THE EFFECT OF ESTAFETTE WRITING METHOD ASSISTED BY INTERACTIVE CD ON STUDENTS' ACHIEVEMENT IN WRITING EXPLANATORY PARAGRAPH

SKRIPSI

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ABSTRACT

Rahmah Yunita siregar. "The Effect of Estafette Writing Method Assisted by Interactive CD on Students' Achievement in Writing Explanatory Paragraph". Skripsi: English Department of FKIP UMSU Medan, 2015.

The objective of this study was to investigate the effect of applying estafette writing method assisted by interactive cd on students' achievement in writing explanatory paragraph. the study the study applied the experimental method. The population of this study was tenth year students of 2016/2017 Senior High School (X TB and X AP 1, and X AP 2) at SMK PARIWISATA IMELDA MEDAN which consisted of 85 students. The sample were divided into two groups, the first group was the experimental that consisted of 33 students treated by using estafette writing method assisted by interactive cd and the second group was the control consisted 24 students treated by using conventional method. The data were acquired by administrating a writing test of a explanatory paragraph. After analyzing, the result of the students' achievement in writing explanatory paragraph using estafette writing method assisted by interactive cd was higher than those taught by using conventional method. The resulT of the data was $t_{observed} > t_{table}$ or 3.34>2.00 It means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Key words : EstafetteWriting Method, Interactive CD, Explanatory Paragraph, Students Achievements

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بسم الله الرحمن الرحيم

Alhamdulillahirabbil a'lamin

In the name of Allah the most gracious and the most merciful. First, the researcher would like to thank to Allah who has been giving chances,healty, mercy, and leisure of thinking for the researcher, so that finally the researcher can finished her research. Secondly, blessing and peace be upon our Propet Muhammad who had brought human beings from the darkness into the brighteness.

This research is the one of requirement for the degree of Sarjana Pendidikan (S.Pd) at FKIP, University of Muhammadiyah Sumatera Utara. Hopefully, this study give many people some information and knowledge how the teacher choise a good method in teaching English. In writing this study with the tittle "The Effect of Estafette Writing Method Assisted by Interactive cd on Students Achievement in Writing Explanatory Paragraph", the researcher faced on many difficulties and problems but she did not end her effort to make it better, and it is impossible to finish without much help from the other.

The reseacher would like to thank a lot to her beloved parents, H. Sishakli Siregar as her father and Hj. Nurjannainah as her mother who has been giving support both in moral, material, pray, motivations, and much love for the researcher from the first education until now. May the most almighty, Allah SWT always bless them.

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The researcher realized that her study eas still far from being perfect. So, the researcher expected suggestions and comments from all of the readers or other researcher who want to learn about this study. May Allah the most Almighty always bless all of us. Amin.

Medan,   March 2017

The Researcher

Rahmah Yunita Siregar

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the most important skills in language learning. There are several significance in writing. The first is that it is the top level of a language. People have to master this last macroskills in order to be able to communicate perfectly. The second is that it is productive skills. It involves producing language rather than receiving it. In writing, people will produce written language. The third is that it is the most complex macroskills in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last is that it is one of the stages of language mastery where people can generate ideas. In writing, people should express what that can through an idea, opinion, shaping experiences and it is an important for self to expression, for communication and for discovering meaning.

According to White and Arndt (2011) writing is an important experience which we are able to share ideas, arouse feelings, persuade and convince other people. It terms that based on curriculum of the school students SMK / SMA should to able perform the writing by applying good puctuation, diction, grammar and produces a good paragraph with score 75. In writing students also can give an action in process of organizing them idea and putting on paper.

However, based on experience in PPL at SMK PARIWISATA IMELDA MEDAN, the ability to write Class XI Academic Year 2016/2017 rated still is low.

The conditions occured in the field proves that the students are difficult when they will start to write something. There are main factors cause students in understanding writing skill especially in writing explanatory paragraph. Firstly, they told that writing explanatory paragraph is very difficult for them to be mastered and to generate ideas, because they only thinking for a long time with no ideas on their mind and confused what will they write about. The secondly is the students are not motivated because teacher did not use an interesting method. It make student's idea can not be developing good and feel bored for a review following the learning activities.

One way to motivate students in teaching English are the teacher must have good method and media. One of them is the use of estafette writing. Estafette writing is one of the method to teach writing which can be applied in group. In the other word, estafette writing is one kind of cooperative activities. According to Syathariah (2011) states that estafette writing is one method of active learning by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their idea to a certain topic with their classmate. It means that estafette writing is a kind of teaching method used by teacher to help the students participate actively by expressing one's ideas after another continuously based on the topic given. The result of estafette writing shows that the students are motivated to write because the students can develop a text which they find in their friends sentence which they continue. So, by using estafette writing, the students more enjoyable in learning english.

Estafette writing would be more effective if there are media which can help students to write a explanatory paragraph. The applied to support the success of the implement of estafette writing is Interactive CD. According Sanaky (2009) states that Interactive CD is a multimedia complete includes sound, animation, text video, graphic and interactive. It means that using Interactive CD can combine in learning process to be interaction and communication. So, the combination of estafette writing and interactive CD is the effective way to teach writing explanatory paragraph.

Based on the facts above the researcher conduct a classroom action research under the tittle "The Effect of Estafette Writing Method assisted by Interactive CD on Students' Achievement in Writing Explanatory Paragraph".

B. Identification of Problems

The problems of this research are identified as follow :

1. The students find difficult to master and to generate ideas. They think for a long time with no ideas and confuse what they will write.

2. Teaching method used by teachers are still conventional. Therefore, students are not motivated to follow the learning activities.

C. Scope and Limitation

The scope of this study is writing skill and limited at the writing of explanatory paragraph.

D. The Formulation of the Study

The problem of this research formulated as the follow,: " is there any significant effect of applying estafette writing method assited by interactive CD on students' achievement in writing explanatory paragraph".

E. The Objectives of the Study

The objective of this researcher is,: " to find out the significant effect of applying estafette writing method assisted by interactive CD on students' achievement in writing explanatory paragraph".

F. The Significance of the Study

The findings of this study is expected to be usefull theorerically and practically.

a. Theoretically

Theoretically this study will give valuable information to those who concern in developing the writing explanatory paragraph by applying estafette writing method.

b. Practically

1. For teacher, as an alternative method in teaching writing particulary writing explanatory paragraph.

2. For students, the result of this study can make students easier interested in learning process especially in writing explanatory paragraph and develop their writing skill.

3. For other researcher, to simphty them to develop further study related to writing concerns.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Writing

According to Walk (2008) states that writing is a simple matter of expressing ideas in gramatically correct sentences. It means that students should focus in divide ideas for writing well. Even if student can improve writing ability such as grammar and thinking an idea for write sentences. Beside that, according to Myhillet at (2008), writing is a cognitively expensive task involving the physical act of writing, the phonemic construction of words, the manipulation of words into grammatically correct sentences and the production of a coherence text.

Based on some opinions above, it can be infered that writing is an activity to express the ideas, opinion, feelling, and thought in order to communicate with other people though media of paper.

2. The Process of Writing

According to Sundem (2007), "writing process comprises the mechanics by which writers create publishable products". It is the method all writers use to generate idea, chose and oragize these ideas, write and revise their pieces, and format them for publication. The process of writing has four elements: (a) Planning: before starting to write or type, try and decide what it is they are going

to say. For some writers this may involve making detailed notes, when planning, write have to think about three main issues.

In the first place they have to consider the purpose of their writing. Secondly, experienced writes think of the audience they are writing for. Thirdly, the writer have to consider the content structure of the piece. (b) Drafting: we can refer to the first version of a piece of writing as a draft. This first, 'go' at a text is often done on the assumption that it was amended later. (c) Editing (reflecting and revising): once writers have produced a draft. Usually they read through what they have written to see where it works and where it doesn't reflecting and revising are often helped by other readers who comment and make suggestions. (d) Final Version: once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plam and the first draft. Because things have changed in the editing process.

Then, Brown (2007) describes coventional understanding of writing as follows: writing is a two steps process, first you figure out meaning. Then, you put it into language: figure out what to say: do not start writing till you do: make a plan: use an outline: begin writing only afterward.

So, from the referencess above, it can be concluded there are some steps in writing process, they are: (a) Prewriting: it hepls to think about and create material or figure out what you want to write. (b) Writing a first draft: it is prepared to put in additional thoughts and details that did not emerge during prewriting. (c) Revision: it means rewriting a paper, building on what has already been donce, in

order to make it stronger. (d) Editing: it used to edit, check for correct, errors in grammar, punctutation and grammar.

