IMPROVING THE STUDENTS' ABILITY
IN WRITING SHORT FUNCTIONAL TEXT
THROUGH INSIDE-OUTSIDE CIRCLES TECHNIQUE

(An Experimental Study at the Grade X of SMK Negeri 8 Semarang
in the Academic Year 2010/2011)

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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PERNYATAAN

Dengan ini saya,

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Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,   Maret 2011
Yang membuat pernyataan

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Verily along with the difficulties there's relief (Al Insyirah: 5)

Be patient and keep fighting

To

My beloved Mother, Father, and

Younger Brother.

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ABSTRACT

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Key words: Writing, Short Functional Text, Inside-Outside Circles Technique.

The students of vocational high school are supposed to master invitation. Meanwhile, English teachers use lecturing technique which is not appropriate with school-based curriculum *(KTSP)*. The objective of this study is to know how significant the use of inside-outside circles technique in improving the students' ability in writing short functional text is.

The design used is true experimental design (pre test-post test control group design). The population was the tenth grade students of SMK Negeri 8 Semarang in the academic year 2010/2011. They consist of X RPL *(Rekayasa Perangkat Lunak)* 1, X RPL 2 and X RPL 3, X PS *(Perawatan Sosial)* 1, X PS 2 and X PS 3, X MM *(Multimedia)* 1, X MM 2 and X MM3 and X TKJ *(Teknik Komputer Jaringan)*. The sampling technique is cluster random sampling. Thus, the number of sample was 72 students that consisted of 36 students of X RPL 2 who were taught by using inside-outside circle technique and 36 students of X RPL 1 who were taught by lecturing technique.

Before conducting the research, the writer held a try-out test to the try-out class to get the validity, reliability, item of difficulty and item discrimination of the test instrument. Then, the writer began the research by giving a pre test, treatment, and a post test to both groups. The result of the test was analyzed by using t-test formula to know the difference in the students' writing result of short functional text between the group that was taught by using inside-outside circles technique and that that was not.

The result shows the pre test mean of the control group was 16.22 while test mean of the control group was 17.78. Whereas, the pre test mean of the experiment group was 16.89 while the post test mean of the experiment group was 19.16. In case of index of difficulty between control and experimental group in the pre test shows that the t-test (1.867) is higher than t-table (1.668) while in the post test shows that t-test (4.351) is higher than t-table (1.668). Whereas, in terms of index of improvement between pre test and post test in the control group shows that the t-test (6.5) is higher than t-table (1.691) while in the experimental group shows that the t-test (10.229) is higher than t-table (1.691). Thus, it is obtained from the computation that the result of the t-test of the difference pre test post test between experimental and control group is 2.171.

Since the t-test (2.171) is higher than t-table (1.668), it means that there is a significant difference in terms writing achievement between the students who were taught by using inside-outside circles technique and those who were taught without using inside-outside circles technique. Furthermore, the writer suggests that English teachers concern better in their technique variety in teaching writing of short functional texts especially invitation.

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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains the background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study, and outline of the report.

1.1 Background of the Study

During the last decade, schools of any levels in Indonesia used curriculum 1994. It has a purpose to make the students understand the material without knowing its competence. Another characteristic is the use of conventional technique in teaching and learning activity. The teacher gives the speech to the students as if they are the empty glass. The most active participant during teaching and learning activity in the classroom is the teacher, teacher-centred. Since the rapid development of science and technology in the globalization era, curriculum 1994 has no longer good effect towards the students' mind development. Therefore, Indonesian government issues school-based curriculum as a solution to overcome the problems which is found in curriculum 1994.

In contrast, School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) offers a different type of learning activity from the previous one. Based on BSNP (2006: 5), school-based curriculum is an operational curriculum that is designed and implemented on each educational item. In addition, the

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curriculum not only concerns with the material but also the implementation of the competence which is obtained during teaching and learning activity. The students are supposed to be active in the classroom while the teacher arranges the syllabus to direct the learning activity so that the students can have better understanding of the material and the purpose of the Indonesian education objective can be reached. In line with the objective, Nugroho (2010: 7) states the characteristics of school-based curriculum,

> Government has applied the School-Based Curriculum since 2006. The characteristic of teaching and learning activity is student-centred. It means that the teacher is supposed to develop the students, be creative, create the comfortable and challenging situation, be contextual, provide the various learning experience and the students are supposed to involve in the learning activity.

As the current curriculum, school-based curriculum brings new paradigm in English subject in which the former material concerns with grammar only. On the other hand, in the new curriculum the materials are arranged to bring the complete understanding of the students in creating spoken and written discourse that is realized in four basic skills, they are listening, speaking, reading and writing.

According to Ramelan quoted by Sutirah (2009: 1), English as international language is used to communicate, to strengthen and to fasten relationship among all countries in many fields such tourism, business, science and technology etc. Because of the importance, English as the first foreign language in Indonesia has been taught as one of the compulsory subjects especially at vocational high school level. Learning English gives advantage to develop knowledge. Moreover, now most books, or journals of science and technology are written in English. The most important is that the globalization era

needs the men who can adapt well. Based on Depdiknas (2007: 6), subjects in vocational high school are divided into three. They are normative, adaptive, and productive. Normative and adaptive are the subjects which are allocated consistently. The examples of normative subjects are *Pendidikan Agama, Pendidikan Kewarganegaraan, Bahasa Indonesia, Pendidikan Jasmani Olahraga dan Kesehatan, dan Seni*. While the examples of adaptive subjects are *Bahasa Inggris, Matematika, IPA, IPS, Keterampilan Komputer dan Pengelolaan Informasi, dan Kewirausahaan*. Otherwise, productive subjects are arranged base on its vocational. It is obvious that English is an important subject for vocational high school level.

In studying language, there are four skills that must be mastered by the students. Heaton (1975: 3) states that the four major skills in communicating through language are often broadly defined as listening, speaking, reading and writing. Each of the language skill has relationship to others and should be taught in integrative way.

One of the four major skills is writing. Writing is considered to be the most complicated skill because the students must acquire the first three skills. For Indonesians, especially students, writing is considered as a difficult task. In spite of the obstacles, the need to improve writing is very significant because of the globalization that requires almost all people to write in English, for example in writing invitation and greeting, mailing through the internet and so on.

English curriculum in Indonesia especially vocational high school level is required the students to master two texts; those are interpersonal and transactional

conversation text and short functional text. Interpersonal and transactional conversation is needed for the students because their final purpose is getting a job after graduating from vocational high school. Thus, it is an absolute knowledge for them to have this text. As an example when they have a job interview, they have already learned how to do the interview. The latter is short functional text that must be mastered well by the students. Based on Wikipedia.com, short functional texts is writing meant to help the reader accomplish an everyday task. The examples of short functional text are invitation, greeting card, notice, short message, announcement, label, advertisement, brochure, personal letter, graphic, caution, job vacancy, traffic sign, table, recipe. Short functional text may be seen as the easy material for the students since they meet the text in their daily life. But the difference is the language used in the text. They usually write the text, such invitation in Indonesian language. The main concern is give the students knowledge about the function of short functional text itself and how the write it well. It prepares the students work at international company or public facilities.

Acquiring the writing skill seems to be more laborious and demanding than acquiring the other three skills. According to Nunan quoted by Yan (2005: 19), considers it an enormous challenge to produce "a coherence, fluent, and extended piece of writing" in one's second language. In spite of these obstacles, the need to improve writing is very significant because in the globalization almost all people are required to produce sufficient written English.

Some English teachers say that teaching writing of short functional text uses lecturing technique. It is about the whole material are delivered by the

teacher and the students are asked to write the whole text by themselves. However, it has different learning style between concept of school-based curriculum and its implementation done by teacher especially the English ones.

Having known the importance of learning English, especially writing skill, one of the alternatives is using inside-outside circles technique. It requires the students to be active involve in teaching and learning activity. This technique appropriates with school-based curriculum that is applied at school especially primary and secondary school's level. According to Kagan (1994), inside-outside circles technique is a summarization technique that gets students up and moving. It provides a way to get the students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half of the students stand up and form a circles technique with their backs to the inside of the circles technique. They are partner A. The other halves of the students form a circles technique facing a partner from the first circles technique. These students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding the summary. If the teacher stands in the centre of the circles, he/she can easily monitor students' responses. Inside-outside circles technique is in line with Watkins (1973: 6) statement that unless they have been actively discourage, most students are eager to communicate a lot of things and variety of way. In other word, students can communicate if they experience by themselves by getting them to write.

Since the rapid development of globalization era and technology, the students of vocational high school are prepared to master about short functional text, invitation. Inside-outside circles technique can be the alternative technique to teach writing skill of short functional text, invitation. Therefore, the writer interests in choosing inside-outside circles technique in the way of improving the students of X RPL 1 and X RPL 2 of SMK 8 N Semarang in writing short functional text, in the academic year 2010/2011 as her final project.

1.2 Reasons for Choosing the Topic

The rapid development of globalization era and free trade in Indonesia since 2010 force the graduating students of vocational high school master the interpersonal conversational conversations and also many kinds of short functional texts such invitation, greeting card, notice, short message, announcement, label, advertisement, brochure, personal letter, graphic, caution, job vacancy, traffic sign, table, recipe that are written in English. So the students have been familiar and get easier with the text whenever and wherever they find. The students are also asked to use it in appropriate way.

Most English teachers apply lecturing technique in delivering the material to the students during the teaching and learning activity. The advantage is the centre of attention is one and only, teacher, during the lesson so that easier to make the students concentrate and pay attention to the material. Otherwise, the disadvantage is the students become the passive learner. Finally, their creativity is not increase well. They are accustomed receiving the material without knowing

dept of the materials. The use of inside-outside circles technique can be one of the alternatives for the teacher in their teaching variety. Besides, the students also get the new way of learning which can refresh their mind. It offers new environment which is really different from the daily seat arrangement. The activity needs the body movement and can increase their self confidence. In addition, the students may be talkative along the class because they are the centre of the activity.

1.3 Statement of the Problem

The problem stated in this study is:

How significant is the use of inside-outside circles technique in improving the students' ability in writing short functional text?

1.4 Purpose of the Study

Based on the problem stated above, the purpose of the study is:

To know how significant the use of inside-outside circles technique in improving the students' ability in writing short functional text is.

1.5 Significance of the Study

This result of this study might hopefully be useful for teachers to improve their variety in technique of teaching short functional text. As a result, the students can have better understanding and the maximal achievement.

The students might hopefully get the distinct explanation about short functional text and make the students enjoy learning English.

In addition, the writer gets the real picture of teaching and learning activity. It includes the problems faced either by the teacher and the students so that the writer can have better understanding about teaching and learning activity and have a better preparation when she teaches.

1.6 The Outline of the Report

Chapter I consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study and outline of the report.

Chapter II presents the review of the related literature. It covers the review of previous study, theoretical review that consist of theory in teaching English, teaching technique, and teaching writing and theoretical framework that underlying the theory of collecting and analyzing the data

Chapter III discusses the method of investigation. It includes the object of the study, population and sample, research variables, type of data, instrument for collecting data, research design, method of collecting data and method of analyzing data.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter concerns with some theories and ideas related to the study. It consists of three subchapters. They are review of previous studies, theoretical review and theoretical framework.

2.1 Review of Previous Studies

In this subchapter, the writer would like to review the previous researches that support her opinion about improving the students' ability in writing short functional text through inside-outside circles technique. The descriptions of the researchers' findings are as the following:

First, a research was done by Nguyen Thi Cam Le (2005) which entitles "From Passive Participant to Active Thinker. A Learner Centred Approach to Material Development". The objectives of the study are to find out why material development is an important tool for teachers and will illustrate how to make materials relevant and meaningful to students, with the objectives of revising the problem of the learning. Whereas the result the recommend of a learner-centred approach to developing material as one way to overcome the problem.

Second, a research was done by Guo Yan (2005) which entitles "A Process Genre Model for Teaching Writing". This research has a purpose to know the different approaches then look at the useful recent research about the advantages

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of combining the essential features from two approaches to create a new model. While the result of the study is the product approach was mostly discredited, it was supplanted by the more interactive and dynamic process of genre approach. It has made valuable contribution to the writing classroom. It means when these approaches combined to create the process of genre approach which help students use their individuals writing process to construct a text in a familiar genre.

Third, a research done by Gilma Zuniga Camacho (2005) entitles "Literacy Memoir Involving Students in Meaningful Writing". The research purpose is to know whether through writing literacy memoir, the students can overcome their reluctant to write and show significant progress in the process or not. Whereas, this study proved that asking students to write a piece that provides opportunity to reflect on a past experience that helped them develop their literacy, give them the possibility to become better writer in English as well.

Fourth, a research was done by Amarilis Montero (2005). His research entitles "What a Feeling! Motivating EFL students through Collaborative Writing with Poems". The study wants to find out the advantages of collaborative writing which can be used with other genre as well, poetry. The result of the study finds the advantages of collaborative writing in language teaching are numerous. They promote individuals participation, increase self confidence and encourage productivity. Team work enables students to learn from each other and stimulate each other of creativity and the last is the activity can be fun.

Fifth, a research done by Adair Mathers (2005). His research entitles "Non Stop Writing. Ungraded Classroom Activity". The objective of the study is to find

out the new approaches is the greatest in the area of students writing. The result discusses the use of non stop writing can help reduce much of the tension and anxiety students feel at the beginning of the writing assignment, provide an organizational framework for writing and presents students with a nonjudgmental forum with their written expression.

Sixth, a research done by Ghazi Gaith (2002). His research entitles "Using cooperative Learning to Facilitate Alternatives Assessment". The result of the study is that the activities bring assessment closer to the language course objectives in the cognitive, communicative and socio-cultural domains. Furthermore, it reflects the dynamics of real life situation.

