

**THE EFFECT OF APPLYING CONTENT PURPOSE AND AUDIENCE
(CPA) STRATEGY ON THE STUDENTS' ACHIEVEMENT IN
WRITING DESCRIPTIVE TEXT**

SKRIPSI

*Submitted In Partial Fulfillment as the Requirement
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English Education Program*

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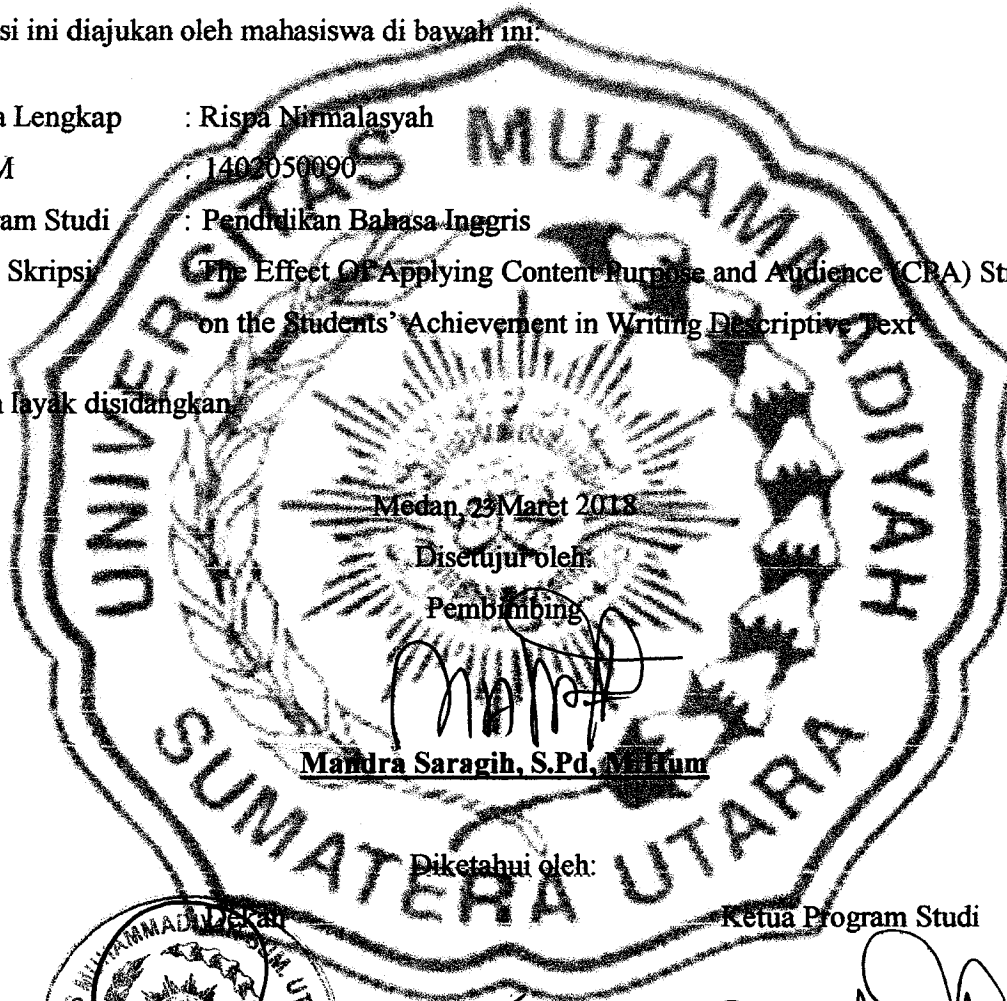


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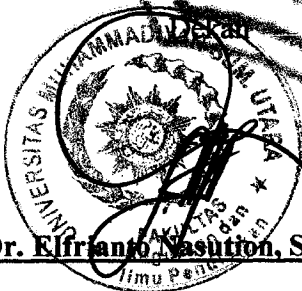
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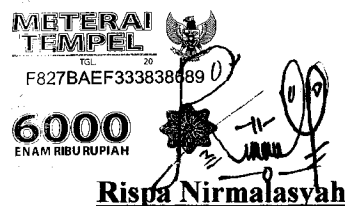
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ABSTRACT

Rispa Nirmalasyah, 1402050090, *The Effect of Applying Content Purpose and Audience (CPA) Strategy on the Students' Achievement in Writing Descriptive Text. English Education Program of the FKIP UMSU, Medan. 2018.*

This research was aimed to investigate the effect of applying content purpose and audience (CPA) strategy on the students' achievement in writing descriptive text and it was applied in the experimental research. The population of this research was the second grade of SMP Muhammadiyah 07 Medan at academic year 2017/2018. The research class was divided into two classes, Experimental Class (30 students) and Control Class (28 students). The instrument of collecting data was essay test of writing test which was administered to the students and it was taken from the Students' English textbook. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (2.10) which was greater than t-table (2.00) with the significant level $\alpha = 0.05$ and the degree of freedom (df) = 56. The finding showed that the hypothesis of the study was accepted. It means that applying CPA Strategy was significantly effective to the students' achievement in writing descriptive text.