3. Indicator of Writing

The cumulative score is ranging from 0-100 scoring written text in order to know the students achievement in writing. According Jacob in Hughes (2003) there are five indicators in scoring written test. They are:

a. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follow

27-30	Excellent to very good: knowledge able substantive though development of topic sentences-relevant to assigned topic
22-26	Good to average : some knowledge able of subject adequate range limited development of topic sentence-mostly relevant to topic, but lack detail
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development the topic
13-16	Very poor: does not show knowledge of subject- not substantive not pertinent – or not enough to evaluate

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use the follow:

18-20	Very good : exact word, effective word choice und usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language

	vocabulary, word from or enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using words or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

18-20	Very good: exact word, effective choice and usage, word from mastery appropriate register
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning of obscured
10-13	Fair to poor: limited range: frequent errors words, choice usage, meaning confused or obscured
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate

d. Language usage

The criteria of scoring language usage as follow:

22-25	Excellent to very good: effective complex construction-few errors arguments, words order function, article, pronoun, preposition.
18-21	Good to average: effective but simple construction- minor problems in complex construction several errors of agreement, tense, number word-order or function, articles, pronouns, prepositions but meaning, seldom obscured
11-17	Fair to poor: major problems in simple/complex construction frequents of errors of negotiation, agreement, tense, pronoun, preposition, and fragment, delectation meaning confused or obscured
5-10	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate

e. Mechanism

The criteria of scoring mechanism are given bellow:

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctuation and capitalization writing sentence

04	Good to average: occasional errors of spelling, punctuation, and capitalization, writing sentence
03	Fair to poor: major errors of spelling, punctuation, and capitalization, writing sentence-poor hand writing meaning confused or obscured
02	Very poor: no mastery of convention-dominate by errors of spelling, punctuation and capitalization, paragraph-hand writing illegible or not enough to evaluate

4. Paragraph

A paragraph is a group of sentences that develop one main idea. In writing paragraph, it needs seven until fifteen paragraph. It has a topic sentence and supporting sentences that all relate closery to the topic sentence a paragraph form refers to its overall structure, which is a group of sentences focusing on a single topic. According to Carroll (2007) explains that paragraph is a group of sentences that support and develop a single idea or one aspect of a large and more complex unit. There are some important elements of paragraph: (a) Topic Sentence: topic sentence is a sentence that has particular function to introduce the topic paragraph and the controlling idea about the topic paragraph. Topic sentence is the most important part of paragraph, it tells the reader the general idea of the paragraphs. The topic sentence helps to provide a "general summary" for the paragraph.

A topic sentence often begins a paragraph or it is found near the beginning of the paragraph. Other sentences within a paragraph relate to the topic sentences. (b) Topic Paragraph: in topic paragraph, to begin a paragraph may be defined as a group of sentences that develops one main idea in other word a paragraph develops a topic. A topic basically the subject of the paragraph, it is what the paragraph is about. (c) Controlling Idea: controlling idea is an idea or attitude the

topic paragraph and its controlls all sentences in the paragraph. It means all sentences in the paragraph sholud be relevant to a controlling idea. (d) Supporting Sentences: supporting sentences explain the topic by using giving more information about it.

Supporting sentences is a number of sentences used to back up clarity, illustrate, explain or prove the point about the topic sentences. It function to give details to develop and support the main idea of the paragraph. (e) Conclution Sentences: a conclution sentence is often called closing sentence. Which usually appear in the last sentence of paragraph. A conclution sentence is summarize the main idea in the paragraph.

Not all paragraph have concluding sentences, but they are ending the developmnet of the supports smoothly. (f) Unity: each sentence should relaated to the topic and develop the controlling idea. So, unity is a paragraph in which all sentence should relate to the topic paragraph and the controlling idea inthe topic sentence. (g) Coherence: coherence is the term used to refer the way in which sentences and group of sentences in a text make sense in relationship each other. Coherence paragraph contains sentences that are logically arrangement and flow smoothly. (h) Logical Arrangement: logical arrangement refers to the order of one's sentences and ideas. There are various ways to other one's sentences, depending on purpose. (i) Smooth Flow: smooth flow refers to how well one idea or sentence leads into another smooth flow can be achieved through sentence combining and though the certain expression.

5. Explanatory Paragraph

Dirgeyasa (2016) states that explanation genre is to explain the processes involved in the formation or working of natural or socio-cultural phenomena. In addition, it can be said that key word of the explanation is the process such as " how does it work? or how does the process ake place?".

In more comprehensive definition, explanation paragraph are factual genres used to explain the sequence, cause or theoretical understanding of a phenomenon or event. As a genre, explanations detail and logically describe the stages in a natural (e.g the water cycle, certain chemical reactions, classification of plants, animals, or chemical substances, descriptions of causes of natural disasters), social (e.g making a law) or technological (e.g brick making) phenomenon of our world. Explanatory paragraph comes from the term expose, meaning, "to reveal". Although explaning the topic can be done in several ways, the most common approach to developing an explanatory paragraph requires using specific details and examples.

6. Criteria of Good WritingExplanatory Paragraph

In writing explanatory paragraph, we need to know several things that should be understood as the following:

a. Social Function

The social function of writing explanatory is to explain the processes involved in the formation or working of natural or sociocultural phenomena. The

purpose of an explanation is to provide logical, time related informasion to explain and describe events happening in our world.

b. Generic Structure and Textual Elements

The generic structure and textual elements of explanatory writing are:

Text Elements	Function
A general statement to position the reader or general statement about the topic	- It is usually in the form of noun phrase - It consists of statement about the topic or issue or phenomenont - It should be clear and simple but interesting and provocative - It should be able to attract the reader's intention
A sequenced explanation of why or how something occurs or sequence of explanation	- It is about the details and explanation about the formulation and the process - It is relatively to be able to answer thhe question "how" and the answer must be clear and systematic
Closing (optional)	- It refers to a matter of conclusion or statement about the topic or issue having been explained

c. The Relevant Grammatical Patterns

In general, the common significant grammatical features of explanatory paragraph are: (a) It uses declarative sentences or statements (positive and negative forms), (b) It uses mainly temporal and casual circumstances and conjunctions, (c) It uses simple present tense, and (d) Sometimes it uses the passive voice to get theme right.

d. The Related Vocabulary Usages

In general, related vocabulary usages of explanatory paragraph are: (a) It focuses on generic non-human participants, (b) It uses mainly material and relational processes, (c) It uses sequence markers such as first, second, third, fourth, etc. Or first, next, after that, then, and finally.

7. Learning Method

Method is describe as an overall plan for systematic presentation of language based upon a selected approach. Method is a way of teaching a language by following systematic principles and procedures. A theory of language is put into practice in a method. A method is more abstract than teaching activities. Knowledge of method is part of the knowledge base of teaching. It helps to widen a teacher's repertoire of techniques. Istarani (2012) defines, method is used to realize a strategy that had been settled. Method is the way or procedure that use to achieve a certain aim.

8. Estafette Writing Method

Estafette writing is one kind of method to teach English, especially teaching writing. Syathariah (2011), states that estafette writing is a kind of active learning or learning by purposing the students to negotiate learning as an interesting activity and giving them opportunity to express their ideas to a certain topic with their classmate.

Estafette writing is a sport game which is adopted into teaching. The rules both of them are same; the members of group should take a part to finish the assignment. In estafette writing, the members of group must write a paragraph one by one. So that, all of those paragraphs that were written by the group members will be a text.

Writing is well known as difficult skill for many learners, it is caused writing is not only putting sentence together in a text but also the ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow. Estafette writing will help the students to produce a better text, because in estafette writing the students learn to develop their general idea into a paragraph.

By using estafette writing, the students also learn to make a text coherent because they have to continue the paragraph from their friend. In the final step, they can learn to revise their text with their group.

8.1 Advantages

There are some advantages of using estafette writing method are: (a) Make students enthusiastic in learning, (b) Create a more pleasant learning atmosphere, (c) Learners more careful in fulfilling learning, (d) Study group with the relay method of writing can motivate learners who can not be able to, (e) In writing class learners can actively put his imagination, continue paragraph first paragraph written by theme.

8.2 Disadvantages

Disadvantages of estafette writing method are: (a) Time is limited in the estafet writing method in learning, (b) Students impressed rush in the aplication of the material by using estafette writing, (c) Classroom atmosphere tend to be noisy as active learners. This can be overcome by the teacher should always be readily assist learners who experience confusion, the students also must pay attention to the teacher's explanation of the beginning in order to avoid confusion.