Seventh, a final project of Rofi Susanti (2010) entitles "Pengaruh Model Pembelajaran Kooperatif Tipe *Inside-Outside Circles Technique* terhadap Prestasi Belajar Matematika Ditinjau dari Aktivitas Belajar Siswa (Pada Siswa Kelas VIII Semester II SMP Negeri 4 Karanganyar Tahun Pelajaran 2009/2010)". The objectives of the result are describe the influence of cooperative learning techniques, inside-outside circles technique towards the students' mathematic achievement which looked from the students' learning activity. Describe the influence of students' activity towards the students' achievement. Whereas the result of the study is there is the increasing of the students' achievement in learning mathematics.

Eighth, the research of Sara Servetti (2010) which entitles "Cooperative Learning Groups Involved in a Written Error-Correction Tasks". The objectives are to find out whether cooperative correction activity was able to help, showing

how the groups actually performed the correction task within cooperative groups, and find out the students' opinions of the cooperative correction activity were also investigated. The result of the study is that the cooperative correction activity produced some benefits in the sample class, and especially for average- and low-proficiency students. It could be used as a way to help and sustain the weakest learners in their learning process. Moreover, it was enjoyed and perceived as useful by a large majority of students.

Ninth, a study of Christopher Kelen (2000) entitles "Perpetual Motion: Keeping the Language Classroom Moving". The objective of the study is to answer the question about the problem of big class or small room. The needing to regularly shift modes of interaction (groups, pairs, big circle). While the result of the study is the about the panauricon that describe a teaching method which arranges students in the oral class in a rotating circles technique allowing them the opportunity to practice drills or conversations with as many different partners as possible.

Tenth, research done by Gilda Martinez (2008) entitles "Oral Presentations in the ESL Classroom Using a Technique Similar to Speed Dating". The objective of the study is to know whether speed dating is appropriate to oral presentation or not. Whereas, the result is involving and getting together 10 (or more) men and women and providing them with an opportunity to talk to each other, one-on-one, for five minutes each. She modified this dating technique to make classroom presentations provide more practice with oral language while making them less threatening for student.

There are many previous studies that discuss writing and inside-outside circles technique. They can be combined and elaborated to teach writing using another technique and method. Similarly, the use of inside-outside circles technique can be used in speaking class. From the above previous research findings, the writer would like to use inside-outside circles technique in teaching writing of short functional text.

2.2 Theoretical Review

2.2.1 Teaching English as a Foreign Language

Many people speak more than one language in order to communicate with other people from different parts of the world. Teaching English in Indonesia may differ from teaching English in Malaysia, where people should learn English in condition where the language is used for communication in their daily lives. People call the former as teaching English as a foreign language and the latter as teaching English as a second language. In Malaysia English is gained in the society in which the people speak the language in their daily activities. Otherwise, in Indonesia English is taught only at school and people do not speak the language in the society. In addition, English is the first foreign language which is taught. It deals with the grammatical rules and error that are always corrected.

As stated in Indonesian curriculum, English belongs to one of the subjects in the national examination of vocational high school. The students are supposed to master the four language skills, especially writing skill. According to Mackey quoted by Bambang Setyadi (2006: 23), there are three main influences that

determine that learning namely linguistic, social and psychological one. In the linguistic term, the influence deals with the differences between the target language, English, and the mother tongue in the realm of grammar, vocabulary, and phonology.

For Indonesian students, English is a kind of new language so it is a bit difficult to be learned. Another reason is that they have spoken their native language at first, which will interference with their acquisition of new language. Considering the differences between two languages is understandable that the students always encounter problem dealing with vocabulary, structure, spelling pronunciation, etc.

2.2.2 Teaching Writing

This part discusses definition of writing, importance of writing, types of writing, process of writing, and aspect of good writing. The descriptions of them will be presented below:

2.2.2.1 Definition of Writing

As one of the language skill, writing demands the students to master it well to help them in expressing their thought, feeling, ideas. Celce-Murcia (2001: 213) says that writing is a skill which enables the learners to plan and rethink the communication process. It means that to create a good writing, the writers need to employ all their thought and knowledge.

In line with Celce-Murcia, Harris (1993: 10) states that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. Even

in the more immediately focused stage of constructing a text. Based on the definition above, it can be said that writing is progressive activities that expressing ideas into written form; it is not a natural skill; it needs to be learnt and practiced in order to achieve good writing.

2.2.2.2 Importance of Writing

There are two importance of writing process they are writing for learning and writing for writing.

Harmer (2004: 31) states that writing for learning means that it has always formed part of the syllabus in the teaching of English. Partly because of the nature of the writing process and because of the need for accuracy in writing, the mental process that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication.

Teaching writing for writing is entirely different, however, since over since our objectives here is to help students to become better writer and to learn how to write in various genre using different registers. (Harmer 2004: 34)

2.2.2.3 Types of Writing

Davies and Widdoson cited in Richard (1990: 100) state that there are two types of writing that should be known by learners. Firstly, Institutional writing is writing that is produced in professional or institutional role, such as; businessperson, teacher, or student, and conforms to institutional conventions. Secondly, personal writing is writing for personal purpose such as personal letters and creative writing.

2.2.3 Teaching Writing in Vocational High School

Nowadays, English has become a very important subject. The purpose and the function of teaching English are to gain communicative competence. Teaching English in vocational high school encompasses the four language skills: listening, speaking, reading, and writing, which are taught in integrated manner. Therefore, we cannot separate them from one another because they are related each other. The students who master those four skills are regarded to be able to use them in overcoming their problem in their daily life.

Teaching writing in vocational high school is very important. The students should have ability to write. As we know that the students of vocational high school are intended to work in an office after finishing their study. By having this ability, the students will be skillful and qualified to work.

School Based Curriculum (2006) for vocational high school writes "students must master informational level". It means that the students are able to access the science and knowledge through the language skills.

Writing may be the last skill that should be mastered that cannot be ignored. Moreover, teaching writing is not as easy as teaching other language skills. It might be often a boring activity if the teacher just explains then the students do writing by the students themselves. As a result, the teacher has a task for them to encourage his/her students to learn writing in English.

Teaching writing in senior high school is divided into three classes. They are genre, interpersonal and transactional interpersonal conversation and short functional text. It is obvious that the main soul of English teaching in senior high

school is text or genre. Both the two others text, that is transactional and interpersonal conversation and short functional text, are also taught after the genre text.

Different from senior high school, English materials in vocational high school concerns with the transactional and interpersonal conversation and short functional text, such as invitation. The needs of graduating students of vocational high school are supposed to have life skill rather than the theory of text. Short functional text, invitation clearly stated in:

Standard Competence : 1. Berkomunikasi dengan Bahasa Inggris setara *Level*

Novice

Based Competence   : 1.7 Menuliskan Undangan Sederhana

2.2.4 General Concept of Writing

According to Meyers (2005: 2), writing is like speaking in a way to discover and communicate ideas, unlike speaking, however it does not happen all at once. The writer cannot see and hear the reader, so he has to present the ideas in logical order. He has to be careful in organizing, his writing to make the meaning stronger and clearer. Therefore, writing as one of the basic competence in learning language is the most sophisticated language skill. It demands a lot of practice and exercise.

According to White as cited in Nunan (1989: 36), it states that writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and the written forms of language. There are other

important differences as well. Writing unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored, and referred back to anytime. It is permanent in comparison with the ephemeral "here one minutes and gone the text' character of spoken language-even of spoken language that is recorded on tape or disk.

Writing is a kind of complex process which allows the writer to express their ideas, feeling knowledge, etc. and make it visible or concrete. Nunan (2003: 88) states that writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. Besides that, writing is the mental work of inventing ideas, and thought how express and organizing them into statement, paragraph or text that will be clearer to reader.

Although writing is a complex skill, the writer concludes that writing is one of the important skills that have to be mastered by English learner including vocational high school students.

2.2.5 Definition of Short Functional Text

According to Wikipedia.com, short functional text is a text that you read in everyday life, such as recipes, signs, schedules, maps, chart, graphs, pamphlets, etc.

Furthermore, short functional text is writing meant to help the reader accomplish an everyday task. Examples of short functional text might include a recipe for cooking; direction to a location; memo notifying of a change in company address; or a stores opening time; a schedule of opening times and

location during seminar; a directory address; phone number or email addresses; direction of a test; a menu from a restaurant; a pamphlet notifying the public of a grand opening, store closing, or a fore closure; or a how to manual just to name a few.

2.2.6 Definition of Invitation

Based on writeexpress.com, a letter of invitation is written to people inviting them for a special occasion or event in your personal and professional life. An invitation letter is written for business events as well as for personal occasions like birthdays, family reunion, etc.

Furthermore, there are some ways to write a warm and friendly invitation letter:

1. The use of diction is in an appropriate circumstance, in anticipation of a pleasurable occasion. Picture your guests smiling when they read your letter of invitation. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly.

2. Extend the invitation, naming the event including the date, time, and place. If the event has a special purpose, such as honoring someone or celebrating an anniversary, state this.

3. Indicate if a gift is not expected if the event is a retirement, an anniversary, or a reception. If a gift is welcome, it is usually best to say nothing, except in the case of bridal or baby showers.

4. Indicate the appropriate dress, if there is any reason for question.

5. Express anticipation.

6.   Ask for a response by a specific date.

Invitation letter must consist of 1) the name of the person sponsoring the event (who is the host/hostess?); 2) Exactly who is invited (can someone bring a guest, spouse, child?); 3) What type of social event is being held 4); The date, address, and time of the event; 5) Directions or a simple map if the location may be difficult to find; 6) What type of dress is appropriate or preferred; 7) The phone number and deadline to reply; precede these facts with "RSVP" (French abbreviation for "please reply".

2.2.7 Teaching Techniques

According to Setyadi (2006: 14), a technique is implementation. It means that a technique is something that actually takes place in language in language teaching or learning or learning in the classroom. All activities that take place in a language class are technique. The following are some examples of techniques in error techniques. They are silent way, audio lingual method, total physical response and natural method. Silent way which the teacher does not praise or criticize so that the language learner relies on themselves; audio lingual method which the teacher often praises when a student has made a good thing in learning; total physical response when the a student has produced a wrong expression, the teacher just repeat one; and natural method which the teacher does not care when a students make an error as long as it doesn't hinder communication.

2.2.8 Inside-Outside Circles Technique

A teacher must have various teaching method in delivering the course in order to make the students enjoy the lesson. One of the techniques that can be used is

inside-outside circles technique (Kagan, 1994). It is a summarization of technique that get students up and moving. It provides a way to get students who normally would not talk to interact with others.

After the students listen to the instruction, the teacher divides the students into two groups. Half of the students stands up and form a circle with their backs to the inside of the circle. They are partner A. The other half of the students, form a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they discuss. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the centre of the circles, he/she can easily monitor the students' responses.

Figure 2.1 Figure of Inside-Outside Circles
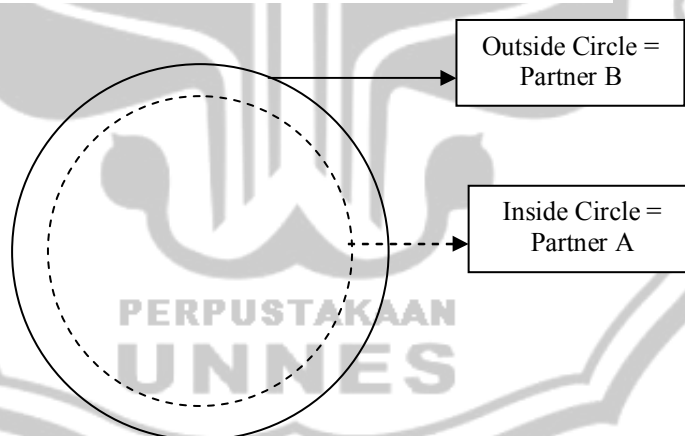
Now it is time to move. Have the students who are partner A raise their right hand and move right three people to the right to meet a new partner. Repeat the summary with partner B speaks first.

Figure 2.2 First Movement
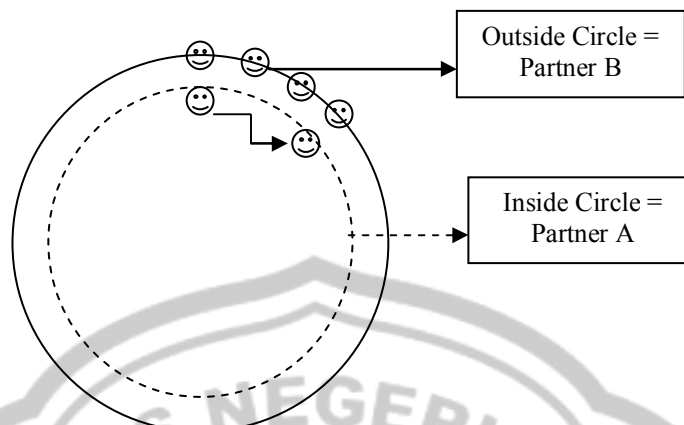
For the second movement, have all the students who are partner B, raise their right hand and move three people to the right. After they are with new partner, they continue the summary with partner A speaking first. Depend on the size of the class, teacher may have many students move more or fewer times to complete the activity. Inside-outside circles technique holds all students accountable for having something to say. (K12 Department of Education of West Virginia)

Figure 2.3 Second Movement
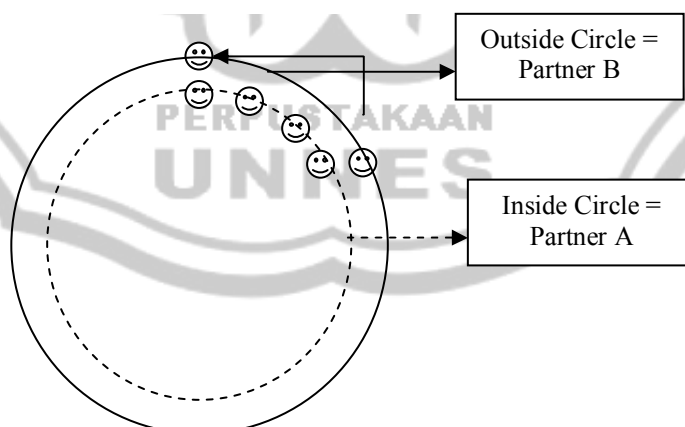
According to Kagan as cited in Richards (2006: 160), when used inside-outside circles technique, students numbers off and numbers ones, form as inside

circle in facing outwards and number two and an outside circle in facing inwards towards the ones. Students share, discuss, and ask questions about the person in the other circles technique who they were facing until time was called, at which point the outside circle moves clockwise so that everyone has a new partner.