Keywords: CPA Strategy, descriptive text, Students' Writing Achievement

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In global era, writing is very important competence. It is because nowadays people who use technology as their mean of communication seem to be impossible separated from the activity of writing, from simplest one like sending short message through mobile phone and the more complex like making via mail. Furthermore the importance of writing is also seen from the fact that the skill of writing is necessary for people in modern era like job acceptance. Therefore students are expected to be capable of making a good writing.

Writing is basic language skill that becomes the complex skill to master for the learners. As we know that writing is a productive skill that involves the way to generate and organize the ideas in written form. People need to learn English writing because it is a process of transforming thought and ideas into written language. Hermenita and Yuli (2013) also state that writing is one of the language skill that must be mastered by English Learners. They have to able to express their thoughts in writing to develop their ideas, and makes readers interested when their writing red. Through writing, they can also transferred information and knowledge to others. In other words, writing could be said as a mean of

communication between the writer and the reader. Writing has become an issue that causes a lot of worry for students.

In fact, Indonesia students' writing skill in English language is very low. It was found that most of Indonesian students are still difficult in comprehended the text. The results of research Program for International Student Assessment (2010) show that Indonesian student just got the 39th rank from 42 surveyed countries in Asia, slightly Above Albania and Peru. It show us that writing skill is still problem for Indonesian students.

In Junior High School, there are many kinds of texts that should be learnt by students, one of them is Monologue text. it is like descriptive, report text, narrative text and etc. All of kinds of text should be comprehended by students, especially descriptive text, because this is one of texts which is very important and need to be mastered by students.

Based on researcher's experience in Teaching Practice Program (PPL) at SMP, it is found that the students' ability in writing is still low. There are many aspects that make students' ability in writing low : The students' understanding in writing descriptive text is low, the students' ability of arranging idea in writing descriptive text is not systematically. Besides, the students think hard to produce writing.

Therefore, the researcher had new strategy in teaching writing namely Content Purpose and Audience (CPA) strategy to help students' obstacle in writing descriptive text. Margot (2005 : 9) defines this strategy is a concept of writing in which the writer makes a chart to organize the

point about what he/she wants to share the content includes the most important think the author want the audience to know and the importance piece that help reader to lock key idea. The purpose of the piece expressed in terms of what the author would like to the audience to think after they have finished reading. The audience means the reader of the piece. Unfortunately, CPA strategy still had yet to be introduced in many schools. Therefore the researcher wants to apply CPA strategy to increase students' writing skill especially writing descriptive text.

For that reasons, the researcher was conducted a research entitles The Effect of Applying Content Purpose and Audience (CPA) Strategy on Students' Achievement in Writing Descriptive Text.

B. The Identification of Problem

In line with the background of study, the problems were identified as follows :

1. The students' understanding in writing descriptive text is low.
2. The students' ability of arranging idea in writing descriptive text is not systematically.

C. The Scope and Limitation

The scope of this research was about writing and it was limited on the students' writing achievement.

D. The Formulation of the Problem

The problem of this study was formulated as the following term :
is there any significant effect of Applying CPA Strategy on the Students' Achievement in writing Descriptive Text?

E. The Objective of the Study

The objective of this study is to investigate the effect of CPA Strategy on the Students' Achievement in writing Descriptive Text.

F. The Significance of the Study

The result of this study is expected to be useful theoretically and practically. **Theorically**, it is valuable reference for reader especially students who write descriptive text, and also add new insight as well as information in writing especially descriptive text.

Practically :

1. The students, to give benefit to the students in obtaining new way in writing descriptive text.
2. English teacher, to have varies strategy in teaching as well as other researcher will have reference in continuing research.
3. The readers, to apply CPA strategy to improve writing.

CHAPTER II

REVIEW OF LITRATURE

A. Theoretical Framework

1. Writing

Writing is language skill in producing organized word, sentence and paragraph into one idea in a paper. This is called as written communication. As Meyers (2005) states that writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them and He also states that writing is a way to produce language when you do and when you speak. It means that writing is a process of producing language from our thought into a paper and done with a purpose to convey a message in written form to others. A writing itself is always influenced by genre of writer in writing. Moreover the students have to be creative in generating and organizing their ideas into meaningful written text. As Hamp, Lynons, Heasley, (2006) classifies that Writing is as a form of problem solving in which the writer is faced with two main tasks: a) generating ideas, and b) composing these ideas into a written text that meets the needs of a reader and efficiently communicates the authors message

In addition Peha (2010) defines that writing is the communication of content for a purpose to an audience. It means that writing is communication should have content such as organized idea or message with a certain purpose which is formed in written language and given to audience or called as other people.

Based on those definitions above, it could be concluded that writing was a result of thought process and formed to be a written language. To make a good writing should know how to come up idea, form organization text, and so on. However, in doing so was not easy because most students were still low in writing. Therefore they needed to learn some writing methods, strategy, and technique to form a good writing.