8.3 Steps of Applying Estafette Writing in Teaching Explanatory Paragraph

Steps of applying estafette writing with interactive CD in writing explanatory paragraph are: (a) Teacher divides students into some groups. Every group consists of 5-6 students. (b) Teacher show video explanatory paragraph use for each group. (c) Teacher gives explanation about the rule of the method. (d) Teacher asks the first students to write first paragraph based on the video explanatory paragraph. (e) When one paragraph is finished, distribute the paper to the right-side student. Students also have to write their name after finishing their paragraph in the end of their paragraph. (f) The teacher manages the distribution and give understanding that each paragraph based on the video and related to other paragraphs. (g) After finishing all of paragraphs, all of group members have to revise their work together.

9. Interactive cd as Media

Media are needed to achieve objectives of teaching-learning process. As a teacher, we should use various media or teaching aids in giving the material to the

students. Harmer (2007) states that teacher's method in teaching could be interesting motivation which motivated the students to learn. Interactive cd is the first multimedia technology aimed at a mass audience. Interactive cd allows the multimedia designer to blend different media-in the form of visual, audio, graphic, and computer data-into a single experience for the user.

9.1 Advantages

There are some advantages of using interactive cd are: (a) Better or faster graphics than on the web. Graphics may be embedded, in larger number, and with larger file formats than on the web. (b) Better audio and video than on the web. Video is more detailed and can be seen in larger windows than web-based video. Video is much faster to access than web-based streaming video or flash movies. (c) Use of executable files or apps (programs) can make a cd have features difficult to accomplish on the web including realistic simulations although this is changing fast as we see with game technology.

9.2 Disadvantages

There are some disadvantages of using interactive cd are: (a) Lack of face to face interaction with instructor and peers. (b) Inability to update the content as in web based instruction. If you have highly changing content cd might not be appropriate. (c) More costly distribution than web based learning due to the need to mail the cd. (d) Student management is not available as on the web where the instructor in many systems the instructor can log in and see where each learner has been and how much they have accomplished. This can be resolved but it

requires a hybrid approach including the cd and an external database usually accessed over the web. (e) Challenge saving note and bookmarks saving user data onto the cd is not possible. This can also be overcome with the use of a hybrid approach so the user can save files externally.

9.3 Steps of Applying Interactive cd in Writing

There are some procedures or steps of interactive cd as Borg and Gall (2005) explains: (a) The research and information collecting, (b) Planning, (c) developing, (d) Preliminary field-testing, (e) Main product revision, (f) Main field testing, (g) Operational product revision, (h) Operational field testing, (i) Final product revision, (j) Dissemination and distribution.

10. Steps of Applying Estafette writing Method assisted by Interactive CD in Teaching Writing

(a) Teacher divides students into some groups. Every group consists of 5-6 students. (b) Teacher show video explanatory paragraph use interactive cd for each group. (c) Teacher gives explanation about the rule of the method in using interactive cd. (d) Teacher asks the first students to write first paragraph based on the video explanatory paragraph. (e) When one paragraph is finished, distribute the paper to the right-side student. Students also have to write their name after finishing their paragraph in the end of their paragraph. (f) The teacher manages the distribution and give understanding that each paragraph based on the video and related to other paragraphs. (g) After finishing all of paragraphs, all of group members have to revise their work together.

11. Conventional Method

The conventional method (old concept) emphasizes the importance of mastering the lesson material. The conventional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Conventional learning system has a characteristic that the learning management is determined by the teacher. The role of students only perform activities in accordance with the instructions of teachers.

The conventional method is more focused effort or spend the subject matter, so that the conventional method is more oriented on the text subject matter. Teacher stend to deliver any material, problems understanding or the reception quality of the material the students get less attention seriously.

The lecture method is the conventional method, because it had always been used as a means of verbal communication between teachers and students in the learning process. According to Nana Sudjana (2006) lecture method is the narrative lecture lesson material orally. This method is not always bad when its use is well prepared, supported by tools and media.

11.1 Advantages

Wina Sanjaya (2006) stated There are several advantages as a reason why the lectures are often used, this strategy: (a) Lecture method was 'cheap' and 'easy' to do. Cheapmeans that lecture process does not require a complete equipment, in contrast to other methods such as demonstrations or demonstration, (b) Lectures can present a broad subject matter. It means that the subject matter can be summarized or explained the basics by teachers in a short time, (c) Lectures

method can provide material points which need to be highlighted. It means that teachers can organize the material points which need to be emphasized in accordance the needs and objectives to be achieved, (d) Through lectures method, teachers can control the sense of the class, because class is the responsibility of teachers who give lectures method.

11.2 Disadvantages

In addition to some of the above advantages, the lectures also has some disadvantages, among them: (a) The material that students mastered as a result of the lectures method will be limited to what teacher mastered, (b) Lectures method are not accompanied by demonstrations so that students lead to the occurrence of verbal, (c) Lectures method often regarded as a boring method. It happens, even though physically the students in the class, but mentally the students did not follow the learning process, their mind floating everywhere, or sleepy , because teachers are not attractive, (d) Through lectures method, it is very difficult to know whether all the students already understand what is being described or not. Even when students are given the opportunity to ask questions, and no one who asks, it does not guarantee the students have understood entirely.

11.3 Steps of Applying Lecturing Method by Teacher in Teaching Writing

Steps of applying discussion method in teaching writing as follows: (a) Explaining the purpose of the study to students with the intention that the students know the direction in learning activities, even the purpose it can raise the motivation to learn if related to their needs. (b) After that, show material that

to be discussed. It is intended that the students see the extent of lesson material to be learned. (c) Generating students experience that matches to the material that be learned. The way is with the questions that catches their attention. (d) The attention of students from the beginning to the end of the lesson must be maintained. Passion for teaching provide full assistance in maintaining students attention to the lesson. (e) The teacher should present a lesson with systematic results of each group.

B. Conceptual Framework

Writing skill of class X students at SMK PARIWISATA IMELDA MEDAN still need to be developed. This situation is caused by several reasons. First the media that are given in teaching writing and then the teaching method applied are not effective in writing. This situation may lead students have less passion to learning writing. They only learning writing to complete their duty as a student, and they do not have more expectation about their writing. Students actually need suitable teaching method and media in order to make them motivated to learning especially learning writing. If the teaching method and media are appropriate students will enjoy in learning process, they will explore their skill smoothly. To know the result, the students asked to write paragraph especially in writing explanatory paragraph.

The solution related to the teaching method should be found out. The solution should leads students to enjoy writing class without any pressure and

boredom. In this case, the researcher offer the solution, it is teaching writing though estafette writing method and interactive cd as media.

Estafette writing method and interactive cd are offers interasting and easy way in writing. It is easier for them to get arrange the idea. The students are working in group and they learn how to share their idea and combine it be a good paragraph. It will guide students to generate idea to write. They will not be confused about whay will they write anymore.

Figure : Conceptual Framework of the Reasearch

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                        ┌─────────────────────┐
                        │  Teaching Writing   │
                        └─────────────────────┘
   ┌──────────┬──────────────┬──────────────┬──────────────┬──────────────┐
┌────────┐ ┌────────────┐ ┌────────┐    ┌──────────┐   ┌────────────┐
│Teacher │ │  Students  │ │ Skill  │    │  Method  │   │   Media    │
└────────┘ └────────────┘ └────────┘    └──────────┘   └────────────┘
           ┌────────────┐ ┌────────┐    ┌──────────┐   ┌────────────┐
           │Class X SMK │ │Writing │    │Estafette │   │Interactive │
           │ Pariwisata │ └────────┘    │ Writing  │   │CD          │
           │ ImeldaMedan│                └──────────┘   └────────────┘
           └────────────┘
                    ┌────────────┐ ┌──────────┐
                    │  Type of   │ │ Type of  │
                    │ Paragraph  │ │  Text    │
                    └────────────┘ └──────────┘
                    ┌────────────┐ ┌──────────┐
                    │Explanatory │ │ Written  │
                    │ Paragraph  │ │  Test    │
                    └────────────┘ └──────────┘
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                        │ Expected Research│
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│Estafette Writing Method and Interactive cd are implemented in the      │
│teaching and learning process to increase the students' achievement in  │
│writing                                                                 │
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C. Hypothesis

Ha : There is a significant effect of estafette method assisted by

applying interactive cd on studnets' achievement in writing explanatory

paragraph

Ho : There is no significant effect of estafette method assisted by

applying interactive cd on studnets' achievement in writing explanatory

paragraph

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMK PARIWISATA IMELDA MEDAN on Jalan Pulo Brayan Darat kecamatan Medan Timur in academic year 2016/2017. The reason of choosing because almost the English teacher still the conventional method and consequenthy many students have low abilities in writing skill. Based on the situations the researcher would like conduct a study about the effect of estafette writing method assisted by Interactive cd on Students' Achievement in Writing Explanatory Paragraph.