In other words, the students are supposed to have body movement in the classroom and make cooperative learning with their classmates. The main points are sharing ideas with partner and presenting the result to the whole class. As a result, the students are asked to communicate with others and hopefully it will increase their self-confidence.

2.3 Theoretical Framework

This is a study of experimental research that compares two groups; they are experimental group and control group. Both groups are given the same pre test and post test but different treatment. The experimental group is taught using inside-outside circles technique but the control group is taught by lecturing technique. Then, the sample in this research is tenth year students of SMK N 8 Semarang. Whereas the sampling technique used is cluster random sampling because it saves time to analyze the data obtained from the whole population.

To measure whether the try-out was valid and reliable or not, the writer analyses the students' score using Arikunto's theory. It includes validity, reliability, item difficulty and discriminating power that will be discussed further in chapter III.

After analysing the try-out result, the students' writing result of pre test and post test were administered by using Heaton and Harris theory. In Heaton's the scoring is for each aspect of writing include grammar, vocabulary, spelling, content and fluency. On the other hand, Harris's scoring rubric is used as the criteria whether it is excellent, very good, good, fair, poor, and very poor. The further explanation will be discussed in chapter III.

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with the method of investigation. It consists of research design, object of the study, population and sample, research variables, type of data, instrument for collecting data, procedure of experiment, method of collecting the data, and method of analyzing the data.

3.1 Research Design

The design used in this research is true experimental (pre test – post test control group design). According to Nunan (1993: 27), if the procedures already described, that is, randomly assigning your subjects either the control or experiment group, and administering a pre- and post- treatment test. The reason is that the writer wants to know the effectiveness of using inside-outside circles technique in teaching writing short functional text.

In a true experiment the equivalence of the experimental and control group is provided by random assignment of subject to the experimental and control treatment. The design of research is as follow (Best 1981: 70):

$$R \qquad O_1 \qquad X \qquad O_2$$
$$\overline{}$$
$$R \qquad O_3 \qquad C \qquad O_4$$

Where,

R   = Random selection of subjects or assignment of treatments to experimental groups

X   = experimental variable manipulated

C   = observation or test

━━   = a line between levels indicates equated groups

The writer will find out the initial ability of the two groups by giving the pre test (O_1 and O_3), which is administered before the application of the experimental and control treatments. Then give the experimental group, in this case, is taught by using inside outside circles technique (X) while for the control group is taught by lecturing technique (Y). After both groups were given the treatment, at the end they are supposed to have the post test to know the improvement in their writing ability of short functional text. Gain scores may be compared and subjected to a test of significance of the difference between two means.

3.2 Object of the Study

The object of the study is the tenth year students of SMK N 8 Semarang in the academic year 2010/2011.

3.3 Population and Sample

Nunan (1993: 25) states that population is all cases, situations or individuals who share one or more characteristics. Similarly, Sugiyono (2010: 55) states that population is a generalization area that consist of object or subject which has quality and certain characteristic which was determined by researchers for being

learned and drew conclusion from it. Population is not only people, but also the other objects of nature. It is not simply for a large number of object or subject which has learned, but includes whole characteristics that possessed by then.

The population in this research is tenth year students of SMK N 8 Semarang in the academic year 2010/2011. There are ten classes of the Grade X at SMK N 8 Semarang. They consist of X RPL (*Rekayasa Perangkat Lunak*) 1, X RPL 2 and X RPL 3, X PS (*Perawatan Sosial*) 1, X PS 2 and X PS 3, X MM (*Multimedia*) 1, X MM 2 and X MM 3 and X TKJ (*Teknik Komputer Jaringan*).

After defining the population, sample was selected because the population was too big to be observed. Sample is a subset of individuals from a given population (Nunan, 1993: 25). Similarly, Saleh (2001: 34) states that the final purpose of the research is to investigate population. But if the population is too big to investigate, reaching the purpose by investigating the sample is sufficient. He also says that there are many techniques in taking the sample. They are simple random sampling, systematic random sampling, stratified random sampling and cluster random sampling.

Cluster random sampling was used in this study because it saves time to analyse the data obtained from the whole population. After gaining the population, the sample in this research are two classes in SMK N 8 Semarang, one as the control class that is X RPL 1 and the other one as the experimental class, X RPL 2, where there are 36 students for each class.

3.4 Research Variables

Most research is conducted in order to explore the strength relationship between variables. Nunan (1993: 25) states that a variable is anything which doesn't remain constant. In this research, the writer uses inside-outside circles technique to improve the students' ability in writing short functional text. Hence, the variable in this research are:

3.4.1 Dependent Variable

Nunan (1993: 25) states that dependent variable is a variable upon which the independent variable is acting. Based on the definition, dependent variable in this research is the students' achievement manifest in the test score.

3.4.2 Independent Variable

Nunan (1993: 25) states that independent variable is variable that experimenter expects to influence the other. Based on the definition above, the independent variable of the research is the use of inside-outside circles technique in teaching writing of short functional text.

3.5 Type of Data

The data used in this research is quantitative data because it needs the data calculation of the students result in form of statistical formula.

3.6 Instrument for Collecting the Data

An instrument is used by the writer to gather the data. Harris (1969: 71) states "there are two basic kinds of test instrument used to measure the four language skill of the students, i.e. the objectives test and essay test." The instrument which

is used in this research is essay test. To collect the data needed in this research, the writer used rating scale from the pre test and post test. Some of the data are gained from the pre test and post test that will be conducted at the beginning and the end of the experiment.

In conducting the research, before giving the treatment, the writer conducted a pre test for the two classes, control and experimental group. It was conducted on writing test. In this test, the writer asked the students to write invitation. This test has a purpose to find out the initial ability of both groups, either experimental and control group. On the other hand, the post test was conducted to measure the students' ability after the treatment. The test contains the same criteria in writing short functional text as in the pre test. Besides, it was given to the same experimental and control groups.

3.7 Procedure of the Experiment

The explanation procedures in experimental design are:

(1) Choosing the population of the research that was the tenth year of SMK N 8 Semarang in the academic year 2010/2011.

(2) Taking two groups as the control group and experimental group. In this research, they are X RPL 1 as control group and X RPL 2 students the experimental group.

(3) Conducting the experiment. The experiment class is given treatment by using inside outside circles techniques technique in writing short functional text in form of invitation. Otherwise, the control class, they are taught by delivering

the lecturing technique for the whole material by the teacher. After getting the test result, the writer scores the students' work.

(4) Comparing both difference between pre-test and post-test result of both experimental and control group by applying t-test formula.

(5) Making conclusion of the result.

3.8 Method of Collecting Data

3.8.1 Try-Out

The quality of data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfil validity and reliability. So before the test was done, the writer had tried out the instrument. The try-out was held on January 12, 2011. It was administered to the students in same level as population. 20 students were taken as the subject of the try-out. They were given 45 minutes in doing the try-out test.

After administering the try-out, the data was analyzed to find out the validity and reliability of the test.

3.8.1.1 Validity

Dealing with validity, Heaton (1979: 152) proposes that validity of a test is the extent to which it measures what is to measure. Every test, whether it is a short, informal classroom test or public examination, should be valid as the constructor makes it.

The result is consulted to critical value for r-product moment. If the obtained coefficient of correlation is higher than the critical value for research-

product moment, it means that a paragraph is valid at 5% alpha level of significance.

To calculate the validity of a test, the writer used this formula:

$$r_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{\{n\sum x^2 - (\sum x)^2\}\{n\sum y^2 - (\sum y)^2\}}}$$

In which,

r_{xy} = the correlation of the two scores on two halves of the test

n = the number of the students

x = the score of each component

y = the sum of all paragraphs' scores

$\sum xy$ = the sum of multiple score with the total score

$\sum x^2$ = the sum of the square score in each component of writing scoring

$\sum y^2$ = the sum of all paragraphs' score square

(Arikunto 2006: 170)

In this writing, there are five aspects that would be analyzed. They are grammar, vocabulary, spelling, content and fluency.

3.8.1.2 Reliability

Heaton (1979:154) states, reliability is necessary characteristic of any good test: for it to be valid at all, a test must be reliable as a measuring instrument. Reliability is a consistency of its measurement whether it was administered in different occasion. In this study, the reliability of the test was measured by comparing the obtained value with research-value product moment. That is, if the obtained value is higher than the table r-value, it can be said that the test is reliable.

To calculate the reliability of the test, the writer used this formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

In which

r_{11} = index reliablity

k = number of item

σ_b^2 = item variance

σ_t^2 = total variance

(Arikunto 2006: 196)

3.8.1.3 The Difficulty of an Item

The index difficulty of an item shows how easy or difficult a particular item proves in a test (Heaton 1975: 172). It is usually express as the fraction or percentages of students who answer the item correctly

Arikunto (2006: 211) states that difficulty level is a number that shows the easy and difficulties of an item. A good test is a test which is not too easy and difficult.

The calculation as follow:

$$P = \frac{B}{JS}$$

Where,

P = difficulty index

B = number of students getting item correct

JS = total number of respondent

(Arikunto 2006: 211)

He classifies the difficulty level of an item as follows:

Item with P 0.00 – 0.30 is a difficult item

Item with P 0.31 – 0.70 is a medium item

Item with P 0.71 – 1.00 is an easy item

3.8.1.4 Discriminating Power

The discriminating power shows whether an item test is good or not. Discriminating index of the item indicates the extent to which the item discriminates between testers, separating more able tester from the less able. Heaton (1975: 173) argues, the index discrimination tells us those students who perform well on the whole test to do well or badly on each item in the test. The formula for calculating the discriminating power is:

$$t = \frac{MH - ML}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{n(n-1)}\right)}}$$

Where:

MH   = Mean of the upper group

ML   = Mean of the lower group

X_1^2 = the sum deviation of each students in upper group

X_2^2 = the sum deviation of each students in lower group

n   = the number of the students in the lower/ upper group

t   = t-test

(Arikunto 2006: 213-4)

3.8.2 Pre Test

The pre test was administered before the treatment season. The purpose of the test was to check the students' ability in writing English especially in writing short functional text whether the students understand or not about that. First, the writer came to the class and explained what the students had to do. The students were asked to write short functional text in form of invitation letter, for example birthday card, etc. This was done two groups, experimental and control group. This pre test was done on January 15, 2011.

3.8.3 Treatment

The two groups are given different treatment. The experimental group got a treatment by using inside outside circles technique in writing invitation letter. On the other hand, the control group was taught by using conventional technique. What the writer means is that the teacher explains orally to the students about the material of written invitation. There were some treatments for each group. It derived from experiment presented in table. The treatments were done twice, on January 22 and 29, 2011 to X RPL 1 and X RPL 2.

Table 3.1 The Activities of the Treatments both Two Groups

Experimental Group	Control Group
1. The teacher taught short functional text in form of invitation by using inside outside circles technique. 2. The students answer the question related to modal 3. The teacher divides the class	1. The teacher taught short functional text in form of invitation by using lecturing technique. 2. The students answer the question related to modal and invitation.

into two big groups.	3. The write the material of modal on the whiteboard.
4. The teacher spread out the material to the students.	4. The students look at the example given by the teacher.
5. The students make themselves into two big circles techniques face to face. The outside and the inside circle.	5. The students analyze the example individually.
6. The students have a pair for each. Then share information for a minute.	6. The students answer the question related to modal in written form.
7. The students move clockwise for three people and have different partner and then share information again.	7. The teacher checks the answer of the students work orally.
8. The students do the same until they finish share the material and back to the initial partner.	8. The teacher reviews the material about modal and short functional text once.
9. After finishing the inside outside circle, the students back to the initial group and discuss the material they had.	
10. Having a conclusion, one as the speaker to review the material to the whole class.	

3.8.4 Post Test

After different treatment were given, the students both experimental and control group were given post test on writing form. This test is aimed to measure the students' achievement on writing test. The students were asked to make short functional text in form of invitation letter. From this test, the data were obtained in the form of the students' test score. This was done on January 29, 2011.

3.9 Method of Analyzing Data

3.9.1 Scoring Technique

In this section, the writer will take the score based on students' writing production to measure the progress. The aspects of the scoring are grammar, vocabulary, spelling, content, and fluency. There is the scoring technique of writing skills based on Heaton quoted by Sutirah (2009: 30-2).