1.1 The Purposes of Writing

According to coffin (2003), the purposes of writing consist:

(1)Writing assessment, (2)Writing is as an aid to critical thinking, understanding, and memory (3)Writing to extend student “learning beyond lectures an other formal meetings (4)Writing to improve student’s communication skills (5)Writing to train; students as future professionals in particular discipliner. In addition Javed, et al (2013) says that another goal of writing in school is to provide students with opportunity for self-exploration. It meant that students should be encouraged in writing a lot by school as much as possible to make sure they are capable of writing. For instance, writing journal, essay, personal statement, personal recount and so on. By doing so, opportunity of students in increasing their ability of writing will be simpler to be seen.

According to Greenville, there are three purposes of writing : to entertain, to inform, and to persuade.

1. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer need to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper, and articles, scientific or business reports, instruction or procedures, and essay for school and university.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

In conclusion, the purposes of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform, and to persuade the readers.

1.2 The Processes of Writing

Sorenson (2010)states that good writing starts with process. According to him, there are four basic steps in writing anything: prewriting, writing, revising, and proofreading.

1.2.1 Pre-writing

The prewriting process refers to the kinds of activity that students do to get ready to write something. The activities of prewriting usually helped students to

find a good topic, narrow topics that are too broad, and look at purpose. This was a warm-up activity in writing. The students were stimulated to gather thoughts and information in order to get ready in choosing the topic. Sorenson (2010) tells that one of the ways to find the topic is daily experiences of what you see and hear. Sometimes students might be stimulated to write as a result of something they have seen like a film, an art exhibit, an animal in distress, a rare flower, a tornado, or a champion swimmer. After gathering thought and information, they chose a topic that is right for them. If the topic was too general, they could narrow a subject to suit the length of the paper they plan to write. As the students were writing, they must have a purpose of their writing, namely to inform, to persuade, and to amuse others. So as the students started to write something, they must decide the purpose of their writing. Next is analyzing the reader. The readers determined dozens of details about the students writing such as vocabulary, sentence structure, formality, and organization. If the writings were presented for children, so it must use simple vocabulary and sentence structure. After knowing the purpose and understanding the reader, students wrote topic sentence or thesis sentences. Topic sentence is for a paragraph while thesis sentences are for a multi-paragraph paper. Finally, the last stage in prewriting activity was organizing the material. Organization was the plan for presenting the main ideas. It was generally about the chronological order which was arrangement in time and spatial order which is arrangement in space.

1.2.2 Writing

In writing activity, students should write their ideas smoothly. They should feel free to express their ideas without worrying about mechanical details, sentence structure and other formal writing techniques. Because they want to express their ideas smoothly, they must situate themselves in a comfortable spot and be free from distractions. In this stage, they write a rough draft and ignore technical details like mechanics, grammar, and structure in order not to lose their ideas.

1.2.3 Revising

Revising is an activity which needs a hard work to polish the writing such as improving the content, structure, emphasis, and continuity. When students revised, they reviewed their text on the basis of the feedback given in the previous stage. They reexamined what was written to see how effectively they have communicated their meanings to the reader. Revision added variety, emphasis, coherence, transition, and detail. It eliminates wordiness, irrelevancies, and inconsistencies. It polished, hones, and perfects. Hence, revising was a tough part in writing.

1.2.4 Proofreading

After revising, students should do proofreading. Proofreading is an activity which focuses on getting rid of the mechanical errors, like spelling, grammar, and

punctuation. Students need to read their writing several times and pay attention on each sentence. Students may ask someone else to proofread.

Based on explanation above, the processes of writing consists of 4 item namely pre-writing, writing, revising, and proof reading. In order to get good writing, students should get collect a lot of information and then determine the topic by writing topic and some information, this was called as pre-writing. After that, writing those information to be one idea or paragraph, then looking for irrelevance of coherence, idea or grammar which was called as revision, and at last student should do proofreading by reading in more detailed about spelling, grammar and punctuation to lose mechanical error.

2. Descriptive Text

Pardiyono (2006:165) stated descriptive is one of the writing types, besides of native, recount, information report, discussion, explanation, exposition, procedure, anecdote, advertisement-persuasive exposition. Descriptive text is a text that description of an object, both living thing and dead things including human and animals. Descriptive text is focus on the description of parts, characteristics, specialist, qualities or quantities by using objectives or attributed.

Descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject. Lagan (2005:174) says that the main purpose of descriptive essay is to make readers see or hear, taste, smell, or feel what you are writing about.

Carol et al (2001:99) explain some specific's personality and history of description:

- a. Functional descriptive include precise detail that objectively describe basic physical characteristics of people, place and thing.
- b. Character profile describe actual people their appearance, thought, accomplishment, and goals.
- c. Character sketches are detailed description of fictional characters. The writer reveals a character's personality and history through description and dialogue.

