PBL can increase students' knowledge and it can encourage students to evaluate the results and the learning process.

6) PBL can show the students that every learning is a way to think not only study from teacher or books,

7) PBL is easy and every student likes it.

8) PBL can make students think critically and adjust to new knowledge.

9) PBL can provide students the opportunity to apply their knowledge in the real world.

10) PBL can develop students' interest to continue learning.

There are disadvantages of PBL according of Sanjaya (2006 : 221) :

1) When students have no interest or assumption that the problem being studied is difficult to solve, they will be reluctant to try.

2) The success of PBL requires enough time to prepare.

3) Without understanding why students solve the problems being studied, students will not learn what they want to learn.

3. Writing

a. Definition

Writing is one language skills. It has taught from primary school to senior high school. Writing is a way to express feeling, ideas, arguments, willingness and thoughts in the form of words in sentences. This language skill is used to communicate from one to another by writing (Richards and Renandya, 2002: P.303). So, writing is a way of somenone to expressing something through writing.

Writing is one of language skill which is defined by Brown (2001: P.335) as "the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals". From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, wherea spoken language is produced in spoken and understandable with the listening way.

Another definition of writing skill is also defined by Urquhart and Mclver and also Harmer. Urquhart and Mclver (2005: P.5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and

discovery, and teachers should help students generate content and discover a purpose.

It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure.

b. Writing Process

According to Harmer (2005:4-6), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

1. Planning

It is the first stage of writing process when the writers plan, try, and decide what theyare going to say before starting to write. It might involve making detailed notes. Second, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Third, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

2. Drafting

   Draft is the first version of a piece of writing. A number of drafts might ben produced on the way to the final version, as the writing process proceeds into editing.

3. Editing (reflecting and revising)

   Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

4. Final Versions

   It is the last stage of the writing process when the written text is ready to send to its intended audience.

c. General Concept of Teaching Writing

Teaching writing is not easy because writing is a productive skill that has several components, such as, vocabulary, harmony, unity and grammar. Through writing, students can express all the problems in writing form, but almost all of the students have a difficulty in writing text, especially English text, some of the difficulties in writing are expressing their ideas and using grammar correctly.

According to Harris (1969:68-69) are divided into five components, they are:

1) Content : measuring the substance of the writing; the ideas expressed.

2) Form : measuring the organization of the content.

3) Grammar : measuring the employment of grammatical forms and syntactic patterns.

4) Style : measuring the choice of structures and lexical items to give a particular or flavor to the writing.

5) Mechanics: measuring the use of the graphic conventions of the language.

B. Review of Related Literature

The researcher provided some information from others researcher to prove the originally of the study. The first previous study was taken from Armi Sanytasari, the student of " English Departement Faculty of Language and Arts, Semarang State Univerity (2011)", who conducted the research entitle *Improving The Students' Ability In Writing Short Functional Text Through Inside – Outside Circle Technique*. This is Experimental Study of X grade students of SMK N 8 Semarang in Academic Year of 2010/2011. The result from this research similarities between her research and the writer's were on the use of Short Functional Text. In her result, she use a inside – outside circle technique to imprrove the students' ability in writing short functional text.

The second research is conducted by Anindita Dwi Irianti, the student of , " English Departement Faculty of Language and Arts, Semarang State Univerity (2015)", who conducted the research entitle *The Effectiveness of "Pop Up Card" In Improving Student's Achievement In*

Writing Descriptive Text. This is an experimental study of 8th grade of MTs N 1 Semarang in the academic year 2013/2014. Students of MTs Negeri 1 Semarang faced some difficulties in writing descriptive text. Such as, they could not construct sentences with correct grammar and generic structure; they were lack of vocabulary, and they could not distinguish verb, noun, and adjective. "Pop up card" was expected to help students to get idea, enrich vocabulary, and explore their taught in making text. Those activities could build students‟ idea before making a text and enthusiasm of the students to learn English.