Table 3.2 Scoring Technique of Writing Skills Based on Heaton

Items	Scoring
Grammar	5 Mastery on grammar taught on course, only 1 or2 minor mistakes. 4 A few minor mistakes only (preposition, article, etc). 3 Only one major mistake but few minor mistakes. 2 Major mistakes that lead to difficulty in understanding, lack mastery of sentence construction. 1 Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Vocabulary	5 use of wide range of vocabulary taught previously. 4 good use of new words acquired, fairly acquired synonyms, circumlocution. 3 attempts to use words acquired fairly appropriate

	vocabulary on the whole but sometimes restricted, have resort to use synonyms, circumlocution, etc. on few occasions.
	2 restricted vocabulary, use synonyms(but not always appropriate).
	1 very restricted vocabulary, inappropriate use of synonyms, seriously hinders communication.
Spelling	5 No error.
	4 1 or 2 minor errors.
	3 several errors some interference with communication, not too hard to understand.
	2 several errors several inference with communication, some words very hard to organize.
	1 numerous errors, hard to recognize several words, communication made very difficult.
Content	5 all sentences support the topic highly organized clear progression of ideas well linked-like educated native speaker.
	4 ideas well organized-links occasionally be clearerbut communication not impaired.
	3 some lack of organization re-reading required for classification of ideas.
	2 little or no attempts of connectivity thought-reader can deduce some organization individual ideas may be clear but difficult to deduce connection between them.
	1 lack of organization so serve that communication is seriously impaired.
Fluency	5 flowing style very to understand both complex and simple sentences very effective.
	4 quite flowing style mostly easy to understand a few

	complex sentences very effective.
	3 reasonably smooth style not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2 jerky style an effect needed to understand and enjoy complex sentences confusing mostly (but not all) sentences-fairly effective.
	1 very jerky hard to understand cannot enjoy reading almost all simple sentences confusing excessive use of 'and'.

3.9.2 Classifying the Score

In classifying the scores, if all the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group. The measurement of the students' achievement as stated by Harris (1969:134) interpreted with the following table.

Table 3.3 The Measurement of the Students' Achievement

Criteria of Assessment	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

3.9.3 T-test

According to Arikunto (2006: 311), t-test is a statistical test involving means of normal populations with unknown standard deviations; small samples are used, based on a variable t equal to the difference between the mean of the sample and

the mean of population divided by a result obtained by dividing the standard deviation of the sample by the square root of the number of individual in the sample. In this study, t-test used to know the difference in the result of teaching short functional text using inside-outside circles technique and the other ones.

To measure the significance of the pre test and post test used formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In which:

t   = t-test

M_x = means of control group

M_x = means of experimental group

$\sum X_2$ = variance of the control group

$\sum Y_2$ = variance of the experimental group

N_x = number of the students in control group

N_y = number of the students in experimental group

If the obtained value was higher than t-table, value using 5% alpha level of significance, it means that there is a significant different in writing achievement between the experimental group and control group.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses the results of the study based on data analysis and the discussion of the research findings.

4.1 First Analysis

The first analysis is getting the good instrument for the investigation. The try-out was conducted on January 12, 2011. It was done to X RPL 3 of SMK N 8 Semarang in the academic year 2010/2011. The complete analysis of try-out can be seen in appendix 11. The following are the data interpretation of the try-out test to find out the whether the instrument fulfils the requirement of good or not.

4.1.1 Validity

It was taken from the students' test result of writing invitation by the included a scoring analysis on five items. They are grammar, vocabulary, spelling, content and fluency. The computing of validity instrument was 0.78 for grammar aspect, 0.63 for vocabulary, 0.84 for spelling, 0.91 for content and 0.95 for fluency. For $\alpha = 5\%$ with n=20, the result of $R_{table} = 0.444$. Since the result value was higher than the critical value, it was assumed that the instrument was valid. The complete analysis and computation result can be seen in appendix 11.

4.1.2 Reliability

The computing of reliability of the try-out instrument was 1.17 for α=5% with n=20, the result of r_{table}= 0.444. Since the result of computation value was higher than the critical value, it was concluded that the instrument used in this research was reliable. The computation can be seen in appendix 11.

4.1.3 Discriminating Power

From the computation of discriminating power of the five items of writing of invitation, it was obvious that all items were significance. It was shown by the t was higher than t-table, as the following was the aspect of grammar was significant because t(11,38) > t-table(2.02); the vocabulary aspect t(11.11) > t-table(2.02); the spelling aspect t(9.32) > t-table(2.02); the content aspect t(5.66) > t-table(2.02); the fluency aspect t(7.89) > t-table(2.02); The computation can be seen in appendix 11.

4.1.4 Difficulty Level

The computation of the difficulty level of five item were easy it meant that the item was not too easy either difficult for the students to do. It could be seen that the grammar, vocabulary, spelling, and content aspect shows 0.67 while fluency aspect shows 0.68. It meant that those were considered to medium item. The computation can be seen in appendix 11.

From those computations, the writer concluded that the final totals of the items analysis for both experimental and control group instrument were considered good to be obtained.

4.2. Research Finding

The data were obtained from the students' achievement score of the writing invitation. They were administered pre-test and post-test for both experiment and control group. The average score for experimental group was 16.89 for pre-test and 19.16 as the post test. While the average score for control group was 16.22 for pre-test and 17.79 for post-test. The following was the simple table for the pre-test and post test students' average score.

Chart 4.1 The Result of the Average Score in Pre test, Post test of Experiment and Control Group
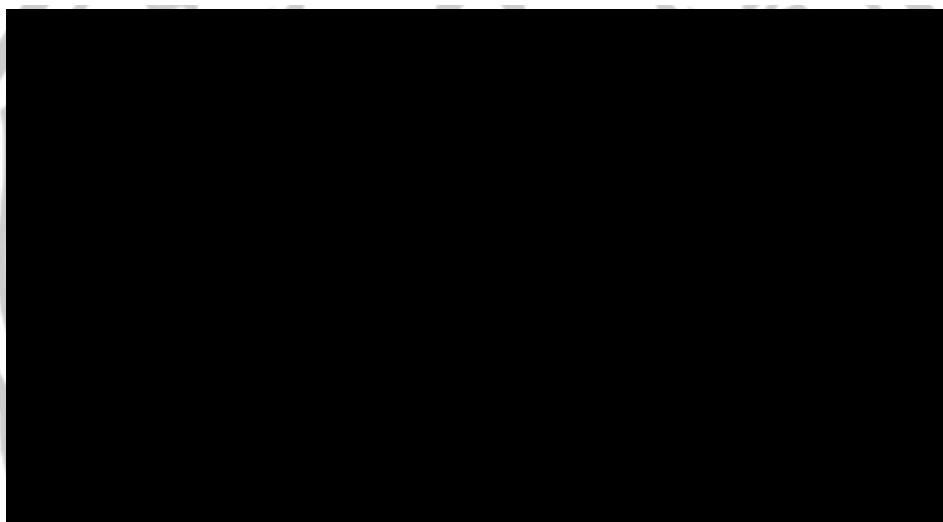
Chart 4.2 The Result of the Experiment Group's Average Scores

on Each Writing Scoring
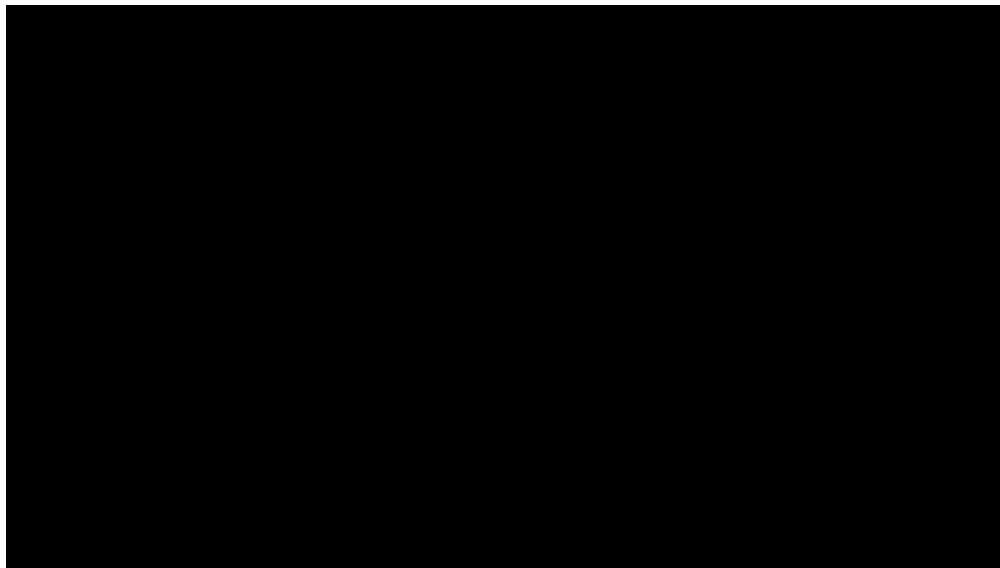
**Chart 4.3 The Result of the Control Group's Average Scores
on Each Writing Scoring**
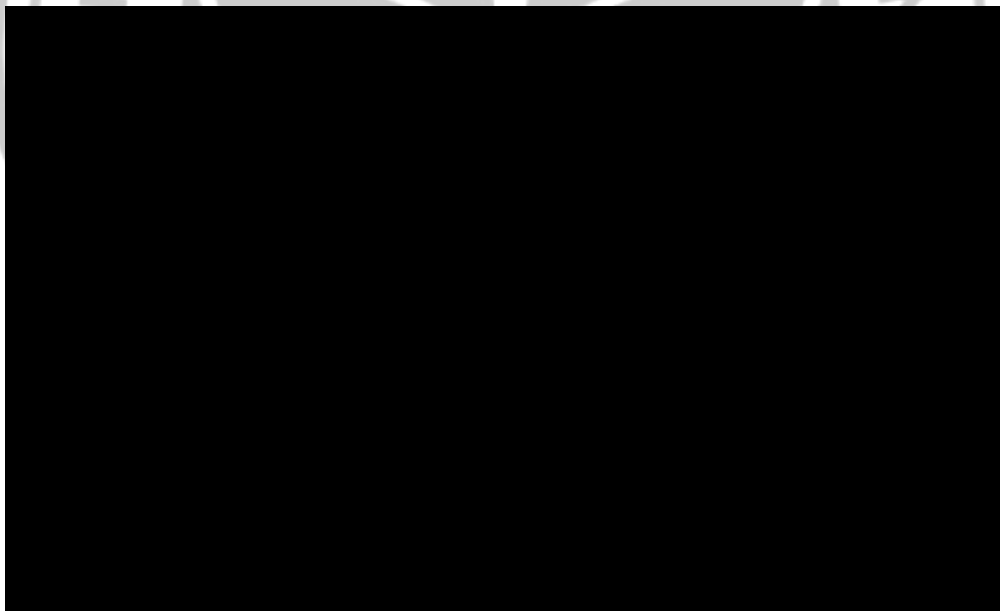
From the tables above, there was an improvement of in the students' achievement in writing short functional text. Each group had different achievement. The achievement on experimental group was higher than the control group's. The result of the students' achievement in pre test of experimental group can be seen

in appendix 12, while the post test lies on appendix 14. Whereas the, the pre test of control group lies on appendix 13 and post test on appendix 15.

To know the significant difference of the experiment, the writer used t-test formula. It was done by getting the t-value, the writer consulted to the critical value on the table column to check whether the difference was significant or not. The writer had firstly decided the level of significance to be used on the experiment in the case that decision making would be influenced by the result of the experiment before the experiment was conducted.

Best (1981: 271) suggested that for the subject which requires computation such as mathematics or physics the 1% α level of significance can be used, whereas for the psychological and education circle is 5% α level of significance can be used as a standard for rejection of a null hypothesis. Since the study is education consideration, the level of significance is 5%.

The number of the subject in this study was 72 students of both experiment and control groups. And the degree of freedom (df) was 70 which was obtained from the computation formula Nx+Ny-2 = 36+36-2 = 70. At the alpha 5% level of significant. Since there was no definite critical value in the table, it was necessary to find out the definite value using interpolation.

t-table for 60 = 1.67

120 = 1.66

70 = ...?

$$\frac{60 - 70}{70 - 120} = \frac{1.67 - t}{t - 1.66}$$

$$t = 1.668$$

The t-value of the calculation was 2.171. It is higher than the t-table that is 1.668. So it can be concluded that the differences was significant.

The following was the computation:

$$M_x = \frac{\sum X}{N_x} = \frac{56}{36} = 1.56$$

$$M_y = \frac{\sum Y}{N_y} = \frac{81.25}{36} = 2.27$$

$$\sum X_2 = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$= 159.81 - \frac{(56.25)^2}{36}$$

$$= 71.92$$

$$\sum Y_2 = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$= 247.69 - \frac{(81.75)^2}{36}$$

$$= 62.05$$

So the t-test computation:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{1.56 - 2.27}{\sqrt{\left(\frac{71.92 + 62.05}{36 + 36 - 2}\right)\left(\frac{1}{36} + \frac{1}{36}\right)}}$$

$$t = 2.171$$

The mean score of the experiment group was 2.27 and the control group was 1.56 and the difference between the two means was 0.71. The t-test scores show that it

was **2.171**. For the t > t_{table}. For the t=**2.171**, for α=5% with df= 70, the t_{table} =1.668 be obtained.

Since t > t_{table} it was found that there was a mean score that increase differences between the experimental and control group, where the mean score of the experimental group increase was higher than the that of the control group. The computation showed that t = **2.171**> 1.668.

INDEX OF IMPROVEMENT

t-table for 30 = 1.697

40 = 1.684

35 = ...?

$$\frac{30 - 35}{35 - 40} = \frac{1.697 - t}{t - 1.684}$$

$$t = 1.691$$

Control group:

The t-value of the calculation was 6.5. It is higher than the t-table that is 1.691. So it could be concluded that the difference was significant.

The following was the computation:

$$M_d = \frac{\sum Xd}{N} = \frac{56.25}{36} = 1.56$$

$$\sum X^2 d = \sum d^2 - \frac{(\sum Xd)^2}{N}$$

$$= 159.81 - \frac{(56.25)^2}{36}$$

$$= 71.92$$

So the t-test computation:

$$t = \frac{M_d}{\sqrt{\left(\frac{X^2d}{N(N-1)}\right)}}$$

$$t = \frac{1.56}{\sqrt{\left(\frac{71.92}{36(35)}\right)}}$$

$$t = 6.5$$

The mean score of the control group was 1.56. The t-test scores showed that it was 6.5. For the $t > t_{table}$. For the t=6.5, for α=5% with df= 35, the t_{table} =1.691 be obtained.