2.1 Part of Descriptive Text

In writing descriptive there are several things that should be understand as the as follow:

- a. Social Function

The social function of writing descriptive text is to describe a particular person, place, thing, or animal.

- b. Generic structure

Gerot and Wignell (1994:208) state that the generic structure of descriptive writing is:

1. Identification which identifies phenomenon that will be describe.
2. Description which describe about parts, qualities, or characteristic of something or someone in detail

c. Grammatical Features

Knapp and Watkins (2005: 98) write there are several grammatical features of descriptive writing as a following:

1. In descriptive writing, the present tense is predominantly used. The past tense is used described something is the past.
2. The used of action verb are needed in describing especially for describing behavior.
3. When describe feelings, mental verbs are used, adjective, adverb, and adverbial phrase are se more there.

2.2 Types of Descriptive text

Descriptive text have a five types there are:

1. Describing a Personality

If we want to describe a person, the first that we do is recognize him or her individual characteristic. They need to describe people occurs fairly in archaism of physical attribute (hair, eye) emotional (warm, nervous and others), moral attributes (greedy, flush, worthy, etc) and intellect (clever perception, and so on) consequently the writer describes the person clearly.

2. Describing a Place

As with the people, there is a commonly occurring head to describe place such as features of town district, or area like garden pr park the best way to describe a place is by presenting some concrete example, such as

hotel, home, and so on. Further, it is essential to describe the size and agreement of the are involved.

3. Describing a Process

To describe a process in descriptive writing, it is important to the writer to know and to understand how something is happened and done. That's why the writer should consider the steps for completing the process and also the verbs are usually use in the imperative form.

4. Describing Thing (Object)

The best way to describing an object accurately in providing the physical characteristics of an object such as the size, the shapes, the form, the color etc. Therefore the writer will describe all the pictures of the object.

5. Describing an Event

In describing an event, the writer should be able to recognize and remember what had happened two days ago, I that case he or she has to explain all details related to the event clearly. Indeed it makes the reader fell the event in the real situation

3. CPA Strategy

CPA is Content, Purpose and Audience. This is a writing strategy which simplifies students to write by coming up idea and forming it into organized paragraph. Content Purpose Audience is a writing strategy that help the students to developing idea in writing process. There are some definitions according to

some experts. Peha (2003:71) states that CPA is a terrific writing strategy that helps students to define their entire piece and it also works well as a revision strategy. It has six different boxes to fill up, and several piece of information required for “key detail” and questions”. This strategy is used in writing activities as strategy in organizing the ideas about the topic.

Lester (2006:70) “Writing is the communication of *content* for a *purpose* to an *audience*. ”Here’s what I mean by that :

a. **Content (Main Idea + Key Details).** The content of a piece is what the writer wants to say.

There are two parts to the content: the *main idea*, the one most important thing the author wants you to know; and the *key details*, additional information that supports and explains the main idea.

b. **Purpose (Think + Do).** The purpose of a piece is why the writer wrote it. Writers want their readers to *think* something after they’ve finished reading. Sometimes they want their readers to *do* something, too.

c. **Audience (People + Questions).** The audience for a piece is who the writer writes to. We always write to people. Sometimes it’s a specific person, sometimes it’s a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

Based on those definitions above, it was concluded that CPA was effective strategy which should be implemented to solve students’ problem in writing because CPA helped by providing what content need writing, what format used,

what topic was it and so on. Therefore CPA deserved to be chosen as learning strategy in writing skill.

3.1 Procedures of Applying CPA Strategy

1. The students are divided into individual
2. Use the CPA Strategy for expository, these kinds of writing require a clearly stated main idea, strong support, a clear sense of purpose, and the ability to anticipate and address the readers' questions.
3. Assign a topic
4. Begin to write the simple notes into paragraph to write a text
5. Decide main idea
6. Then write the supporting details.
7. Next, write what the reader wants to think and do in the purpose's column.
8. Ignore think of the most important questions that the readers will ask in the question's column.
9. Finally, write it in the box in the CPA chart of their sheet.

3.2 The Advantages and Disadvantage of CPA Strategy

a. The Advantages of CPA strategy

- 1) The CPA strategy is one of the best ways to clarify what the writer want to say.
- 2) Using CPA strategy can help the writer quickly to figure out what the writer want to say in each one.

- 3) Helps the editors to see what the writer going to do before spending a ton of time doing it.
- 4) CPA strategy also can make the writer write more effectively.

b. The Disadvantages of CPA strategy

- 1) CPA is a big strategy. With six different boxes to fill up, and several pieces of information required for “Key Details” and “Questions,” the CPA strategy can seem fairly complicated.
- 2) Need the long time to this strategy.