B. The Population and Sample

The population this research was conducted at class XI of SMK PARIWISATA IMELDA MEDAN. There are 3 classes and the total numbers of students are 85.

Cluster random sampling technique was applied to determine the samples. The samples chosen are X-TB as experiment group and X-AP1 as control group. So, total numbers are 55 students. The design figured as follow:

Table 3.1 Population and Sample

Class	Population	Sample
X-TB	33	33
X-AP1	24	24
X-AP2	28	28
Total	85	58

C. Research of Design

Quantitative research is considered by implementing was randomized pre-test and post-test group design. The experimental group was treated by estafette writing method assisted by Interactive cd, meanwhile control group was taught by conventional method. The design is figured as follow:

Table 3.2 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental	✓	Using estafette writing method assisted by Interactive cd	✓
Control	✓	Conventional Method	✓

D. The Instrument of Research

Written test was used as the instrument in collecting the data. Test was divided in two session, the first is pretest given prior to the treatment. The second is post test which will be applied after conducting the treatment.

E. The Validity and Realiability of the Reasearch Instrument

An instrument is valid if it is able to measure what is desirable and it can reveal the data of the variables appropriately. Validity is used to determine how much these instruments have reflected the results. The validity that was applied in this research are content and constructs validity. Content validity refers to the test which measures to material or content taught in a course or time peroid. Content validity should be fixed based on the curriculum and syllabus.

While construct validity is used to examine whether the test has a consistent representation with theories underlying the material given or not. For construct validity the researcher scored the test by using Jacob in Hughes with five categories.

However the reliability refers to the consistency or stability of the test scores. According to Brown (2003) a reliable test is consistent and dependable even if you give the test to the same students or matched students on two different occasions, the test should yield similar results. It means if the instrument has a consistent result in the second chances or more, the instrument is reliable. The writer used Pearson Product moment formula and according to Best & Kahn (2006) the coefficient of (r) can be interpreted using the following criteria:

1. 0.00 – 0.20   : Neglible (Very Low)

2. 0.21 – 0.40   : Low

3. 0.41 – 0.60   : Moderate (Fair)

4. 0.61 – 0.80   : Substantial (High)

5. 0.81 – 1.00   : High to Very High (Very High)

F. The Technique for Analyzing Data

The data was analyzed through two techniques, they are:

1. Descriptive Analysis

The descriptive analysis was utilized to describe and interpret the data. The researcher in this case calculated the mean, standard deviation, standard error, and standard error the differences between mean of variable I and variable II.

2. Inferential Analysis

The inferential was used to answering the question if there is a significant effect to students' achievement in writing explanatory paragraph by using estafette writing method. The inferential analysis was applied in this research, they are:

a. Normality Test

Normality test was used to check whether a group of data comes from population having normal distribution. The result of normality test of the experimental and control group class' pre test was gained from *Liliefors* test using IBM Statistics SPSS 20 according to Syofian Siregar in his book "Statistik Parametrik untuk Penelitian Kuantitatif the steps are as follows:

1. **Entered into SPSS program**

2. **Click Variable View on SPSS Data Editor**

3. **Click Data View on SPSS Data Editor**

4. **Clicl Analysis => Descriptive Analysis => Explore**

5. **Fill the Variable in the Dependent List box and fill the other variable in the Factor list**

6. **Next, Click Plot, Steam and Test, Histogram and last click Normality with Test**

7. **After filling up is completed press the Continue to return to the previous menu. Then, click OK to ending the filling up process of data.**

b. Homogeneity Test

Homogeneity test is used to test the similarity of the sample which is taken from homogenous population.. *Levene* test on IBM SPSS Statistics 20 Was used to test homogeneity of the data and the following were the steps of doing the test:

1. **Creating the homogeneity hyphothesis of the data; H_o: sample data came from population which had homogenious variance.**

2. **Calculating the homogeneity test using Levene test formula on IBM SPSS Statistics 20 and the steps are as follows:**

a. **Entered into SPSS program**

b. **Click variable view on SPSS Data Editor**

c. **Click Data view on SPSS Data Editor**

d. **Click Analysis => Compare means => One-Way ANOVA on menu until One-Way ANOVA dialogue box appears**

e. **Fill variable on Dependent List and fill another variable on Factor Box**

f. **Click Option and choose Descriptive and Homogeneity of variable test**

g. **Click continue until it comes back to One-Way ANOVA dialogue box**

h. **Click OK.**

c. Hyphothesis Test

The hyphothesis test was used to investigate whether there is a significant effect of estafette writing method assisted by interactive cd on students' achievement in writing explanatory paragraph. The hyphothesis is

intepreted toward t_o: df = $(N_1+N_2) - 2$. Then, df score is refered to t_{table}. If $t_o>$

t_{table}, hyphothesis was accepted but if $t_o< t_{table}$, hyphothesis was rejected.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

This chapter consists of three main sections, the descriptive analysis, the result of the inferential analysis, and the discussion of the findings. The descriptive analysis describes the scores of the writing ability of the students. The inferential analysis explains the normality test, homogeneity test and findings describes the result of the hypothesis testing.

A. Testing Validity of the Test

The instrument of validity is to validate the writing test. The researcher creates the instrument of writing based on the material of learning. The material is explanatory paragraph, especially about how does rain happen. Therefore, the data of this research is considered because it is refering to the content of syllabus such as standard competence, basic competence, indicator, material, and learning objectives.

B. Reability of the Test

The calculation shows that the coefficient reability of the test was 0,78 (for detail, see Appendix 3). The coefficient reability of the test is high to substantial. It means that the reability of the test is high. It is according to Best and Kahn.

C. Descriptive Analysis

The description analysis explains the scores of the students' ability in writing. There were two kinds of tests given, namely the pre-test (the test given before the treatment) and the post-test on the writing ability of the control and the experimental groups. The data showed that the total score in control group of pre-test was 1437 and post-test was 1892. The mean score control group was 18.95. Moreover, the total score in experimental group of pre-test was 2060 and the post-test was 2847, with the mean score was 23.84. Based on the data above, it proves that there are different scores between scores between two groups. The students' scores in experimental group are higher than that in control group.

After calculating the mean score of pre-test and post-test, the standard deviation was calculated. It showed that the standard deviation of experimental group and control group was 5.30 and 5.32 respectively. Meanwhile, the standard error of experimental group was 0.94 and the control group was 1.13. In addition, it was also found that there were difference in standard error between M_1 and M_2 was 1.46. (Appendix 4).

D. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing that are presented as follows.

1. Normality Test

The Normality test was conducted to find whether the data of the scores show the normal distribution. In this case One Sample-Kormogorov Smirnov and Shapiro Wilk was employed.

Table 4.1

The Result of Normality Test of the Experimental and Control Group Class

Pre-test

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Score	Experimental	.100	33	.200[*]	.968	33	.416
	Control	.100	24	.200[*]	.931	24	.238

a. Lilliefors Significance Correction

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

Table 4.2

The Result of Normality Test of the Experimental and Control Group Class

Post-test

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Posttest Score	Experimental	.157	33	.164	.920	33	.318
	Control	.151	24	.113	.894	24	.254

a. Lilliefors Significance Correction

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

The result of normality test on both the experimental and control class pre-test and post-test was gained from Liliefors test using IBM Statistics SPSS 20.

The result of the normality test showed that the significance level or the probability value (p) of the pre-test in experimental class was 0,200 and 0,416 and the control one was 0,200 and 0,238, while in the post-test of experimental class was 0,164 and 0,318 and the control one was 0,113 and 0,254.

It meant that the probability value (p) of both experimental and control class was higher than (>) the degree of significance 5% ($\alpha = 0,05$). Therefore, it could be concluded that the data of both the experimental and the control class' pretest and posttest was normally distributed.