Since $t > t_{table}$ it was found that there was a mean score that increase differences between the pre test and post test, where the mean score of the post test was higher than the that of the pre test. The computation showed that $t = 6.5 > 1.691$.

Experimental group:

The t-value of the calculation was 10.229. It is higher than the t-table that is 1.691. So it can be concluded that the difference was significant.

The following was the computation:

$$M_d = \frac{\sum Xd}{N} = \frac{81.75}{36} = 2.27$$

$$\sum X^2d = \sum d^2 - \frac{(\sum Xd)^2}{N}$$

$$= 247.69 - \frac{(91.75)^2}{36}$$

$$= 62.05$$

So the t-test computation:

$$t = \frac{M_d}{\sqrt{\left(\frac{X^2d}{N(N-1)}\right)}}$$

$$t = \frac{2.27}{\sqrt{\left(\frac{62.05}{36(35)}\right)}}$$

$$t = 10.229$$

The mean score of the experimental group was 2.27. The t-test scores showed that it was 10.229. For the t > t$_{table}$. For the t=6.5, for α=5% with df= 35, the t$_{table}$ =1.691 be obtained.

Since t > t$_{table}$ it was found that there was a mean score that increase differences between the pre test and post test, where the mean score of the post test was higher than the that of the pre test. The computation showed that t = 10.229> 1.691.

INDEX OF DIFFICULTY

t-table for 60 = 1.671

120 = 1.658

70 = ...?

$$\frac{60-70}{70-120} = \frac{1.671-t}{t-1.658}$$

$$t = 1.668$$

Pre Test:

The t-value of the calculation was 1.867. It is higher than the t-table that is 1.668.

So it can be concluded that the difference was significant.

The following was the computation:

$$\sum X^2 C = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 9545.75 - \frac{(848)^2}{36}$$

$$= 71.97$$

$$\sum X^2 E = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 10358.8 - \frac{(608)^2}{36}$$

$$= 90.36$$

So the t-test computation:

$$t = \frac{M_e - M_c}{\sqrt{\left(\frac{X^2 C + X^2 E}{N(N-1)}\right)}}$$

$$t = \frac{16.89 - 16.22}{\sqrt{\left(\frac{71.97 + 90.36}{36(35)}\right)}}$$

$$t = 1.867$$

The mean score of pre test of the control group was 16.22 while the experimental group was 16.89. The t-test scores showed that it was 1.867. For the t > t_table. For the t=1.867, for α=5% with df= 70, the t_table =1.668 be obtained.

Since t > t_table it was found that there was a mean score that increase differences between the experimental and control group, where the mean score of the experimental group was higher than the control group. The computation showed that t = 1.867> 1.668.

Post Test:

The t-value of the calculation was 4.351. It is higher than the t-table that is 1.668. So it can be concluded that the difference was significant.

The following was the computation:

$$\sum X^2C = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 11450.56 - \frac{(640.25)^2}{86}$$

$$= 63.89$$

$$\sum X^2B = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 13278.3 - \frac{(689.75)^2}{86}$$

$$= 62.88$$

So the t-test computation:

$$t = \frac{M_e - M_c}{\sqrt{\left(\frac{X^2C + X^2B}{N(N-1)}\right)}}$$

$$t = \frac{19.16 - 17.78}{\sqrt{\left(\frac{63.89 + 62.88}{36(35)}\right)}}$$

$$t = 4.351$$

The mean score of post test of the control group was 17.78 while the experimental group was 19.16. The t-test scores showed that it was 4.351. For the $t > t_{table}$. For the t=4.351, for α=5% with df= 70, the t_{table} =1.668 be obtained.

Since $t > t_{table}$ it was found that there was a mean score that increase differences between the experimental and control group, where the mean score of the experimental group was higher than the control group. The computation showed that $t = 4.351 > 1.668$.

4.2.1 The Analysis of the Students Ability in General

4.2.1.1 The Analysis of the Students' Writing before Treatment (Pre-test)

In the pre test, the students' skill of writing invitation was low. Pre test was conducted before the treatment was administered. The students encountered many problems and difficulties in producing English writing. They tend to make the invitation in their native culture. The writing contained many errors mostly in grammar, vocabulary and spelling of English. Indonesian students whose mother tongue is Indonesia have no tenses which similar with English. They tend to have more difficulties in learning English, especially written skill that must occupy the correct grammar in common. In line with grammar, vocabulary also took important role in the difficulties in writing invitation. Most students had limited

vocabulary because they were aphetic when they must learn English. In addition, a number of English words are not as same as Indonesians'. Moreover, in terms of spelling, the Indonesian students were accustomed to hearing the utterance without knowing the spelling. As a result, they had narrow and limited of a correct spelling of English words. The students' writing was proficient enough related to the content. It was argued that the content proficiency just appeared in the main paragraph of invitation but in the rest parts of invitation disappear. Similarly, in terms of fluency, the students were good enough because the invitation was considered as an easy material because it was simple and short writing and had been delivered in senior high school level.

4.2.1.2 The Analysis of the Students' Writing after Treatment (Post-test)

The students' writing was collected and analyzed based on the Heaton's grid scoring that has been provided. Then it was found that the ability of most students after treatment was improved. The content was complete for each part of the invitation; those are heading, salutation, body closing and signature. Most students had inserted all those five part. It meant that the students had understood and improved their ability, in this case is the content aspect. In line with content, the aspect of fluency was increasing. The students' writing was smooth and very easy to be understood. The sentences were well organized because it is relatively short sentences. Different from the first two aspects, which were content and fluency, the three last aspects, grammar, vocabulary and spelling were not significantly improved. The grammar was easy to apply because it preferred using

simple present and simple future tense that showed the main purpose of invitation. The difficulties not only laid on the order of the simple present and future tense sentences but also on the used of auxiliary verb in the tenses. Similarly, the vocabulary range was wider than the previous one, pre-test. They used more varieties in vocabulary terms of invitation. They had improved in spelling aspect because the writer made the students look them on the dictionary when the students were not sure with the correct spelling.

4.2.2 Discussion

Based on the research finding, it was found that inside-outside circles technique was an appropriate technique applied in writing short functional text, invitation. First, the writer ought to concern to explain about inside-outside circles technique itself to the students. It was done because students were not acquaintance this technique which was considered as new technique. Consequently, the students were supposed to understand and could apply this technique well. Once, the students were enthusiastic knowing that they would have different activity as usual. Actively they asked about the technique and paid attention to the writer's explanation. For a while, the students got confused about the inside-outside circles technique, but the writer encouraged the students to take it easy about the technique while explained more detail about inside-outside circles technique so that the students understood. After all, the writer checked the students' understanding about the technique and made sure that all was fine.

Second, the writer provided the instrument used in this activity such as paper that had been fulfilled with the questions about invitation while the students

prepared the materials which have been provided in textbook. After all had been done, the teacher explained to the students about what the students should do with that paper on them.

Third, at first the implementation of the inside-outside circles technique would be held in the classroom but it was done at *Taman KB,* that is located in front of the school. It was assumed that the students would get the new teaching and learning environment that would refresh their mind. As stated in the theory, inside-outside circles technique consists of two big circles. There were the halves students of the class as the inside circle and the rest of the students become the outside circle. Being in *Taman KB,* the students took in middle of the park and directly formed themselves as circles. It had been informed that the students who's the students' number odd got was the outside circle, ad the students whose students' number was even would be the inside circle. The next step was the first movement. It was the inside circle moved right first for three people. Firstly they tried moving their body and formed circles since this technique was considered to a new for them. Then each student took a position and brought a paper, pen and textbook on them. However, the teacher had been divided the materials the previous week. They must be ready for the material which would be shared with their partner in the following meeting.

Having the preparation finished, they started the activity, inside-outside circles technique, to improve the student's ability in writing invitation. At first, they had a partner and shared ideas about the definition of invitation. After that they wrote down the definition of it for each student. Next they moved for the

second. The students who moved were the inside circle, they moved clockwise for interval 4 students. Being the new partner, they shared ideas about the part of invitation. It was appropriate with the material. It consisted of heading that contained the address and also the date when the invitation was made. The salutation was the opening at the invitation, it was done and at the end of salutation, which had to be followed by comma. While there are many variations relate to the body of invitation and the most important part were the agenda and also time ad place. As the additional part in the body of invitation such as guess star it was also involved at the body of invitation. The last two parts were closing and signature. The closing only consisted of one or two words and followed by comma. Different from Indonesian style, at the end of the signature Indonesians make a signature on it but in the English is used the name of the sender.

The next movement, the students had also moved for 4 students and the movers were the outside circle. They tried to analyze an example of the invitation given in the material. They moved again after finishing the invitation part. The movers were the inside circle. Thus, all students had new partner again. After they had material they tried arrange the sentences into the correct invitation in pairs. At last, they returned to their initial groups that were inside and outside circles, shared the information which were obtained from the activity and discussed the sentence arrangement of good invitation. Finally, one speaker from each group presented the result of the discussion. The writer also gave the verbal reinforcement to the students during the activity and concluded the material in order to the students have no ambiguous materials as well.

After the activity of inside-outside circles technique had been done, the students were supposed to have the post test in the form of writing test. It was related to the invitation that was graduation invitation. In other case, they wrote easily since they had the complete materials which were obtained from inside-outside circles technique activity.

In spite of the well organized of inside-outside circles technique implementation, it had some mistakes done by the students in their post test, especially in the aspect of grammar and vocabulary. Some students had the grammar was not appropriate in common. They still had confusing in implementing the simple present and future tense. It was true that the learning of grammar was not an instant terms, it needed more practice. Similarly, the vocabulary and spelling used by the students in writing invitation were good enough. But for the content and fluency, it was significant increase as a result of the inside-outside circles technique activity.

The result of the data analysis showed that the use of inside-outside circles technique in improving the students writing ability of short functional text, especially invitation seemed to be applicable for the tenth grade students of SMK N 8 Semarang. This technique helped the students to solve their problem in writing invitation. In addition, the students were more motivated, active in the learning activity, got better understanding and had better achievement.

In applying inside-outside circles technique, it was found some advantages and disadvantages. The advantages were the students had their sense of belonging, accepting and interdependence. It was caused by the need of each student takes

and give the ideas with their partner. Another advantage was the deepen memory saved by the students if they did peer teaching. It was assumed that the students would have greater achievement. On the other hand, the disadvantage was the lack of the space in the classroom. Most seating arrangement was arranged to make a constant movement both the students and the teacher so that there are some little gaps between the desks. Consequently, this activity needed a bigger space for students moving themselves in the form of big circles. It took much more time to move the desk and make class ready to be hold inside-outside circles technique. One of the alternatives is making the students went outside, had a new environment, for example in the park or in the hall. It would make better sense of the students' interest in learning English. The other disadvantage was the students were difficult to concentrate because they felt free from the classroom rules which a bit strict to be obeyed by the students.
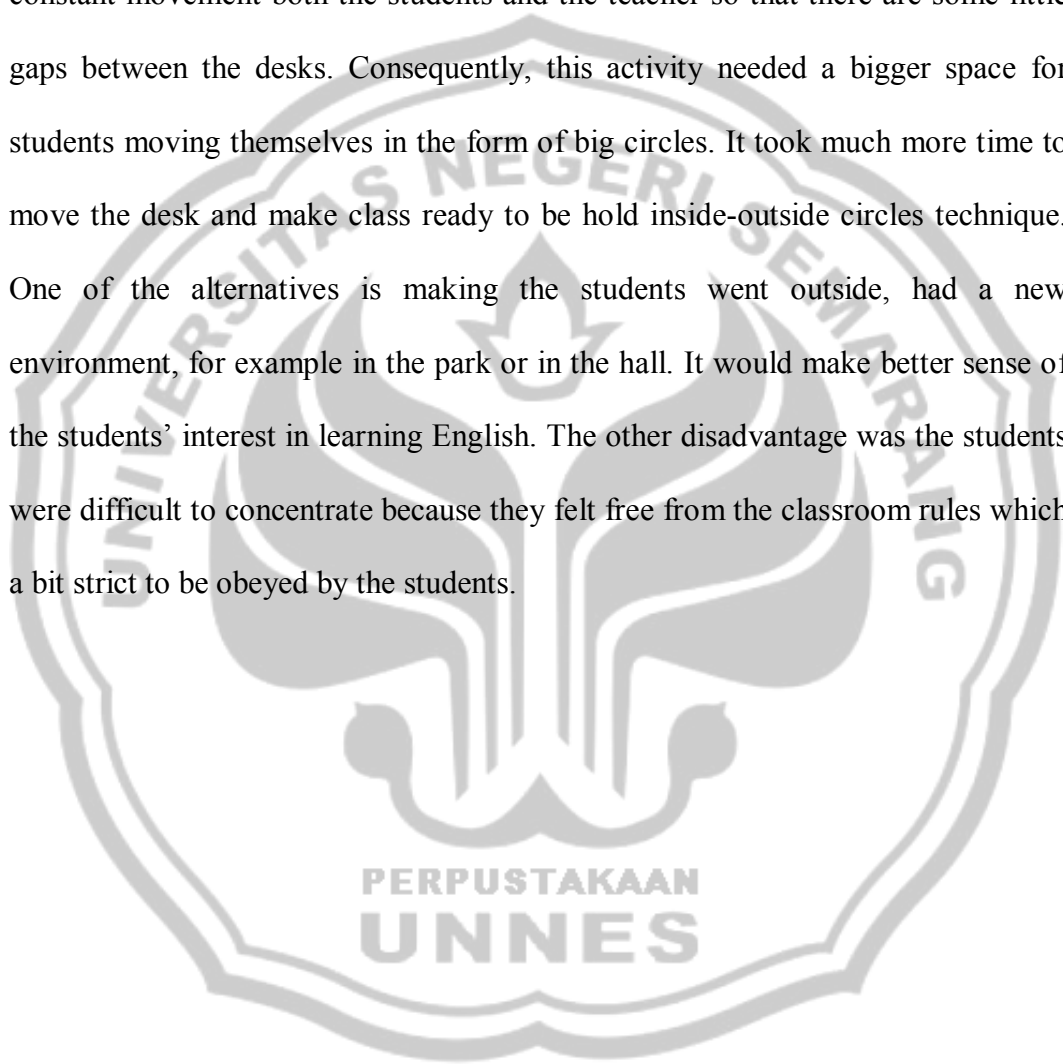
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion of the study and some suggestions.