The third research is conducted by Sabni Yulianza, the student of "Department of English Education Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru (2011)", who conducted the research entitle *Increasing Students' Ability In Writing A Short Functional Text (Short Message) By Drill Method at The Eight Year Students (Viii.A) of Madrasah Tsanawiyah Negeri Padang Mutung Kampar.* Based on the data analysis, the writer concludes that the students' ability in writing a short functional text (short message) is classified intovery good categories. The factors that influence students' ability in writing a short functional text (short message), it is because teacher role such as; the teacher give the way of writing to the students and the teacher give the same chance to the students for writing English. Besides, there is other factors that influence students' because students'

ability such as; students can not choose good word in writing and students hesitate to writing because afraid of making mistake.

The fourth research is conducted by Lailatul Faizah, the student of "Tarbiyah And Teacher Training Faculty English Department Walisongo State Islamic University Semarang (2015)", who conducted the research entitle *Improving Students' Ability In Writing Procedure Text By Using Picture (An Experimental Research at The 9th Grade of MTs Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015)*. There are some significant differences between experimental and control class. Based on the finding and discussion in chapter IV, It could be concluded that: 1) The achievement of the experimental class was higher than the control class In the result of post test of experimental class was 83,63 which higher than the control class 72,79. It means that writing a procedure text by using picture as media was better than the writing procedure text without picture. 2) The t score was higher than the table t score 6.7700, there was a significant difference in the achievement between students in IXA who were taught procedure text using the picture and student in class IXB who were taught procedure text without using picrure.

The fifth research is conducted by Novela Amrina Rosyada, the student of "English Department Faculty Of Languages And Arts State University Of Semarang (2016)", who conducted the research entitle *Improving Students' Simple Present Tense In Writing Descriptive Text*

Using Grammar Checker Application In The Tenth Grade Students Of Smk Ipt Karangpanas In The Academic Year Of 2015/2016. Based on the result of the data analysis in the previous chapter, it can be concluded that there is a significant difference between the experimental group and the control group in the case of teaching Simple Present Tense in descriptive text using Grammar Checker Application 'Grammarly'. The result can be seen from the final score of the experimental and the control groups, it means there was a significant difference of teaching result between students who were taught using Grammarly Grammar Checker Application and students who were taught using conventional teaching.

Based on the explanations above , the previous research has a similar object with the writer's research that is the effectiveness of Short Functional Text to improve students' writing ability. On the other hand, the type of research is different between the writer's the writer will apply Short Functional Text expecially in Procedure text and Descriptive text to aply in her research paper. In this study the writer will do a pre – test with procedure text and will do a post – test with descriptive text. This research will to know how effective the use of Procedure Text and Descriptive Text to improve students' writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher collected data by conducting an experiment. An experimental research describes what happened with particular variables when there is certain treatment given to the students, so that this study used an experimental study as one form of quantitative research to see The Effectiveness Of Short Functional Text By Using PBL Technique To Improve Students Writing Ability In Teaching Learning English to student X class senior high school. An experimental research is a modification of conditions carried out intentionally and controlled in determining events or events, as well as observing changes that occur in the event itself (Moch. Ali, 1993: 134).

By using experimental research, the researcher intended to determine what and how the research was conducted and then analyze the case and the effect of this research. Experimental research was used to find the answers for this study, whether it is true that the implementation of using a Short Functional Text to understanding in learning writing of the X grade students of Senior High Scool.

This research conducted at SMA PGRI Cepu in the academic year of 2018/2019. The researcher developed the instruments of the research and

administrated it to the students to collect the data. This study used Pre-test – Post-test for both of one class. Saleh (2005:132) stated that in this design " the subject groups are not only pre-test but also post-test.

1. Planing

   This stage was started by trying to find out the students' problem in writing comprehension. Then it was followed by the preparation for teaching activities such as chosing the writing materials for example Short Functional Text (Descriptiv Text and Procedure Text), chosing the technique used and the way to carry out the technique, making a lesson plan and making an instrument.

2. Action

   There were some steps in action,

   a. *Giving a Pre-Test*

      The writer began collect the data by firstly giving the pre-test to the subject. The student will give an example the material descriptive text then they can sumarry it by they own word and they can try make a descriptive text.

   b. *Giving a Treatment*

      The steps in giving the treatment would be explained,

      1) The writer distributed the paper to the students.

      2) She aks the question related to the text and discussed the text.

3) Before students do the assignment, they were asked to read the bold of word in the text.

4) Student do the assignment.

5) The student and the writer discussed some bold word.