B. Relevant Studies

The research was conducted at eleventh grade SMA Nurul Falah Pekanbaru in teaching writing analytical exposition text. The researcher used Content-Purpose- Audience (CPA) strategy because the strategy could facilitate the language skills particularly writing. The purpose of this research were to find out significant to effect of using Content-Purpose-Audience (CPA) strategy toward students' writing ability in analytical exposition text at the eleventh grade students of SMA Nurul Falah Pekanbaru. The type of this research was quasi-experiment research. The numbers of participants in this research were 62 eleventh grade students of SMA Nurul Falah Pekanbaru. The sample of this research by using cluster random sampling. The sample of this research were classes XI.IIS.2 as the experimental class and XI.IIS.1 as control class. Instrument used in this research was test. In collecting the data, researcher gave the test write analytical exposition text. The data was analyzed by using SPSS. The researcher

found that the value Sig. (2-tailed) from the control class and experimental class is $0.001 < 0.05$, it is reject H_0 . It means there was different ability between students' score of the experimental class and control class in terms of writing an analytical exposition text. Thus, it can be concluded that the strategy Content-Purpose-Audience (CPA) effective for teaching writing analytical exposition text.

C. Conceptual Framework

Writing is one of the important skills for senior high schools in the English learning. Writing itself has a purpose that is to convey the messages in a written form. In teaching and learning process of writing, it really needs some competencies in the practice. Students are demanded to have linguistic competencies, such as vocabulary, grammar, mechanics, and spelling to be able to produce a written text. Students also need many ideas, thoughts and developments in arranging English words, sentences, paragraph into a good text. In practice, students make many mistakes on their writing product related to both content and form. They cannot directly produce a good written text in one writing practice. Therefore, writing is not an instant activity considering that there are some steps in this activity.

Descriptive text is a text that describes what kind of person or an object described, good shape, properties and other number. Goal (purpose) of the descriptive text was clear, namely to explain, describe or disclose an individual or an object.

To make the students feel easier and interest in writing descriptive text, there is one strategy which appropriate in writing report namely CPA strategy can be helpful in teaching writing on descriptive text.

D. Hypothesis

The hypothesis of this research were formulated as following :

H_a : There was a significant Effect of CPA Strategy on the Students' Achievement in Writing

H_0 : There was no significant Effect of CPA Strategy on the Students' Achievement in Writing

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 07 Medan, which is located Jalan Pelita II No.3-5, Sidorame Barat I, Medan Perjuangan, Kota Medan. It will be carried out the 8th grade students of second semester 2017/2018 academic year. The reason of choosing this school because the researcher obtained an information from the teacher there that most of the students were low in writing. It was seen from their achievement in English learning, especially in writing descriptive text.

B. Population and Sample

1. Population

The population of this research was conducted at VIII grade students of SMP Muhammadiyah 07 Medan in academic year 2017/2018. There are two classes VIII-3 consist of 30 students, VIII-4 consist of 28 students.

Table 3.1
Population of the Research

No.	Class	Population
1	VIII-3	30
2	VIII-4	28
Total		58

2. Sample

The sample of this research were VIII-3 class in which contains 30 students as experimental group and VIII-4 class in which contains 28 students as control group. The population of this research was taken by purposive sampling technique. Continuously, the sample of the research were listed in the table below.

Table 3.2
Sample of the Research

No.	Classes	Sample	Group
1	VIII-3	30	Experimental
2	VIII-4	28	Control
Total		58	58

C. Research Design

The research was used experimental research meaning that there are two groups from the sample. The experimental group and the control group. The experimental group that taught by Applying CPA Strategy in Writing Descriptive Text.

a. Pre-test

Both group, the experimental and control group was given pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

b. Treatment

A treatment was given to the students. The experimental group will be taught by using CPA Strategy, while the control group will be taught by using Conventional method.

c. Post-test

the post-test was given to both groups, experimental and control group after the treatment. It will be used the differences of their mean scores.

D. Instrument of the Research

The instrument of this research was an essay test. In the test, the students wrote their own descriptive text. The material of the test was taken from English handbook Junior High School. Therefore to collect the data, (a) the researcher gave the same pre-test to both of the groups, (b) applied the treatment by using CPA Strategy was given to the experimental group and conventional method was given to the control group, (c) gave same post-test to both of the groups, and (d) collected the students' work sheet.

E. Technique for Collecting Data

In collecting the data, some steps will be applied as follow :

1. Giving the pre-test to both of classes.
2. Giving treatment to the experimental group by applying CPA strategy.
3. Giving treatment to the control group by applying conventional method.
4. Giving post-test to both of classes.