5.1 Conclusion

As it is stated in chapter I, the objective of this study is to find out how significant the use of inside-outside circles technique in improving the students' ability in writing short functional text is. The subject of this study was tenth grade students of SMK N 8 Semarang in the academic year 2010/2011.

After applying all the steps of the research, the writer comes to the conclusion that the use of inside-outside circle technique to improve the students' ability in writing of short functional texts is significant. It is argued that from the computation, for the degree of freedom is 70 and the α is 5 % level significance, the t-test (2.171) which is higher than t-table (1.668). Even though, in terms of difference score of the students' writing result in the pre test and post test of experimental is low. It is showed that the increasing score between pre test and post test is 2.27. The mean of the pre test score is 16.89 while the mean of the post test score is 19.16.

5.2 Suggestions

After doing this research, the writer hopes the findings will give advantages to the area of education, particularly in the scope of SMK N 8 Semarang. Hopefully, the

teachers concern better in their technique variety in teaching short functional text especially invitation, and the components of good writing: grammar, vocabulary, spelling, content and fluency. It is done because many students still made some mistakes in using the correct form of grammar, vocabulary, and spelling. The teachers may use some techniques in teaching short functional text especially invitation. The teachers should apply grammar correction in writing class so that the students could alleviate the difficulties in writing. Then, they concern better in deciding the topic which will be written based on students' interest, so that the students could result the good writings.
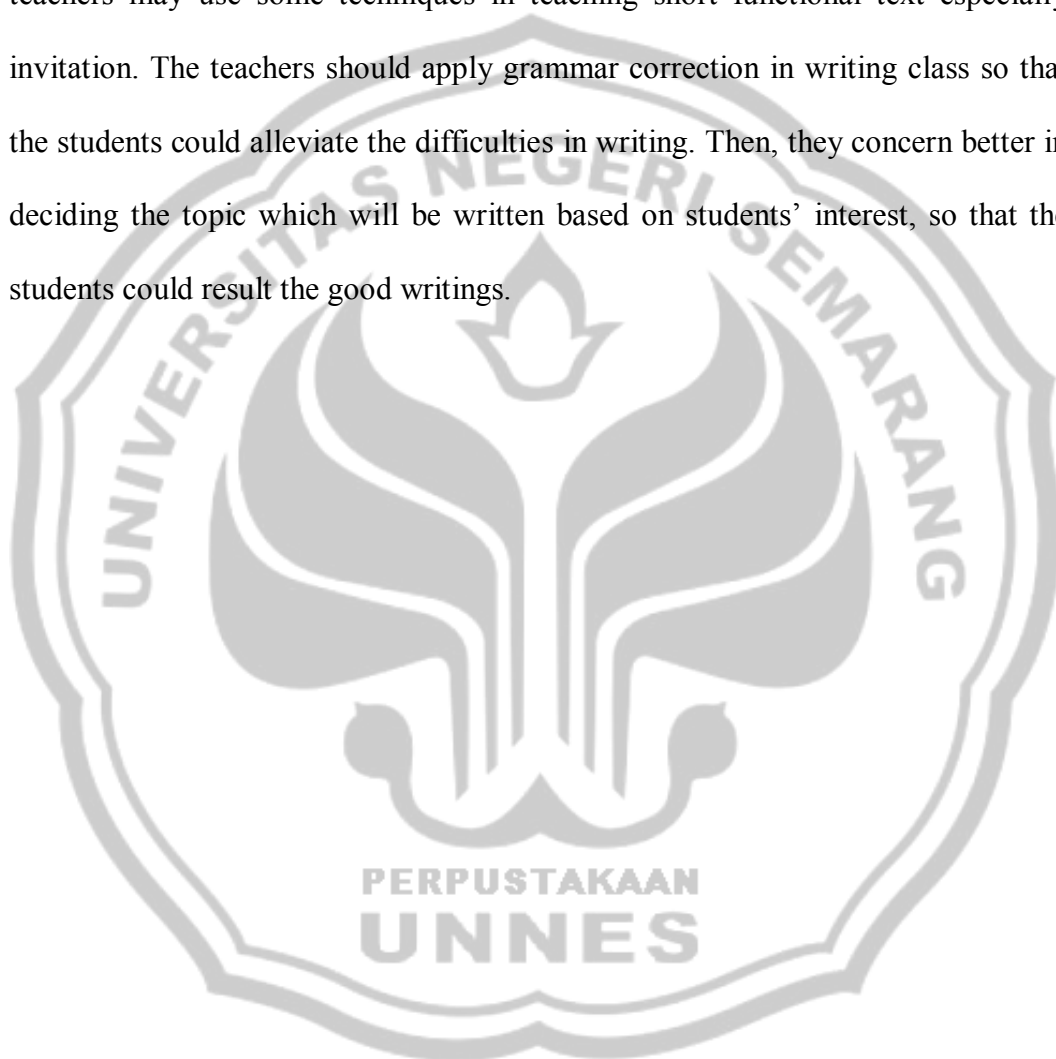
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Appendix 1 List of the Students of Experimental Group

No	CODE
1	E-1
2	E-2
3	E-3
4	E-4
5	E-5
6	E-6
7	E-7
8	E-8
9	E-9
10	E-10
11	E-11
12	E-12
13	E-13
14	E-14
15	E-15
16	E-16
17	E-17
18	E-18
19	E-19
20	E-20
21	E-21
22	E-22
23	E-23
24	E-24
25	E-25
26	E-26
27	E-27
28	E-28
29	E-29
30	E-30
31	E-31
32	E-32
33	E-33
34	E-34
35	E-35
36	E-36

Appendix 2 List of the Students of Control Group

List of the Students of Control Group	
No	CODE
1	C-1
2	C-2
3	C-3
4	C-4
5	C-5
6	C-6
7	C-7
8	C-8
9	C-9
10	C-10
11	C-11
12	C-12
13	C-13
14	C-14
15	C-15
16	C-16
17	C-17
18	C-18
19	C-19
20	C-20
21	C-21
22	C-22
23	C-23
24	C-24
25	C-25
26	C-26
27	C-27
28	C-28
29	C-29
30	C-30
31	C-31
32	C-32
33	C-33
34	C-34
35	C-35
36	C-36

Silabus

NAMA SEKOLAH   **:** SMK Negeri 8 Semarang
MATA PELAJARAN   : Bahasa Inggris
KELAS/SEMESTER   : X PS, RPL, MM, TKJ/ 1 - 2
STANDAR KOMPETENSI   : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*
ALOKASI WAKTU   : 102 jam X 45 menit

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	• Greetings and leave takings − Good morning. − How are you? − I'm fine, thanks − See you later. • Introducing − May I introduce myself. I am Budi. − Ani, this is Ida. − Nice to meet you. • Thanking − Thank you very much. − You are welcome. • Apologizing − I am sorry for ... − Please forgive me .. • Grammar Review − Personal Pronoun (Subject & possessive) ❖ I – my ❖ You – your − Simple Present Tense : to be & Verb 1 • Pronouns Reported Speech	• Listening − About greetings, introducing, thanking, leave takings, and apologizing − Listening for information − Dictation • Speaking − Saying greetings, introducing, thanking, leave takings, and apologizing − Role playing, dialogues, introducing, thanking, leave takings, and apologizing − Telling one's self • Reading for information − Short passages − Dialogues • Writing − Completing dialogues − Arranging jumbled dialogues − Composing dialogues	• Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat • Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat • Berbagai ungkapan terima kasih dan responnya digunakan secara tepat • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat	• Tes lisan: − Memperagakan dialog secara berpasangan • Tes tertulis: − Melengkapi dialog	12			❖ Global Access to the World of Work ❖ English for Hotel Services ❖ Grammar in Use ❖ Buku Sekolah Elektronik
1.2 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	• Cardinal and ordinal numbers − ten, twenty, first, fifth, dsb • Adjectives of quality: good, beautiful, dsb	• Listening: − Matching pictures with words. − Dictation − Listening for information	• Bilangan (*cardinal / ordinal*) digunakan dengan tepat dalam berbagai konteks. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan	• Tes lisan − Mendes-kripsikan gambar − Menyebut-kan waktu, bilangan.	12			❖ English for Hotel Services ❖ International Hotel English ❖ Person to Person ❖ Grammar in Use ❖ Posters or pictures from magazines or newspapers ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
	• Adjectives of size: big, small, dsb. • Adjectives of shape: round, straight, dsb. • Adjectives of age: old, new, dsb. • Adjectives of colour: blue, red, dsb. • Nationality, profession − John is an American. − He is a very busy chef • Adjective in series: A beautiful big U-shaped wooden house. • Description of events: The accident happened at nine PM on Monday, the 26th of July 2006. Antonym / synonym	• Speaking: − Describing things, people, profession, and nationalities − Telling numbers, responding to questions about numbers. − Discussing things based on physical appearance. − Role playing dialogues • Reading: − Understanding and discussing passages. • Writing: − Describing things − Matching numbers and the way they are said. − Arranging jumbled paragraphs. − Composing dialogues involving the use of numbers in various contexts − Writing paragraphs based on pictures.	benda berdasarkan warna, bentuk, asal (*origin*), ukuran, bahan, jumlah dan kualitas. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya. • Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (*time of the day*), nama-nama hari/tanggal, bulan, tahun.	− Menceritakan kejadian secara lisan. • Tes tertulis: - Pilihan ganda - Menjodoh-kan gambar. - Menyusun paragraph pendek.				
1.3 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	• Words and expressions used to show regrets and apologies: - I'm sorry that ... • Words and expressions used to express sympathy: - I'm sorry to hear that .. • Adjectives for expressing feelings:	• Listening: − Dictation − Listening for information − Completing passages • Speaking: − Pronunciation practice − Dialogue practice − In pairs, creating	• Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. • Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat • Ungkapan berbagai	• Tes lisan − Dialog − Merespon pernyataan • Tes tertulis − Melengkapi kalimat − Membuat kalimat berdasarkan	18			❖ Global Access to the World of Work ❖ American Business English ❖ Person to Person ❖ Grammar in Use ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	

	- happy, terrible, sad, etc
	• Adjectives ' –ing' vs '-ed'
	  - boring ›‹ bored
	• Adjective set expressions
	  - get bored; turn bad, etc
	• Subject – verb agreement:
	  - John is very happy to see you.
	• Words and expressions used in asking for and giving permission:
	  - May I use the phone?
	  - You can leave now.
	• Grammar: Modals + Auxiliary
	• Expressions and verb forms used in commands and requests:
	  - Can you lend me a pen, please?
	  - Come here!; Stand up!
	• Responses to commands:
	  - Yes, I will.
	  - Certainly.
	• Expressions used for offering things and services.
	  - Would you like to have some tea?
	- Would you like to taste this food?
		and practising dialogues dealing with regret and apoligies, simpathy, asking for and giving information, offering things and services.
		− Expressing feelings about certain events
		• Reading: Reading for information:
		− Dialogues
		− Stories which stimulate readers' emotion
		• Writing:
		− Completeing Dialogues
		− Rearranging jumbled dialogues
		− Composing short stories (good or bad experiences)
			perasaan disampaikan dengan tepat
			• Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat
				gambar.
				− Menyusun cerita.				