6) The student and writer discuss together.

c. *Giving a Post Test*

In this step, after giving a treatment the writer will give a student post test. The material is giving a Procedure Text then the student must understand what will the writer discuss.

B. Population And Sample

This sub-chapter described about population and sample.

a. Population

According to Sugiyono (2008:115), "Population is a generalization of the area consists of objects / subjects that have certain qualities and characteristics. Arikunto (2006:130) states that "population is a set or collection of elements possessing one or more attributes of interest". In this study, the population was the X grade students of SMA PGRI Cepu in the academic year of 2018/2019. The total population was 23 students. It was devided into 2 classes, class X IPA and X IPS. The sampling technique used was sample random sampling. Because there were 2 classes could be participant, so one classes were chosen randomly.

b. Sample

To study population more effectively, the writer selected sample. According Sugiyono (2008:116) "sample is a portion of the amount and characteristics possessed by the population". Meanwhile, Arikunto (2006:131) states that "sample" is a part or representative of a population that is investigated. If the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 % or more than 25% of the population. In this study, the researcher took the one class in the X of SMA PGRI Cepu, the researcher selected X MIPA as the samples. The class (X MIPA) was divided in two session, session 1 on first meeting will give a pre-test then after 3 sessions will give a post test.

C. Variables

In this study, the variables are:

1) Independent Variable (Y) : The use of "Short Functional Text (Descriptive Text and Procedure Text)" as the media to improve students understanding in writing learning.

2) Dependent Variable (X) : The students achievement in writing learning.

The samples of this study were the X grade of SMA PGRI Cepu in the academic year of 2018/2019.

D. Instrument of Collecting Data

There was some instrument that used in this research.

1) Test

Test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group (Arikunto, 2002 P:150). The test was used to measure the students' ability about descriptive text.

In this research the researcher used two types of test. They were pre test and post-test. Pre-test and post test are intended to investigate the initial condition, the development during of the treatment process, and the final of the research.

a) Pre-test

A pre-test is conducted in the beginning of the lesson before the treatments are given. The purpose of the pre test is to investigate the students' achievement in writing comprehension.

b) Post test

A post-test is conducted after the treatments were given. The purpose of the post-test is to investigate the students achievement in understanding learning writing after they have been taught using a text.

2) Normality of the Test

A test was said to be normally distributed if x^2 *value* $<$ x^2 *table*. To calculate the normality of the pre-test for both experimental and control group, the formula below was used :

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

x^2 = Normality

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth

    times by n)

    Hypothesis

Ho : The data distributed normally

H1 : The data does not distribute normally

(Arikunto, 2006: 290)

3) Homogeneity of the Test

After finding out if the test was distributed normally or not, it is important to know whether the test was homogenous. The homogeneity of the test was used to determine whether or not the treatments can be conducted.

The formula below was used to calculate the homogeneity :

$$F = \frac{Ve}{Vc}$$

In which,

Ve : variant of the pretest of experimental group

Vc : variant of the pretest of control group

If the Fvalue $\leq$ Ftable, then it can be concluded that the

data of the pretest was homogeny.

(Arikunto, 2006: 324)

E. Procedure of Collecting Data

Arikunto (2002:136) "research methods are methods used by researchers in data collection research". Based on the understanding that it could be said that the research method used is a way to collect data that was in need in the study. The techniques used to collect data in this study were:

1. Test

   a) Pre-test

   Pre test is given before the researcher doing the treatments. First, the researcher came to the chosen class and explained to the students what

they were going to do. It began with distributing the instrument and asking them to do the test.

b) Post test

Post test is given after all the treatments in the experimental research done. The test that given to the students was similar with the pre test.

c) Analyze t-Test

In collecting the data to complete the study, the researcher collected the data and analyzed the following steps below:

1) Tabulation of the data.

It includes scoring the test items of each student and arranging the scores into the rank order.

2) Applying the appropriate formula for analyzing the data.

The obtained data were analyzed to get the final result. t-Test formula was used in the research to analyze the data.

It showed the final result from both experimental and control groups.

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

(Arikunto, 2006:311)

Where :

Mx : the mean score of experimental group

My : the mean score of control group

Nx : the number of students of experimental group

Ny : the number of students of control group

X2 : the total squarae deviation of the experimental group

Y2 : the total square deviation of control group