2. Homogeneity Test

Homogeneity test is used to find whether the sample variance is homogeneus or not. In this case, the Levene-Test of One Way ANOVA computer program of IBM SPSS Statistics 20 for window was employed on writing ability data for pre-test and post-test. The data can be considered homogeneus if the significant value is greater than the significant level 0.05. The result of homogeneity test is presented below:

Table 4.3

Test of Homogeneity of Pre-test of Experimental and Control Group

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
,630	5	13	.116

Table above shows that the value of *p (Sig.)* of the pre-test (0.116) was greater than 0.05. It means that the sample variance was homogeneous.

Table 4.4

Test of Homogeneity of Post-test of Experimental and Control Group

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
3.587	7	116	.680

Table above shows that the value of *p (Sig.)* of the post-test (0.680) was greater than 0.05. It means that the sample variance was homogeneous.

3. Testing Hyphothesis

After calculating the data above by using t-test formula, the result showed that t-observed was 3,34. Then based on the table of distribution of t-critical as the basic of counting t-critical in certain of the degree of freedom (df), the calculation of df used the formula $df = n_1 + n_2 - 2$ with df = 33+24-2 = 55s. The fact showed that t-critical> t-table (3,34>2,00). Therefore, the null hyphothesis was rejected and the alternative hyphothesis accepted. In other words, the students who were taught by estafette writing method assisted by interactive cd be better than those who were taught without estafette writing method in writing. (Appendix 5).

E. Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be reported as follows: "There is significant effect of estafette writing method assisted by interactive cd on

students' achievement in writing explanatory paragraph, which had been proven

from the result of t-test $t_{critical} > t_{table}$ (3.34 >2.00)".

CHAPTER V

CONCLUTION AND SUGGESTIONS

A. Conclution

Based on the data analysis and the end of this research, it was found that there is positive effect by using estafette writing method assisted by interactive cd on students' achievement in writing explanatory paragraph, which was proven from the result of t-critical by using t-test. The result shows that t-critical was 3.34 and t-table 2.00. it was found based on the result of degree of freedom (df). The fact shows that t-critical is higher that value t-table. It means that Ho rejected and Ha accepted.

So, the students taught by using estafette writing method assisted by interactive cd increased significantly and it made them easy to learn writing explanatory paragraph.

B. Suggestions

In relation to the conclution above, some points are suggested as the following:

1. It is advisable for English teacher to apply estafette writing method assisted by interactive cd to develop students' achievement in writing explanatory paragraph because it the students to gather ideas though the video and make the writing process become easier to do.

2. It is suggested to other researches who are intereseted in and want to do a research in this related fields that can use this findings as source of information.

3. The studnets in SMK PARIWISATA IMELDA MEDAN can add their knowledge and to make a good writing about what they got in their real life tought the using of video and the studnets should study harder to improve their ability in mastering writing and consider using video seriously to increase their interest and enthusiasm to write explanatory paragraph.

CURRICULUM VITAE

Name : Rahmah Yunita Siregar

Registered Numbered : 1302050307

Place / Date of Birth : Sialang Buah/ 30 Juni 1995

Sex : Female

Religion : Moeslim

Material Status : Single

Education :

1. Primary School at SDN 107967   2002-2007

2. Junior High School at SMP NEGERI 1 SEI RAMPAH   2007-2010

3. Senior High School   2010-2013

4. Student of English Department   2013-2017

Hobbies : Reading, Shopping, Culinary, and Singing

Fathers' Name : H. Sishakli Siregar

Mother' Name : Hj. Nurjannainah

Sisters' and Brothers' name : Hafizah Nuzli Siregar Am.Keb and Muhammad Salim Siregar

Adress : Firdaus dusun 2, Kec: Sei Rampah, Kab: Serdang Bedagai

Medan, Maret 2017

Rahmah Yunita Siregar

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ABSENT FOR THE EXPERIMENTAL GROUP

X- Tata Boga

SMK PARIWISATA IMELDA MEDAN

No	Names	Meeting 1	Meeting 2
1.	Ahmad Wafa Alwi	1.	1.
2.	Anggi Prayoga	2.	2.
3.	Balqist Azzahra	3.	3.
4.	Chairunnisa Vira	4.	4.
5.	Dini Syafitri	5.	5.
6.	Dita Adawiyah	6.	6.
7.	Dhuha Cahaya	7.	7.
8.	Fanny Hariyani Lubis	8.	8.
9.	Fransiska Ningrum	9.	9.
10.	Gita Putri Sari	10.	10.
11.	Handri Septiawan	11.	11.
12.	Husnaini Zuhara	12.	12.
13.	Juniar syahputri	13.	13.
14.	Maulita Yusri Purwanti	14.	14.
15.	Melati Ralasari	15.	15.
16.	Melva Delfira	16.	16.
17.	Meylda Cervi Rifanny	17.	17.

18.	Muhammad Arfan	18.	18.
19.	Muhammad Al-fandi	19.	19.
20.	Nafisah	20.	20.
21.	Novian Syahputra	21.	21.
22.	Nurainun Ozolbiah	22.	22.
23.	Nadilla Astria	23.	23.
24.	Putri Lesian	24.	24.
25.	Ria Aulia Samosir	25.	25.
26.	Reuni Vanesia Pane	26.	26.
27.	Sepinatun Nazar Lubis	27.	27.
28.	Sintia Mutia	28.	28.
29.	Siti Anisah	29.	29.
30.	Tiara Annisa Setiawan	30.	30.
31.	Wulan Dari	31.	31.
32.	Wulan Ningsih	32.	32.
33.	Willy Al-Hafiizh	33.	33.

ABSENT FOR THE CONTROL GROUP

X- AKOMODASI PERHOTELAN 1

SMK PARIWISATA IMELDA MEDAN

No	Name	Meeting 1	Meeting 2
1.	Adiesties Ananda K	1.	1.
2.	Al-Hazri Fakhrun Nisa	2.	2.
3.	Desmita Melati Utami	3.	3.
4.	Devi Puspita Sari	4.	4.
5.	Elisabet Br Munkur	5.	5.
6.	Fitri Ramadhani	6.	6.
7.	Humma Labbaika	7.	7.
8.	Karina Gulam Syarif	8.	8.
9.	Kerin John Rivai	9.	9.
10.	Khafifah Ihsanur Amalia	10.	10.
11.	Maria Sisca Situmorang	11.	11.
12.	Nana Dwi Kurniawati	12.	12.
13.	Nazwardi Akbar	13.	13.
14.	Nuri Fitria Amanda	14.	14.
15.	Rahmayani	15.	15.
16.	Rizky Edy Darma	16.	16.
17.	Ruth May Yolanda P	17.	17.

18.	Septi Annisa	18.	18.
19.	Shella Damayanti	19.	19.
20.	Shella Nur Ababil	20.	20.
21.	Siti Fauziah	21.	21.
22.	Tiara Nuri Delia	22.	22.
23.	Tifany Rizki	23.	23.
24.	Tri Diyah Utami	24.	24.

Appendix 1

LESSON PLAN

Lesson Plan for Experimental Group

School   : SMK PARIWISATA IMELDA MEDAN

Subject   : English

Class/Semester   : X/2

Skill   : Writing

Time Allocation   : 2 X 40 Minutes/meeting

I.   Standard Competence

To express the meaning of short functional text and essay in form of explanatory paragraph in context of daily life.

II. Basic Competence

To express meaning and rhetorical steps in written essay text accurately, fluently, and appropriately in context of daily life and to access knowledge in the form of explanatory paragraph.

III. Indicators

1. Identifying the social function of explanatory paragraph

2. Identifying the rhetorical way in explanatory paragraph

3. Understand the function of video toward their writing

4. Writing a good paragraph in explanatory form video using interactive CD

IV. Objective

At the end of this subject the students are expected to be able to:

1. Identifying the social function of explanatory paragraph

2. Identifying the rhetorical way in explanatory paragraph

3. Understand the function of video toward their writing

4. Writing a good paragraph in explanatory form video using interactive CD

V. Learning Method

a. Estafette Writing method

VI. Media

a. Video by interactive cd

b. LCD Projector

VII. Teaching Material

Explanatory Paragraph

a. Social Function

The social function of writing explanatory is to explain the processes involved in the formation or working of natural or sociocultural phenomena. The purpose of an explanation is to provide logical, time related informasion to explain and describe events happening in our world.

b. Generic Structure and Textual Elements

The generic structure and textual elements of explanatory writing are:

Text Elements	Function
A general statement to position the reader or general statement about the topic	- It is usually in the form of noun phrase - It consists of statement about the topic or issue or phenomenont - It should be clear and simple but interesting and provocative - It should be able to attract the reader's intention

A sequenced explanation of why or how something occurs or sequence of explanation	- It is about the details and explanation about the formulation and the process - It is relatively to be able to answer thhe question "how" and the answer must be clear and systematic
Closing (optional)	- It refers to a matter of conclusion or statement about the topic or issue having been explained

c. The Relevant Grammatical Patterns

In general, the common significant grammatical features of explanatory paragraph are: (a) It uses declarative sentences or statements (positive and negative forms), (b) It uses mainly temporal and casual circumstances and conjunctions, (c) It uses simple present tense, and (d) Sometimes it uses the passive voice to get theme right.

d. The Related Vocabulary Usages

In general, related vocabulary usages of explanatory paragraph are: (a) It focuses on generic non-human participants, (b) It uses mainly material and relational processes, (c) It uses sequence markers such as first, second, third, fourth, etc. Or first, next, after that, then, and finally.