1.4 Menjelaskan secara sederhana kegiatan yang sedang terjadi	• Words and expressions used in the context of telling or describing events. - The students are cleaning the foor.	• Listening: − Matching pictures and sentences. − Completing passages • Speaking:	• Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. • Pernyataan dengan menggunakan "there	• Tes lisan − Menceritakan gambar − Dialog • Tes tertulis − Melengkapi	9			❖ American Business English ❖ Person to Person ❖ Pictures from newspapers or magazines ❖ Breakthrough ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
	- When you arrive, the guests will be travelling around the city. • Grammar: Present continuous, future continuous. • Sentences using 'there + be' • Prepositions: in, on, at, under, etc. - There is a napkin on the table • Questions about events: - How/When did it happen? • Expessions of feelings / opinions concerning an event • - I was very shocked to learn about the number of the victims.	− Pronunciation practice − Dialogue practice telling what's happening in pictures. − Giving responses to the events shown in pictures, films, or dramas. − Dialogue practice using "there" • Writing: − Writing short paragraphs based on pictures.	is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian.	kalimat − Menjawab soal cerita. − Membuat kalimat berdasarkan gambar.				
1.5 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	• Sample of memo • Sample of menu • Words and expressions to explain signs and symbols: - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples of time table and schedule • Degrees of comparison: - Bus is fast. - Train is faster than the bus. - Plane is the fastest	• Listening − Dictation − Completing memos and menus − Matching pictures based on signs, symbols, time tables and schedules given. • Speaking − Pronunciation practice − Dialogue practice involving memos, menus, signs, symbols, time tables and schedules − Making sentences using degrees of comparison, pronouns and	• Pesan ditulis dalam bentuk memo dengan benar. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. • Berbagai macam jadwal (time table) dibuat dan dijelaskan dengan benar. • Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu.	• Tes lisan − Menjawab pertanyaan secara lisan − Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. • Tes tertulis − Membuat memo − Menulis menu − Menulis jadwal − Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas.	20	"P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples		❖ Various kinds of memos and menus, time tables and schedules from different sources ❖ Person to Person ❖ American Business English ❖ Breakthrough ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
	of all. - Travelling by plane is more convenient than travelling by bus.	reported speech. • Writing − Completing time tables and schedules − Writing sentences using comparative degree, pronouns and reported speech. • − Composing memos and menus.				of time table and schedule • Degrees of comparison: - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus. Pronouns and Reported Speech		
1.6 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	• Words and expressions used in expressing preference: - I prefer coffee to soft drink at this time of the day. - I'd rather stay home over the weekend than go to movies. - I like badminton better than volley ball. • Conditional sentence type 1: - If the weather is nice this morning, we can go to the beach. • Words and	• Listening − Dictation − Listening for information: dialogues − Listening and completing maps. • Speaking − Interviewing for one's preferences and capabilities, asking and giving directions based on maps given. − Responding to questions using conditional sentences type 1. • Reading − Reading for information:	• Berbagai ungkapan untuk menyatakan pilihan (*preferences*) digunakan dengan tepat. • Ungkapan untuk menyatakan pengandaian (*conditional type I*) digunakan dengan tepat. • Berbagai ungkapan untuk menyatakan kemampuan (*capabilities*) digunakan dengan tepat. • Ungkapan untuk meminta dan memberi arah dan lokasi (*direction* dan lokasi)	• Tes lisan − Dialog tentang preference, direction, capabilities, conditional. • Tes tertulis − Melengkapi dialog − Menuliskan arah / petunjuk. − pilihan ganda	21			❖ Person to Person ❖ Grammar in Use ❖ Maps ❖ Breakthrough ❖ English for Hotel Services ❖ Global Access to the World of Work ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
	expressions used to talk about capabilities: - Can you swim to cross this river? - When I was a child, I could (was able to) climb that tree. • Words and expressing used in asking for and giving direction (location): - Could you tell me the way to the Zoo, please? - Go straight on as far as the junction, then turn left. The Zoo is on your left ... • Prepositions of place: in front of, behind, beside, dsb. • Composing dialogues involving preferences and capabilities and giving directions.	passages, dialogues, etc. − Identifying skills and capabilities from reading passages. − Reading and finding a location on the map • Writing − Writing sentences expressing preferences and capabilities, directions or locations. − Writing sentences using conditional type 1.	digunakan dengan tepat					
1.7 Menuliskan undangan sederhana	• Grammar review: "will", "could", "would" and prepositions: in, on at. • Samples of invitation (personal invitation). • Parts of personal invitations. • Contents, style, spelling and punctuation.	• Listening − Completing invitations − Listening for information • Speaking − Pronunciation practice − Dialogue practice − Responding to questions dealing with invitations using "yes-no" and "wh-" questions. − Telling about invitations,	• Kalimat dirangkai dengan benar untuk membentuk undangan • Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar.	• Test Lisan − Mengun-dang secara lisan − Dialog • Test tertulis − Membuat undangan	10			❖ Person to Person ❖ Grammar in Use ❖ Maps ❖ Breakthrough ❖ English for Hotel Services ❖ Global Access to the World of Work ❖ Buku Sekolah Elektronik

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
		− Creating dialogues in pairs • Reading − Reading for information: invitations • Writing − Rearranging jumbled sentences to create invitation • − Writing personal invitations.						

Guru Mata Pelajaran

Semarang, 15 Januari 2011
Mahasiswa

Mustafit, S.Pd
NIP 19760408 200801 1 009

Armi Sanytasari
NIM 2201407036

	SMK NEGERI 8	F-KUR.11
	Jl. Pandanaran II/12	RENCANA PELAKSANAAN
	SEMARANG	PEMBELAJARAN (RPP)

School   : SMK Negeri 8 Semarang

Skill Competence : RPL

Subject   : English

Class/ Semester   : X/ II

Meeting   : 1 and 2 (experimental group)

Time Allotment   : 3 x 45 menit

Standard Competence : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

Based Competence   : 1.7 Menuliskan undangan sederhana

Indicators

- Arrange the words into a good invitation sentence.
- Arrange the sentences into appropriate invitation
- Write the simple invitation (birthday invitation)

Objectives

- Students are able to arrange the words into a good sentence
- Students are able to arrange the sentences into a good invitation
- Students are able to write the invitation completely
- Students are able to write each parts of invitation
- Students are able to use the appropriate grammar and punctuation
- Students are able to use modals in the sentences related to invitation
- Students are able to use preposition in the sentences related to invitation

I.   Materials

1. Modals:

   "will", "could", "would"

Will

No	Function	Sentences
1	Instant decisions	I can't see any taxis so I'll walk.
2	Offer	I'll do that for you if you like.
3	Promise	I'll get back to you first thing on Monday.
4	Certain prediction	Profits will increase next year.

Could

No	Function	Sentences
1	Asking for permission.	Could I borrow your dictionary?
2	Request	Could you say it again more slowly?
3	Suggestion	We could try to fix it ourselves.
4	Future possibility	I think we could have another Gulf War.
5	Ability in the past	He gave up his old job so he could work for us.

Would

No	Function	Sentences
1	Asking for permission	Would you mind if I brought a colleague with me?
2	Request	Would you pass the salt please?
3	Making arrangements	"Would three o`clock suit you?" - "That'd be fine."
4	Invitation	Would you like to play golf this Friday?
5	Preferences	"Would you prefer tea or coffee?"

2. Prepositions: in, on at.

   Prepositions of Time: *at, on*, and *in*

We use *at* to designate specific times.

→ The party is due *at 12:15 p.m.*

We use *on* to designate days and dates.

→ My parents wedding anniversary will be held *on Monday.*

→ We're having a party *on the Fourth of July.*

We use *in* for nonspecific times during a day, a month, a season, or a year.

→ She likes to jog *in the morning.*

→ It's too cold *in winter* to run outside.

→He started the job *in 1971*.

→ He's going to quit *in August*.

Prepositions of Place: *at, on*, and *in*

We use *at* for specific addresses.

→Mr. Dwi lives *at 55 Banyumanik Road in Semarang*

We use *on* to designate names of streets, avenues, etc.

→ Her house is *on Banaran Street*.

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents).

She lives in Jakarta.

Prepositions of Location: *in, at*, and *on*

and No Preposition

IN	AT	ON	
(the) bed*	class*	the bed*	
the bedroom	home	the ceiling	
the car	the library*	the floor	
(the) class*	the office	the horse	
the library*	school*	the plane	
school*	work	the train	

3. Samples of invitation (personal invitation).

Bobby Bryant

Dean of the McWhorter School of Pharmacy

and

Matt Kerlin

Minister to the University

invite you to join us

for a picnic lunch

to celebrate the new medical missions program

Friday, February 12

at 12 p.m.

at Ben Brown Plaza

4. Parts of personal invitations.

Invitation the invitation letter, there must be:

 ➢ The name of the person sponsoring the event (who is the host/hostess?)

 ➢ Exactly who is invited (can someone bring a guest, spouse, child?)

 ➢ What type of social event is being held

 ➢ The date, address, and time of the event

 ➢ Directions or a simple map if the location may be difficult to find

 ➢ What type of dress is appropriate or preferred

 ➢ The phone number and deadline to reply; precede these facts with "RSVP" (French abbreviation for "please reply").

5. Contents, style, spelling and punctuation.

Send a letter of invitation when you are inviting someone to be included in something, such as an event. As is the case with all letters, the style and wording you use in a letter depend on the specific circumstances.

II. Methods

1. Speech

2. Discussion

3. Answer and question session

III. Activity

A. Opening Activity (Meting 1 and 2)

- The students answer the teacher's greeting
- The teacher check the attendance list
- The students listen to the teacher's apperception

B. Main Activity

Meeting 1

Exploration

- The students answer about the definition modals
- The students answer the kinds of modals

Elaboration

- The students are asked to divide themselves into 2 big groups.
- The students read the materials of modal and preposition for 10 minutes.
- The students analyze the example given by the teacher.
- The students stand up and make two big circle
- The students in pair analyze the function and share the information sentences 1a and 1b about "will"
- The students make the summary from the discussion with the first partner.
- The students move clockwise for three people and get the new partner.
- The students with new pair analyze the function and share the information sentences 2a and 2b about "would"
- The students make the summary from the discussion with the second partner.
- The students move clockwise for three people and get the new partner again.
- The students with new pair analyze the function and share the information sentence 3a and 3b about "could"

- The students make the summary from the discussion with the third partner

- The students move clockwise for three people and get the new partner again.

- The students with the new partner share the information about preposition of time

- The students in pair analyze the example preposition of time "in, at, on".

- The students make the summary from the discussion with the fourth partner

- The students move clockwise for three people and get the new partner again.

- The students with the new partner share the information about preposition of place.

- The students in pair analyze the example preposition of place "in, at, on".

- The students move clockwise for three people and get the new partner again.

- The students review the material for the whole material about modals used in invitation.

- The students move clockwise for three people and get the new partner again.

- The students review the material for the whole material about preposition used in invitation.

Confirmation

- The students back to the initial group and discuss about the information get from the activity.

- The students choose one of them as the speaker to represent the groups. Each speaker of each group presents the conclusion of use

of modals and preposition invitation the invitation that obtained from the activity.

Meeting 2

Exploration

- The students answer about the definition of invitation individually.
- The students answer the parts of invitation individually.

Elaboration

- The students are asked to divide themselves into 2 big groups.
- The students read the example of invitation letter in group
- The students analyze the example given by the teacher of invitation.
- The students stand up and make two big circle
- The students in pair and share the information about invitation (definition)
- The students make the summary from the discussion with the first partner.
- The students move clockwise for three people and get the new partner.
- The students with new pair share the information about invitation (type of invitation)
- The students make the summary from the discussion with the second partner.
- The students move clockwise for three people and get the new partner again.
- The students with new pair share the information about invitation (parts of invitation)
- The students make the summary from the discussion with the third partner

- The students move clockwise for three people and get the new partner again.

- The students with the new partner share the information about invitation (example of complete invitation)

- The students in pair analyze the example of invitation letter.

- The students make the summary from the discussion with the fourth partner

- The students move clockwise for three people and get the new partner again.

- The students with the new partner share the information about modal used in invitation letter.

- The students make the summary from the discussion with the fifth partner

- The students move clockwise for three people and get the new partner again.

- The students review the material for the whole material about invitation.

Confirmation

- The students back to the initial group and discuss about the information get from the activity.

- The students choose one of them as the speaker to represent the groups.

- Each speaker of each group presents the conclusion of the invitation that obtained from the activity.

C. Closing Activity (Meeting 1 and 2)

- The teacher summarize the material

- The teacher gives the reflection of learning activity.

- The teacher closes the class.

IV. Source

a. Invitation letter

b. Source

    1. Bahasa Inggris Pemkot Semarang

    2. Gambit

    3. Betty Azhar "understanding and using English grammar"

V. Assesment

a. Process assesment

Observe the students during the lesson.

b. Students' achievement assesment

    1. Written test

      a. the students asked to arrange the words into the correct sentences.

      b. the students asked to arrange the sentences into the correct invitation.

VI. Appendices

A. Written Questions

1. Please arrange the words below into a correct structure.

    a. Could-me-do-you-favor-a-?

    b. Party-will-have-we-a

    c. Attend-you-meeting-would?

    d. In-anniversary-Semarang-the-will-held-be

    e. The-new years' eve-starts-12p.m.-at

2. Please arrange the sentences into the correct invitaton.

    a. Carla and family

    b. I am waiting for my friends and family to gather at my home on 22nd April and shower wishes on me.

    c. My birthday falls on 22nd April and I am counting days of happiness.

    d. Looking forward to see you on that day.

    e. To

    f. Yours lovingly,

g. On this special occasion, I cordially invite you and your family to be present with me.

h. Benne Dickson.

i. Your presence will be most eagerly awaited by me.

B. Scoring

1. Each score for number one is 2, so the total score is 10.   10

2. The total score for number two is ten   <u>10</u>

    The number of the score is 20   20

    So the maximum score is the total number devided by two   10

Semarang, January 15, 2011

Known,

English Teacher   Student

<u>Mustafit, S. Pd</u>   <u>Armi Sanytasari</u>

NIP. 19760408 200801 1009   NIM. 2201407036

Appendix 5 Lesson Plan of Control Group

	SMK NEGERI 8	F-KUR.11
	Jl. Pandanaran II/12 SEMARANG	RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School   : SMK Negeri 8 Semarang

Skill Competence   : RPL

Subject   : English

Class/ Semester   : X/ II

Meeting   : 1 and 2 (control group)

Time Allotment   : 3 x 45 menit

Standard Competence : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

Based Competence   : 1.7 Menuliskan undangan sederhana

Indicators

- Arrange the words into a good invitation sentence.
- Arrange the sentences into appropriate invitation
- Write the simple invitation (birthday invitation)

Objectives

- Students are able to arrange the words into a good sentence
- Students are able to arrange the sentences into a good invitation
- Students are able to write the invitation completely
- Students are able to write each parts of invitation
- Students are able to use the appropriate grammar and punctuation
- Students are able to use modals in the sentences related to invitation
- Students are able to use preposition in the sentences related to invitation

VII. Materials

1. Modals:

 "will", "could", "would"

Will

No	Function	Sentences
1	Instant decisions	I can't see any taxis so I'll walk.
2	Offer	I'll do that for you if you like.
3	Promise	I'll get back to you first thing on Monday.
4	Certain prediction	Profits will increase next year.

Could

No	Function	Sentences
1	Asking for permission.	Could I borrow your dictionary?
2	Request	Could you say it again more slowly?
3	Suggestion	We could try to fix it ourselves.
4	Future possibility	I think we could have another Gulf War.
5	Ability in the past	He gave up his old job so he could work for us.