F. Technique of Data Analysis

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Reading the students' answer
2. Identifying the students' answer
3. Scoring the students' answer
4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
5. Calculating the total score of post-test in experimental group and control group
6. Finding the mean score of pre-test and post-test in experimental group and control group by using formula:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N} \quad (\text{Sudijono, 2009})$$

7. Finding the standard of deviation by using formula:

- a. Standard Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

b. Standard Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}} \quad (\text{Sudijono, 2009})$$

c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} \quad (\text{Sudijono, 2009})$$

d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} \quad (\text{Sudijono, 2009})$$

e. The difference of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

8. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes :

M_x = mean for variable 1 or X

M_y = mean for variable 2 or Y

Σ = total of students' score

Σ = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

SD_x = standard deviation for variable x

SD y = standard deviation for variable y

Σ = the square of total students' score

Σ = the square of total students' score

SE $M1 - M2$ = standard error between $M1$ and $M2$

$t_0 = t$ observed

G. Statistic Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

If test $\geq T_{table}$ = H_a is accept and H_0 is rejected

If test $\leq T_{table}$ = H_a is reject and H_0 is rejected

H_a : There is a significant effect of applying CPA strategy on the students' achievement in writing descriptive text (the hypothesis is will be accepted)

H_0 : There is a significant effect of applying CPA strategy on the students' achievement in writing descriptive text (the hypothesis is will be rejected)

CHAPTER IV
DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data of this research was taken from two classes. They were experimental group and control group. Both groups were given the essay test in pre-test and post-test. The essay test was measured by five indicators they were : Content, Organization, Vocabulary, Language Use and Mechanism. The students' score of Pre-Test and Post-Test of experimental group and control group can be seen bellow (see appendix 1, 2, 3, and 4).

The result of the pre-test and post-test of the classes were presented in the following tables:

Table 4.1
The Scores of Pre-test and Post-test in Experimental Group

NO	Students' Initial	Pre-test	Post-test
1.	ARH	60	70
2.	ARSM	60	80
3.	A	50	70
4.	ANF	40	80
5.	AF	50	70
6.	BS	40	60
7.	BAP	60	80
8.	CRL	70	80
9	DR	40	80
10.	DWP	50	70
11.	DTY	40	60
12.	DPR	60	80

13.	FAF	40	70
14.	FK	50	80
15.	GAB	70	80
16.	HNP	50	70
17.	MFA	60	80
18.	MIS	70	80
19.	MSNA	60	80
20.	MAA	60	70
21.	MFH	50	80
22.	NAV	40	60
23.	PP	60	80
24.	PJ	70	80
25.	RZ	40	70
26.	RA	70	80
27.	RR	40	80
28.	SF	50	70
29.	TP	60	80
30.	YFR	50	80
Total Score		1610	2250

As shown in the Table 4.1, it showed that the total score of pre-test was 1610 with the lowest was 40 and the highest one was 70. Meanwhile, the total score of post-test was 2250 with the lowest score was 60 and the highest score was 80.

Table 4.2
The Scores of Pre-test and Post-test in Control Group

NO	Students' Initial	Pre-test	Post-test
1.	AF	30	70
2.	AH	50	60
3.	AW	70	80
4.	ANP	60	70
5.	BS	70	80
6.	DSW	50	60
7.	DA	60	80
8.	EA	40	60

9	FA	60	70
10.	HA	50	60
11.	IM	30	60
12.	MFA	60	70
13.	MHD	30	50
14.	MRM	40	50
15.	MP	40	60
16.	MBB	50	60
17.	MSN	60	70
18.	NR	40	60
19.	NAS	30	50
20.	NFV	70	80
21.	PS	50	60
22.	RKH	40	70
23.	RT	60	80
24.	SDA	70	80
25.	SNV	50	70
26.	SEC	30	60
27.	SBP	60	70
28.	WY	40	60
Total Score		1390	1850

Based the Table 4.2, it showed that the lower score of pre-test was 30 and the highest score was 70, while the lower score of post-test was 50 and the highest score of post-test was 80. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

B. Data Analysis

After collecting the data, the scores were analyzed in order to calculate the differences of pre-test and post-test of the experimental group and control group.

Table 4.3
The Differences Score between Pre-test and Post-test of the Experimental Group

NO	Students' Initial	Pre-test (x_1)	Post-test (x_2)	X (x_2-x_1)
1.	ARH	60	70	10
2.	ARSM	60	80	20
3.	A	50	70	20
4.	ANF	40	80	40
5.	AF	50	70	20
6.	BS	40	60	20
7.	BAP	60	80	20
8.	CRL	70	80	10
9.	DR	40	80	40
10.	DWP	50	70	20
11.	DTY	40	60	20
12.	DPR	60	80	20
13.	FAF	40	70	30
14.	FK	50	80	30
15.	GAB	70	80	10
16.	HNP	50	70	20
17.	MFA	60	80	20
18.	MIS	70	80	10
19.	MSNA	60	80	20
20.	MAA	60	70	10
21.	MFH	50	80	30
22.	NAV	40	60	20
23.	PP	60	80	20
24.	PJ	70	80	10
25.	RZ	40	70	30
26.	RA	70	80	10
27.	RR	40	80	40
28.	SF	50	70	20
29.	TP	60	80	20
30.	YFR	50	80	30
Total		$\Sigma=1610$	$\Sigma=2250$	$\Sigma=640$

Referring Table 4.3 above, the mean score of experimental group was calculated as the follow:

$$M_x = \frac{\sum X}{N} = \frac{640}{30} = 21,3$$

Which:

M_x : The mean score of experimental score

$\sum X$: The score of $x_2 - x_1$

N : The sample of experimental group

Table 4.4
The Differences Score between Pre-test and Post-test of Control Group

NO	Students' Initial	Pre-test	Post-test	Y (y₂-y₁)
1.	AF	30	70	40
2.	AH	50	60	10
3.	AW	70	80	10
4.	ANP	60	70	10
5.	BS	70	80	10
6.	DSW	50	60	10
7.	DA	60	80	20
8.	EA	40	60	20
9.	FA	60	70	10
10.	HA	50	60	10
11.	IM	30	60	30
12.	MFA	60	70	10
13.	MHD	30	50	20
14.	MRM	40	50	10
15.	MP	40	60	20
16.	MBB	50	60	10
17.	MSN	60	70	10
18.	NR	40	60	20
19.	NAS	30	50	20
20.	NFV	70	80	10
21.	PS	50	60	10
22.	RKH	40	70	30
23.	RT	60	80	20
24.	SDA	70	80	10
25.	SNV	50	70	20

26.	SEC	30	60	30
27.	SBP	60	70	10
28.	WY	40	60	20
Total		$\Sigma = 1390$	$\Sigma = 1850$	$\Sigma = 460$

As written on the Table 4.4 above, mean score of control group was calculated as the follows:

$$My = \frac{\Sigma Y}{N} = \frac{460}{28} = 16,4$$

Which:

My : The mean score of control group

ΣY : The score of $y_2 - y_1$

N : The sample of control group

Based on the mean scores of both sample groups, the following tables were the tables for calculating standard deviation scores in both groups.

Table 4.5
The Calculation of Mean and Standard Deviation Score of Experimental Group

NO	Students' Initial	X ($x_2 - x_1$)	X = X - Mx	(X - Mx) ²
1.	ARH	10	-11,3	127,69
2.	ARSM	20	-1,3	1,69
3.	A	20	-1,3	1,69
4.	ANF	40	18,7	349,69
5.	AF	20	-1,3	1,69
6.	BS	20	-1,3	1,69
7.	BAP	20	-1,3	1,69
8.	CRL	10	-11,3	127,69

9	DR	40	18,7	349,69
10.	DWP	20	-1,3	1,69
11.	DTY	20	-1,3	1,69
12.	DPR	20	-1,3	1,69
13.	FAF	30	8,7	75,69
14.	FK	30	8,7	75,69
15.	GAB	10	-11,3	127,69
16.	HNP	20	-1,3	1,69
17.	MFA	20	-1,3	1,69
18.	MIS	10	-11,3	127,69
19.	MSNA	20	-1,3	1,69
20.	MAA	10	-11,3	127,69
21.	MFH	30	8,7	75,69
22.	NAV	20	-1,3	1,69
23.	PP	20	-1,3	1,69
24.	PJ	10	-11,3	127,69
25.	RZ	30	8,7	75,69
26.	RA	10	-11,3	127,69
27.	RR	40	18,7	349,69
28.	SF	20	-1,3	1,69
29.	TP	20	-1,3	1,69
30.	YFR	30	8,7	75,69
Total		$\sum x = 640$		$\sum x^2 = 2574,85$

As presented in the Table 4.5 above the standard deviation of experimental group was calculated as follow:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2574,85}{30}} = \sqrt{85,828} = 9,26$$

Table 4.6
The Calculation of Mean and Standard Deviation Score of Control Group

NO	Students' Initial	Y (y₂-y₁)	Y = Y-My	(Y-My)²
1.	AF	40	23,6	556,96

2.	AH	10	-6,4	40,96
3.	AW	10	-6,4	40,96
4.	ANP	10	-6,4	40,96
5.	BS	10	-6,4	40,96
6.	DSW	10	-6,4	40,96
7.	DA	20	3,6	12,96
8.	EA	20	3,6	12,96
9.	FA	10	-6,4	40,96
10.	HA	10	-6,4	40,96
11.	IM	30	13,6	184,96
12.	MFA	10	-6,4	40,96
13.	MHD	20	3,6	12,96
14.	MRM	10	-6,4	40,96
15.	MP	20	3,6	12,96
16.	MBB	10	-6,4	40,96
17.	MSN	10	-6,4	40,96
18.	NR	20	3,6	12,96
19.	NAS	20	3,6	12,96
20.	NFV	10	-6,4	40,96
21.	PS	10	-6,4	40,96
22.	RKH	30	13,6	184,96
23.	RT	20	3,6	12,96
24.	SDA	10	-6,4	40,96
25.	SNV	20	3,6	12,96
26.	SEC	30	13,6	184,96
27.	SBP	10	-6,4	40,96
28.	WY	20	3,6	12,96
Total		$\Sigma y = 460$		$\Sigma y^2 = 1842,88$

In line with the Table 4.6 above, the standard deviation of control group was calculated as the follows:

$$SDy = \sqrt{\frac{\Sigma y^2}{N}} = \sqrt{\frac{1842,88}{28}} = \sqrt{65,817} = 8,11$$