VIII. Learning Activities

No	Activities
1	**First meeting** Opening - Greeting - Check the students' absence - Teacher gives motivation - Teacher convey the competency
2	Main activity a. Exploration - Teacher explain generic stucture about explanatory paragrapah

No	Activities
	- Teacher explain the function of explanatory paragraph
	b. Elaboration
	- Teacher giving students an example explanatory paragraph
	- Teacher ask students to write explanatory paragraph based on students' knowledge
	c. Confirmation
	- Teacher give feedback positif to students
	- Teacher give confirmation based on result exploration and elaboration to students from another sources
3	Closing - Teacher collecting the students' work to evaluate them - Teacher gives the conclution about the lesson and reminds the students to study at home

No	Activities
1	**Second meeting** Opening - Greeting - Check the students' absence - Teacher gives motivation - Teacher convey the competency
2	Main activity a. Exploration - Teacher explain generic stucture about explanatory paragrapah - Teacher explain the function of explanatory paragraph - Teacher giving students an example explanatory paragraph b. Elaboration - Teacher divides students into some groups. Every group consists of 5-6 students - Teacher show video explanatory paragraph use interactive CD for each group - Teacher asks the first students to write first paragraph based on the video explanatory paragraph. - When one paragraph is finished, distribute the paper to the right-side student. Students also have to write their name after finishing their paragraph in the end of their paragraph. - The teacher manages the distribution and give understanding that each paragraph based on the video and related to other paragraphs. - After finishing all of paragraphs, all of group members have to revise their work together c. Confirmation - Teacher give feedback positif to students - Teacher give confirmation based on result exploration and elaboration to students from another sources
3	Closing

	- Teacher collecting the students' work to evaluate them - Teacher gives the conclution about the lesson and reminds the students to study at home

IX. Assesment

Maximum score = 100

Score scoring of the test X 100
   Maximum Score

- Rubric Score:

Element	Score
Content	30
Language	25
Organization	20
Vocabulary	20
Mechanism	5

- Standard of each element:

Excellent	21-2
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

X. Instrument

Written test

1. Write an explanatory paragraph in a piece of paper based on the video!

Medan,

English Teacher   **Researcher**

Rizky Atika Sari S.Pd   **Rahmah Yunita Siregar**

Know by :

Head Master of SMK PARIWISATA IMELDA MEDAN

Saudin Elson Sitorus S.Pd

Lesson Plan for Control Group

School   : SMK PARIWISATA IMELDA MEDAN

Subject   : English

Class/Semester   : X/2

Skill   : Writing

Time Allocation   : 2 X 40 Minutes/Meeting

I. Standard Competence

To express the meaning of short functional text and essay in form of explanatory paragraph in context of daily life.

II. Basic Competence

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III. Indicators

1. Identifying the social function of explanatory paragraph

2. Identifying the rhetorical way in explanatory paragraph

3. Understand the function of video toward their writing

4. Writing a good paragraph in explanatory form by using interactive CD

IV. Objective

At the end of this subject the students are expected to be able to:

1. Identifying the social function of explanatory paragraph

2. Identifying the rhetorical way in explanatory paragraph

3. Understand the function of video toward their writing

4. Writing a good paragraph in explanatory form video using interactive CD

V. Learning Method

    a. Lecture Method

VI. Media

    a. White Board

    b. Marker

VII. Teaching Material

Explanatory Paragraph

a. Social Function

    The social function of writing explanatory is to explain the processes involved in the formation or working of natural or sociocultural phenomena. The purpose of an explanation is to provide logical, time related informasion to explain and describe events happening in our world.

b. Generic Structure and Textual Elements

    The generic structure and textual elements of explanatory writing are:

Text Elements	Function
A general statement to position the reader or general statement about the topic	- It is usually in the form of noun phrase - It consists of statement about the topic or issue or phenomenont - It should be clear and simple but interesting and provocative - It should be able to attract the reader's intention

A sequenced explanation of why or how something occurs or sequence of explanation	- It is about the details and explanation about the formulation and the process - It is relatively to be able to answer thhe question "how" and the answer must be clear and systematic
Closing (optional)	- It refers to a matter of conclusion or statement about the topic or issue having been explained

c. The Relevant Grammatical Patterns

In general, the common significant grammatical features of explanatory paragraph are: (a) It uses declarative sentences or statements (positive and negative forms), (b) It uses mainly temporal and casual circumstances and conjunctions, (c) It uses simple present tense, and (d) Sometimes it uses the passive voice to get theme right.

d. The Related Vocabulary Usages

In general, related vocabulary usages of explanatory paragraph are: (a) It focuses on generic non-human participants, (b) It uses mainly material and relational processes, (c) It uses sequence markers such as first, second, third, fourth, etc. Or first, next, after that, then, and finally.

VIII. Learning Activities

No	Activities
1	**First meeting** Opening - Greeting - Check the students' absence - Teacher gives motivation - Teacher convey the competency
2	Main activity a. Exploration - Teacher explain generic stucture about explanatory paragrapah

	- Teacher explain the function of explanatory paragraph
	b. Elaboration
	- Teacher giving students an example explanatory paragraph
	- Teacher ask students to write explanatory paragraph based on students' knowledge
	c. Confirmation
	- Teacher give feedback positif to students
	- Teacher give confirmation based on result exploration and elaboration to students from another sources
3	Closing
	- Teacher collecting the students' work to evaluate them
	- Teacher gives the conclution about the lesson and reminds the students to study at home

No	Activities
1	**Second Meeting**
	Opening
	- Greeting
	- Check the students' absence
	- Teacher gives motivation
	- Teacher convey the competency
2	Main activity
	a. Exploration
	- Teacher explain generic stucture about explanatory paragrapah
	- Teacher explain the function of explanatory paragraph
	- Teacher giving students an example explanatory paragraph
	b. Elaboration
	- Teacher show material by using video explanation that to be discussed. It is intended that the students see the extent of lesson material to be learned
	- Generating students experience that matches to the material that be learned. The way is with the questions that catches their attention
	- The attention of students from the beginning to the end of the lesson must be maintained. Passion for teaching provide full assistance in maintaining students attention to the lesson
	- Teacher give feedback positif to students
3	Closing
	- Teacher collecting the students' work to evaluate them
	- Teacher gives the conclution about the lesson and reminds the students to study at home

IX. Assesment

Maximum score = 100

Score scoring of the test X 100
Maximum Score

- Rubric Score:

Element	Score
Content	30
Language	25
Organization	20
Vocabulary	20
Mechanism	5

- Standard of each element:

Excellent	21-2
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

X. Instrument

Written test

1. Write an explanatory paragraph in a piece of paper !

Medan,

English Teacher   **Researcher**

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Know by :

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APPENDIX 2

Test Item

PRETEST FOR EXPERIMENTAL GROUP

Direction:

1. Write your name on the left or right top of your worksheet

2. You are ecpexted to write Explanatory Paragrapah based on your knowledge

3. The range of the Explanatory Paragraph is from 70 words or more

PRETEST FOR CONTROL GROUP

Direction:

1. Write your name on the left or right top of your worksheet

2. You are ecpexted to write Explanatory Paragrapah based on your knowledge

3. The range of the Explanatory Paragraph is from 70 words or more

Test Item

POST-TEST FOR EXPERIMENTAL GROUP

Direction:

1. Write your name on in the end of paragraph!

2. Imagine video how the rain happen with estafette writing method and please write the Explanatory paragraph about it

3. The range of the Explanatory Paragraph is from 70 words or more

POST-TEST FOR CONTROL GROUP

Direction:

1. Write your name on the left or right top of your worksheet

2. You are expected to write explanatory paragraph though the video shown in classroom

3. The range of the Explanatory Paragraph is from 70 words or more

APPENDIX 3

The Reliability of the Test

No	Rater 1 (X)	Rater II (Y)	X2	Y2	XY
1	57	49	3249	2401	2793
2	67	64	4489	4096	4288
3	55	59	3025	3481	3245
4	47	50	2209	2500	2350
5	55	45	3025	2025	2475
6	59	47	3481	2209	2773
7	62	66	3844	4356	4092
8	50	60	2500	3600	3000
9	44	59	1936	3481	2596
10	47	40	2209	1600	1880
11	52	44	2704	1936	2288
12	60	55	3600	3025	3300
13	45	62	2025	3844	2790
14	58	48	3364	2304	2784
15	65	50	4225	2500	3250
16	63	52	3969	2704	3276
17	55	49	3025	2401	2695
18	57	51	3249	2601	2907
19	46	60	2116	3600	2760
20	59	53	3481	2809	3127
21	62	42	3844	1764	2604
22	66	59	4356	3481	3894
23	68	61	4624	3721	4148
24	51	50	2601	2500	2550
25	67	64	4489	4096	4288
26	44	61	1936	3721	2684
27	54	54	2916	2916	2916
28	62	55	3844	3025	3410
29	40	52	1600	2704	2080
30	44	63	1936	3969	2772
31	50	59	2500	3481	2950
32	61	48	3721	2304	2928
33	55	50	3025	2500	2750
Total	1827	1781	103117	97655	98643

$$\mathbf{r_{xy}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$\mathbf{r_{xy}} = \frac{33\,(98643) - (1827)(1781)}{\sqrt{\{33\,(103117) - (1827)^2\}\{33\,(97655) - (1781)^2\}}}$$

$$\mathbf{r_{xy}} = \frac{3255219 - 3253887}{\sqrt{(3402861 - 3337929)(3222615 - 3182647)}}$$

$$\mathbf{r_{xy}} = \frac{24887}{\sqrt{(64932)(39968)}}$$

$$\mathbf{r_{xy}} = \frac{24887}{\sqrt{2595202176}}$$

$$\mathbf{r_{xy}} = \frac{39986}{50943,1}$$

$$\mathbf{r_{xy}} = \mathbf{0.78}$$

APPENDIX 4

DESCRIPTIVE ANALYSIS

1. The scores of Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AWA	63	81	18
2	AP	64	87	23
3	BA	47	84	37
4	CV	58	86	28
5	DS	67	90	23
6	DA	57	84	27
7	DC	50	81	31
8	FHL	64	81	17
9	FN	67	90	23
10	GPS	59	84	25
11	HS	57	81	24
12	HZ	61	87	26
13	JS	61	84	23
14	MYP	57	87	30
15	MR	61	89	28
16	MD	71	86	15
17	MCR	61	90	29
18	MA	69	90	21
19	MAF	66	90	24
20	N	68	84	16
21	NS	65	89	24
22	NO	60	87	27
23	NA	65	86	21
24	PL	70	89	19
25	RAS	69	81	12
26	RVP	66	89	23
27	SNL	60	86	26
28	SM	62	86	24
29	SA	68	89	21
30	TAS	67	87	20
31	WD	53	86	33

32	WN	63	87	24
33	WAH	65	89	24
	Total	**2060**	**2847**	**787**
	Rata-Rata			**23.84**

The mean scores of experimental class was calculated as follow:

$$M_x \quad = \quad \frac{\sum fx}{N} \quad = \quad \frac{787}{33} = \mathbf{23.84}$$

2. The Scores of Pre-test and Post-test of Control Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	Y(X2-X1)
1	AAK	57	68	11
2	AFN	61	79	18
3	DMU	60	77	17
4	DPS	58	79	21
5	EM	65	77	12
6	FR	46	68	22
7	HL	52	71	19
8	KGS	64	87	23
9	KJR	63	85	22
10	KIA	59	78	19
11	MSS	60	89	29
12	NDK	47	78	31
13	NA	61	84	23
14	NFA	57	79	22
15	R	56	78	22
16	RED	70	88	18
17	MRYP	60	79	19
18	SA	66	71	5
19	SD	55	70	15
20	SNA	50	69	19
21	SF	65	86	21
22	TND	71	88	17
23	TR	65	79	14
24	TDU	69	85	16
	Total	**1437**	**1892**	**455**
	Rata-Rata			**18.95**

The mean scores of Control class was calculated as follow:

$$M_y = \frac{\Sigma fy}{N} = \frac{455}{24} = \textbf{18.95}$$

3. The Calculation of Standard Derivation in Experimental Class

No	Students' Intial Name	X(X2-X1)	x=(X-Mx)	X2
1	AWA	18	-5.84	34.1
2	AP	23	-0.84	0.7
3	BA	40	16.16	261.14
4	CV	28	4.16	17.3
5	DS	23	-0.84	0.7
6	DA	27	3.16	9.98
7	DC	29	5.16	26.62
8	FHL	17	-6.84	46.78
9	FN	23	-0.84	0.7
10	GPS	25	1.16	1.34
11	HS	24	0.16	0.02
12	HZ	26	2.16	4.66
13	JS	23	-0.84	0.7
14	MYP	30	6.16	37.94
15	MR	28	4.16	17.3
16	MD	15	-8.84	78.1
17	MCR	29	5.16	26.62
18	MA	21	-2.84	8.06
19	MAF	24	0.16	0.02
20	N	16	-7.84	61.46
21	NS	24	0.16	0.02
22	NO	27	3.16	9.98
23	NA	21	-2.84	8.06
24	PL	19	-4.84	23.42
25	RAS	12	-11.84	140.18
26	RVP	23	-0.84	0.7
27	SNL	26	2.16	4.66
28	SM	24	0.16	0.02
29	SA	21	-2.84	8.06
30	TAS	20	-3.84	14.74
31	WD	33	9.16	83.9
32	WN	24	0.16	0.02
33	WAH	24	0.16	0.02
	Total			**928.02**
	Standard Deviation			**5.30**

The following formula of t-test was implemented to find out the $t_{observed}$ value both of experimental and control groups as the basic to test hypothesis of this research.

Standard Deviation (SD) of Experimental Group:

$$SD_1 = \sqrt{\frac{\Sigma fx^2}{N_1}} = \sqrt{\frac{928.02}{33}} = \sqrt{28.12} = \mathbf{5.30}$$

4. The Calculation of Standard Derivation in Control Class

No	Students' Intial Name	Y(Y2-Y1)	y=(Y-My)	Y2
1	AAK	11	-7.95	63.2
2	AFN	18	-0.95	0.9
3	DMU	17	-1.95	3.8
4	DPS	21	2.05	4.2
5	EM	12	-6.95	48.3
6	FR	22	3.05	9.3
7	HL	19	0.05	0.0025
8	KGS	23	4.05	16.4
9	KJR	22	3.05	9.3
10	KIA	19	0.05	0.0025
11	MSS	29	10.05	101.0025
12	NDK	31	12.05	145.2
13	NA	23	4.05	16.4
14	NFA	22	3.05	9.3
15	R	22	3.05	9.3
16	RED	18	-0.95	0.9
17	MRYP	19	0.05	0.0025
18	SA	5	-13.95	194.6
19	SD	15	-3.95	15.6
20	SNA	19	0.05	0.0025
21	SF	21	2.05	4.2
22	TND	17	-1.95	3.8
23	TR	14	-4.95	24.5
24	TDU	16	1.05	1.1
	Total	455		**681.31**
	Standard Deviation			**5.32**

Standard deviation of Control group:

$$SD_2 = \sqrt{\frac{\sum fy^2}{N2}} = \sqrt{\frac{681.31}{24}} = \sqrt{28.38} = \mathbf{5.32}$$

Therefore the following formula was implemented:

Standard Error of Experimental Group:

$$SE\ _{M_1} = \frac{SD_1}{\sqrt{N_1-1}} = \frac{5.30}{\sqrt{33-1}} = \frac{5.30}{\sqrt{32}} = \frac{5.30}{5.6} = \mathbf{0.94}$$

Standard Error of Control Group:

$$SE\ _{M_2} = \frac{SD_2}{\sqrt{N_2-1}} = \frac{5.32}{\sqrt{24-1}} = \frac{5.32}{\sqrt{23}} = \frac{5.32}{4.7} = \mathbf{1.13}$$