Based on the calculations above, it was shown the following facts:

$$SDx = 9,26$$

$$SD_y = 8,11$$

$$N_1 = 30$$

$$N_2 = 28$$

$$X = 640$$

$$Y = 460$$

$$M_x = 21.3$$

$$M_y = 16.4$$

$$(X - M_x)^2 = 2574,85$$

$$(Y - M_y)^2 = 1842,88$$

Therefore, the following formula was implemented:

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{9,26}{\sqrt{30 - 1}} = \frac{9,26}{\sqrt{29}} = \frac{9,26}{5,38} = 1,72$$

Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} = \frac{8,11}{\sqrt{28 - 2}} = \frac{8,11}{\sqrt{26}} = \frac{8,11}{5,09} = 1,59$$

Next, the following was implemented to find out the error standard deviation between $M_1 - M_2$:

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(1,72)^2 + (1,59)^2} \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{2,95 + 2,52} \\
 &= \sqrt{5,47} \\
 &= \mathbf{2,33}
 \end{aligned}$$

1. Description of Pre-Test Score Analysis

Pre-test was given before running to the treatment and Post-Test for the Experimental and Control Group. There were five indicators to comprehend the text. The Indicator are content, organization, vocabulary, language use and Mechanism. The main point of indicators is content, because to measure the students' ability of descriptive text. The point of Pre-Test can be seen bellow (Table 4.1). The researcher found the Lowest score in Experimental group are 40 and 30 for Control Group. The Highest score in Experimental and Control Group are 70. From the analysis above students' in writing descriptive text is still low. Based on the students' score the researcher must try hard to give the treatment for get the best score in Post-Test.

2. Description of score Post-Test

After researcher gave the Pre-test to the both of Class Experimental and control Group. The researcher found the Lowest score in Post-Test of Experimental group are 60 and 50 for Control Group. The Highest score in Experimental group are 80 and 80 for Control Group . Applying CPA as treatment

in post-test gave the positive effect in writing descriptive text. Based on the Score of Post-Test, the researcher found there was any significant of the score in Experimental group and control group. The total students' score of Experimental Group was higher than control group because the experimental group used CPA strategy of learning and control group used lecturing method. (it can see in table 4.1 and 4.2)

3. The Students' Writing Achievement

The researcher found some problem to the students in writing. The main point of the problem the students were vocabulary and they don't know how to start their writing. The researcher tried to teach using a new strategy and help the students understand in writing.

After the researcher gave the treatment in post- test by applying CPA strategy, finally the students know how to write systematically. The result scores of applying CPA strategy as treatment in post test, the students' get higher score than pre-test. (it can see in table 4.1).

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$\begin{aligned}
 &= \frac{21,3-16,4}{2,33} \\
 &= \frac{4,9}{2,33} \\
 &= 2,10
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis were tested as follows:

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$).

Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned}
 \text{df} &= (N1+N2-2) \\
 &= (30+(28-2)) \\
 &= (30+26) \\
 &= 56
 \end{aligned}$$

Based on the table of distribution, it was got pride t_{table} for 5% or 0.05. with the degree of freedom (df) 56 at the level of significance 5% showed the critical value (t_{observe}) was 2,10 and t_{table} 56 (2,00). The result of computing, t_{observe} was higher than t_{table} ($t_{\text{observe}} > t_{\text{table}}$); $2,10 > 2,00$. It showed that hypothesis was accepted.

D. Research Finding

It was found that the applying of CPA Strategy on the students' achievement in writing descriptive text gave the significant effect. The students' were taught by using CPA Strategy got the higher score than those taught by using conventional

method. The result of the test showed that the t_{observe} was higher than t_{table} ($2,10 > 2,00$). It means that the CPA Strategy gave the significant effect on the students' achievement in writing descriptive text.

So, the researcher concluded the alternative hypothesis was accepted that there was a significant effect of using CPA Strategy on the students' achievement in writing descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of applying CPA Strategy on the students' achievement in writing descriptive text, which was proven from the result of pre-test before giving treatment and the post-test after giving treatment, 1610 and 2250 respectively. Thus, it was found $t_{\text{observe}} > t_{\text{table}}$ or $2,10 > 2,00$ with $df = 56$ ($30 + 28 - 2$).

B. Suggestion

Referring to the previous conclusions, some suggestions were stated as the followings:

1. The English teacher can use CPA Strategy in teaching writing. The teacher can easily teach writing because it can be an alternative strategy to motivate the students in writing descriptive text. Moreover, it can be contribution for English teacher to improve their teaching strategies.
2. The students are expected to use CPA Strategy by themselves to encourage their confidence in order to improve their achievement writing.
3. It is suggested to the other researchers to use this findings as source of the research.

4. The readers, especially at UMSU library are encouraged to have a lot of information about teaching learning experiences for them.
5. It was also suggested to school management to encourage the teachers to improve their teaching skills, not only by CPA Strategy but also other strategy or model that is believed to give better understanding for students in their effort to get information from descriptive text.

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