Next, the following formula was implemented to find out t_0 or t-observed the differences of standard error between M_1 and M_2 :

$$SE_{M_1} - _{M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$= \sqrt{0.94^2 + 1.13^2}$$

$$= \sqrt{0.88 + 1.27}$$

$$= \sqrt{2.15}$$

$$= \mathbf{1.46}$$

APPENDIX 5

**INFERENTIAL ANALYSIS**

1. Normality Test

The Result of Normality Test of the Experimental and Control Group Class
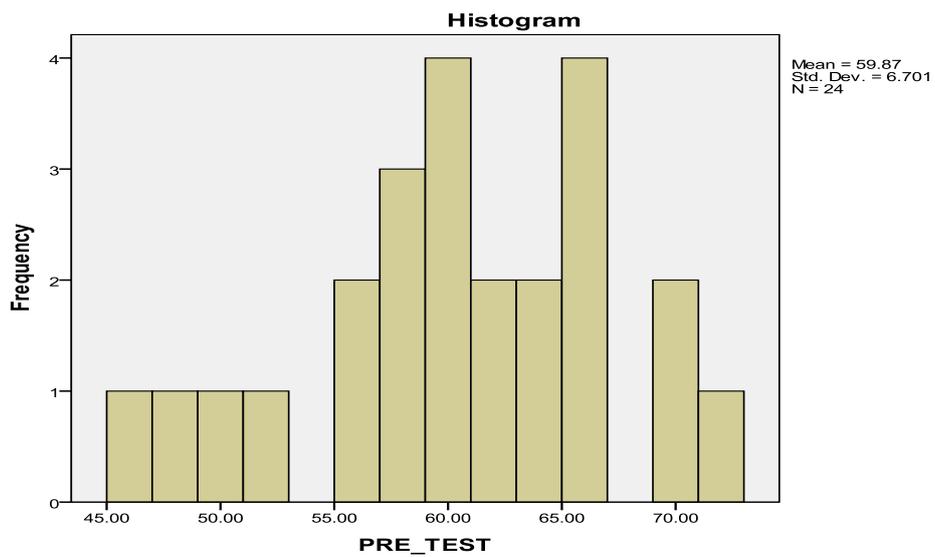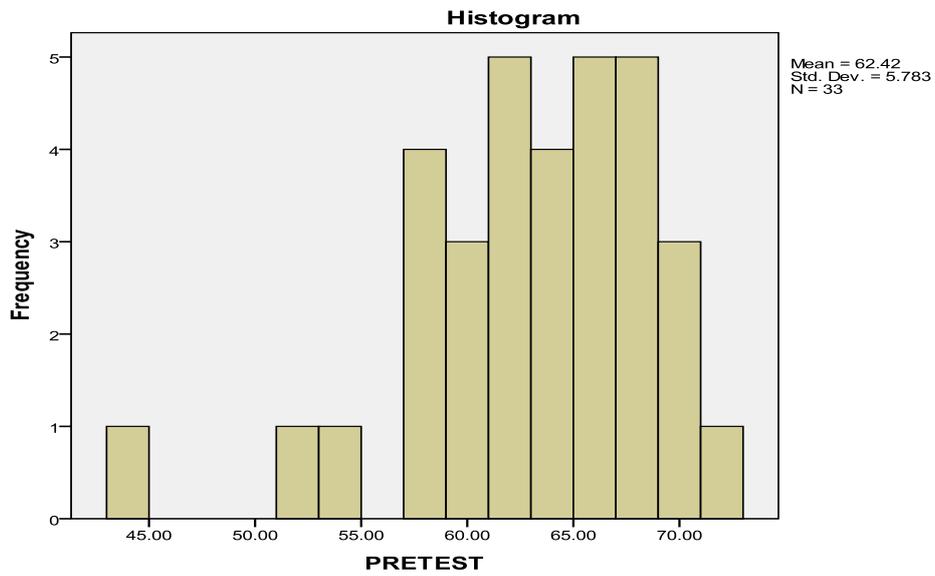
Pre-test

The Result of Normality Test of the Experimental and Control Group Class

Post-test

Histogram

Mean = 78.83
Std. Dev. = 6.703
N = 24

Histogram

Mean = 86.27
Std. Dev. = 2.971
N = 33
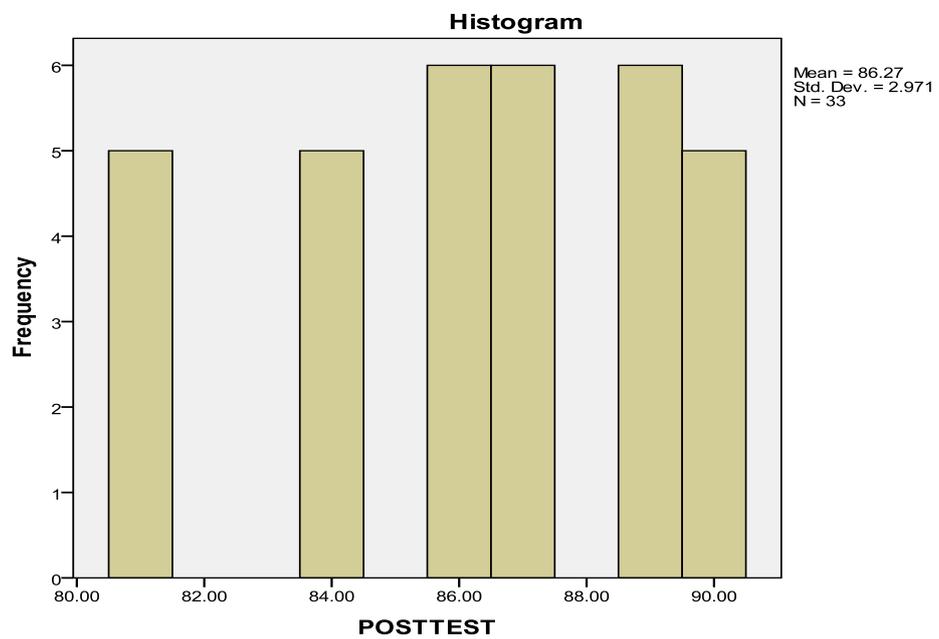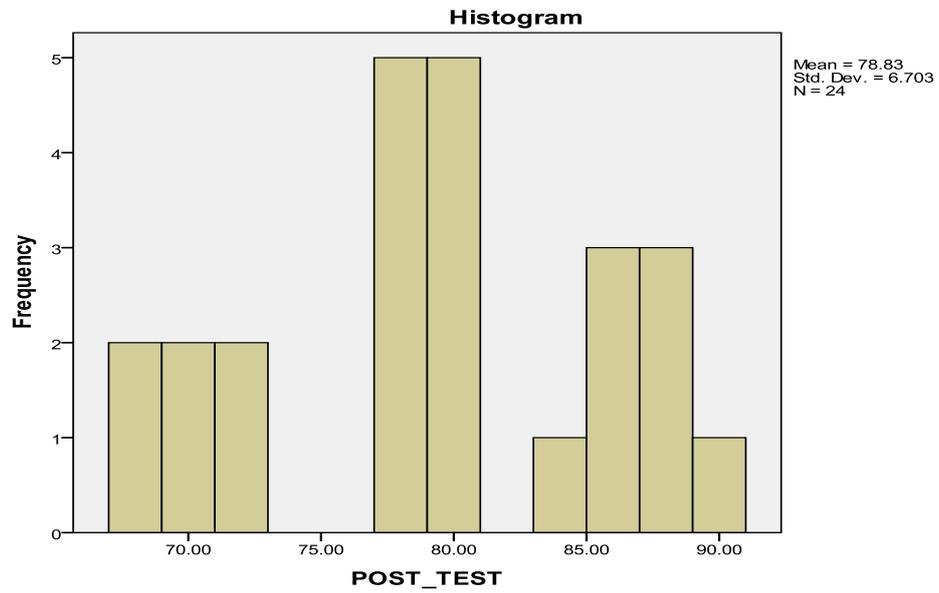
2. Homogeneity Test

Test of Homogeneity of Pre-test of Experimental and Control Group

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
1.335	5	27	105

Test of Homogeneity of Post-test of Experimental and Control Group

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
4.517	6	11	.280

3. Testing Hyphothesis

Based on the prevoius result, t_0 was then applied to test the hyphothesis.

$$t_o \quad = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

$$= \frac{23.84 - 18.95}{1.46}$$

$$= \frac{4.89}{1.46}$$

$$= 3.34$$

Photographs