Would

No	Function	Sentences
1	Asking for permission	Would you mind if I brought a colleague with me?
2	Request	Would you pass the salt please?
3	Making arrangements	"Would three o`clock suit you?" - "That'd be fine."
4	Invitation	Would you like to play golf this Friday?
5	Preferences	"Would you prefer tea or coffee?"

2. Prepositions: in, on at.

    Prepositions of Time: *at, on*, **and** *in*

    We use *at* to designate specific times.

    → The party is due *at 12:15 p.m.*

    We use *on* to designate days and dates.

    → My parents wedding anniversary will be held *on Monday.*

    → We're having a party *on the Fourth of July.*

    We use *in* for nonspecific times during a day, a month, a season, or a year.

    → She likes to jog *in the morning.*

    → It's too cold *in winter* to run outside.

    →He started the job *in 1971.*

    → He's going to quit *in August.*

    Prepositions of Place: *at, on*, **and** *in*

    We use *at* for specific addresses.

    →Mr. Dwi lives *at 55 Banyumanik Road in Semarang*

    We use *on* to designate names of streets, avenues, etc.

    → Her house is *on Banaran Street.*

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents). She lives in Jakarta. **Prepositions of Location:** *in, at*, **and** *on* **and No Preposition**		
IN	**AT**	**ON**
(the) bed*	class*	the bed*
the bedroom	home	the ceiling
the car	the library*	the floor
(the) class*	the office	the horse
the library*	school*	the plane
school*	work	the train

3. Samples of invitation (personal invitation).

    Bobby Bryant

    Dean of the McWhorter School of Pharmacy

and

Matt Kerlin

Minister to the University

invite you to join us

for a picnic lunch

to celebrate the new medical missions program

Friday, February 12

at 12 p.m.

at Ben Brown Plaza

4. Parts of personal invitations.

Invitation the invitation letter, there must be:

➢ The name of the person sponsoring the event (who is the host/hostess?)

➢ Exactly who is invited (can someone bring a guest, spouse, child?)

➢ What type of social event is being held

➢ The date, address, and time of the event

➢ Directions or a simple map if the location may be difficult to find

➢ What type of dress is appropriate or preferred

➢ The phone number and deadline to reply; precede these facts with "RSVP" (French abbreviation for "please reply").

5. Contents, style, spelling and punctuation.

Send a letter of invitation when you are inviting someone to be included in something, such as an event. As is the case with all letters, the style and wording you use in a letter depend on the specific circumstances.

VIII. Methods

1. Speech

2. Discussion

3. Answer and question session

IX. Activity

A. Opening Activity (Meting 1 and 2)

- The students answer the teacher's greeting
- The teacher check the attendance list
- The students listen to the teacher's apperception

B. Main Activity

Meeting 1

Exploration

- The students answer about the definition modals
- The students answer the kinds of modals

Elaboration

- The students pay attention explanation about the definition of modal given by the teacher.
- The students pay attention to the example given by the teacher.
- The students analyze the sentences which contain "will"
- The students analyze the sentences which contain "would"
- The students analyze the sentences which contain "could"
- The students answer the question related to the material orally.
- The students pay attention explanation about the definition of preposition given by the teacher.
- The students pay attention to the examples given by the teacher.
- The students analyze the sentences which contain preposition of time
- The students analyze the sentences which contain preposition of time
- The students answer the question related to the material orally

Confirmation

- The students helped by the teacher review the material for the whole material about modals and preposition used in invitation.

Meeting 2

Exploration

- The students answer about the definition of invitation individually.

- The students answer the parts of invitation individually.

Elaboration

- The students read the example of invitation letter

- The students analyze the example given by the teacher of invitation.

- The students pay attention to the teacher about definition of invitation

- The students pay attention to the teacher about type of invitation

- The students pay attention to the teacher about parts of invitation

- The students look at the example of complete invitation

- The students analyze the example of invitation letter.

Confirmation

- The students review the material for the whole material about invitation

C. Closing Activity (Meeting 1 and 2)

- The teacher summarize the material

- The teacher gives the reflection of learning activity.

- The teacher closes the class.

X. **Source**

1. Invitation letter
2. Source
3. Bahasa Inggris Pemkot Semarang
4. Gambit
5. Betty Azhar "understanding and using English grammar"

XI. **Assesment**

a. Process assesment

Observe the students during the lesson.

b. Students' achievement assesment

2. Written test

c.   the students asked to arrange the words into the correct sentences.

d. the students asked to arrange the sentences into the correct invitation.

XII. Appendices

C. Written Questions

1. Please arrange the words below into a correct structure.

f. Could-me-do-you-favor-a-?

g. Party-will-have-we-a

h. Attend-you-meeting-would?

i. In-anniversary-Semarang-the-will-held-be

j. The-new years' eve-starts-12p.m.-at

2. Please arrange the sentences into the correct invitaton.

j. Carla and family

k. I am waiting for my friends and family to gather at my home on 22nd April and shower wishes on me.

l. My birthday falls on 22nd April and I am counting days of happiness.

m. Looking forward to see you on that day.

n. To

o. Yours lovingly,

p. On this special occasion, I cordially invite you and your family to be present with me.

q. Benne Dickson.

r. Your presence will be most eagerly awaited by me.

D. Scoring

1. Each score for number one is 2, so the total score is 10.   10

2. The total score for number two is ten   10

The number of the score is 20   20

So the maximum score is the total number devided by two   10

Semarang, January 15, 2011

Known,

English Teacher   Student

Mustafit, S. Pd   Armi Sanytasari

NIP. 19760408 200801 1009   NIM. 2201407036

Appendix 6 Instrument of Pre test of Experimental Group

Instrument Pre-Test

(Experimental Group)

Topic   : Birthday Invitation

Kind of text   : Short functional text

Time allotment: 1 x 45 minutes

Instruction

1. Write down your name and student number.

2. Please write a birthday invitation of yours at least 30 words.

3. The time and place is up to you.

4. Don't forget to include the each part of invitation.
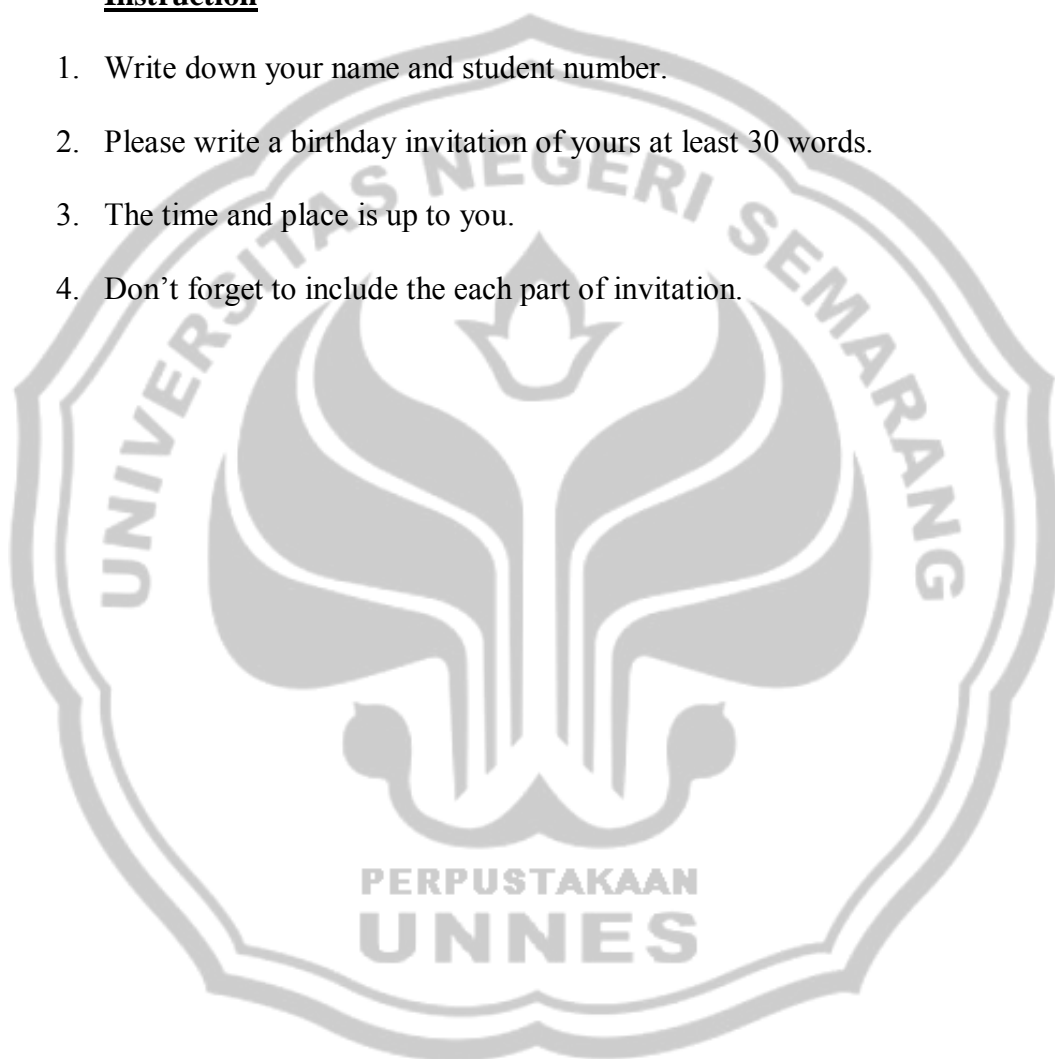
Appendix 7 Instrument of Pre test of Control Group

Instrument Pre-Test

(Control Group)

Topic   : Birthday Invitation

Kind of text   : Short functional text

Time allotment: 1 x 45 minutes

Instruction

1. Write down your name and student number.

2. Please make birthday invitation at least 30 words.

3. The time and place is up to you.

4. Don't forget to include the each part of invitation.
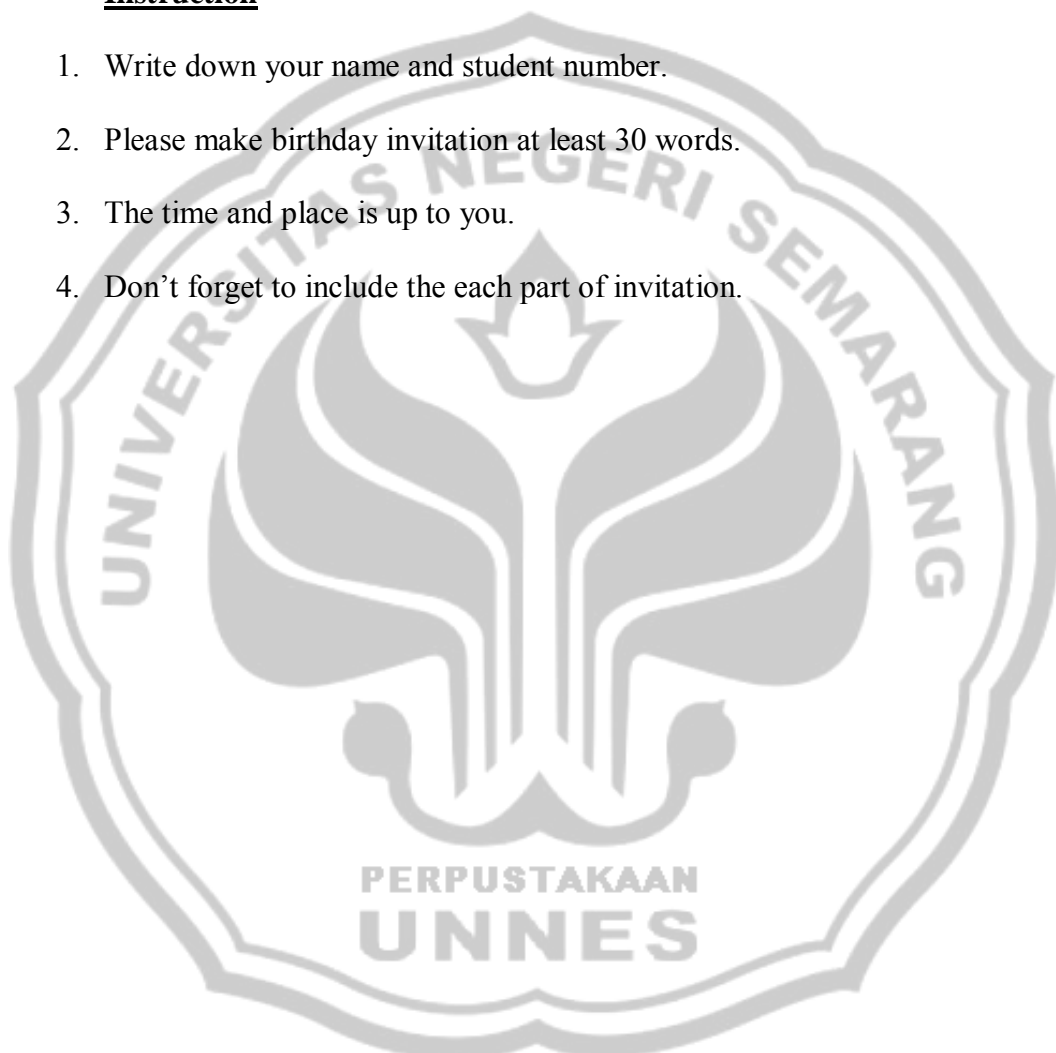
Appendix 8 Instrument of Post test of Experimental Group

Instrument Post –Test

(Experimental Group)

Topic   : Graduation Invitation

Kind of text   : Short functional text

Time allotment   : 1 x 45 minutes

Instruction

1. Write down your name and student number.

2. Please make graduation invitation at least 30 words.

3. The time and place is up to you.

4. Don't forget to include the each part of invitation.
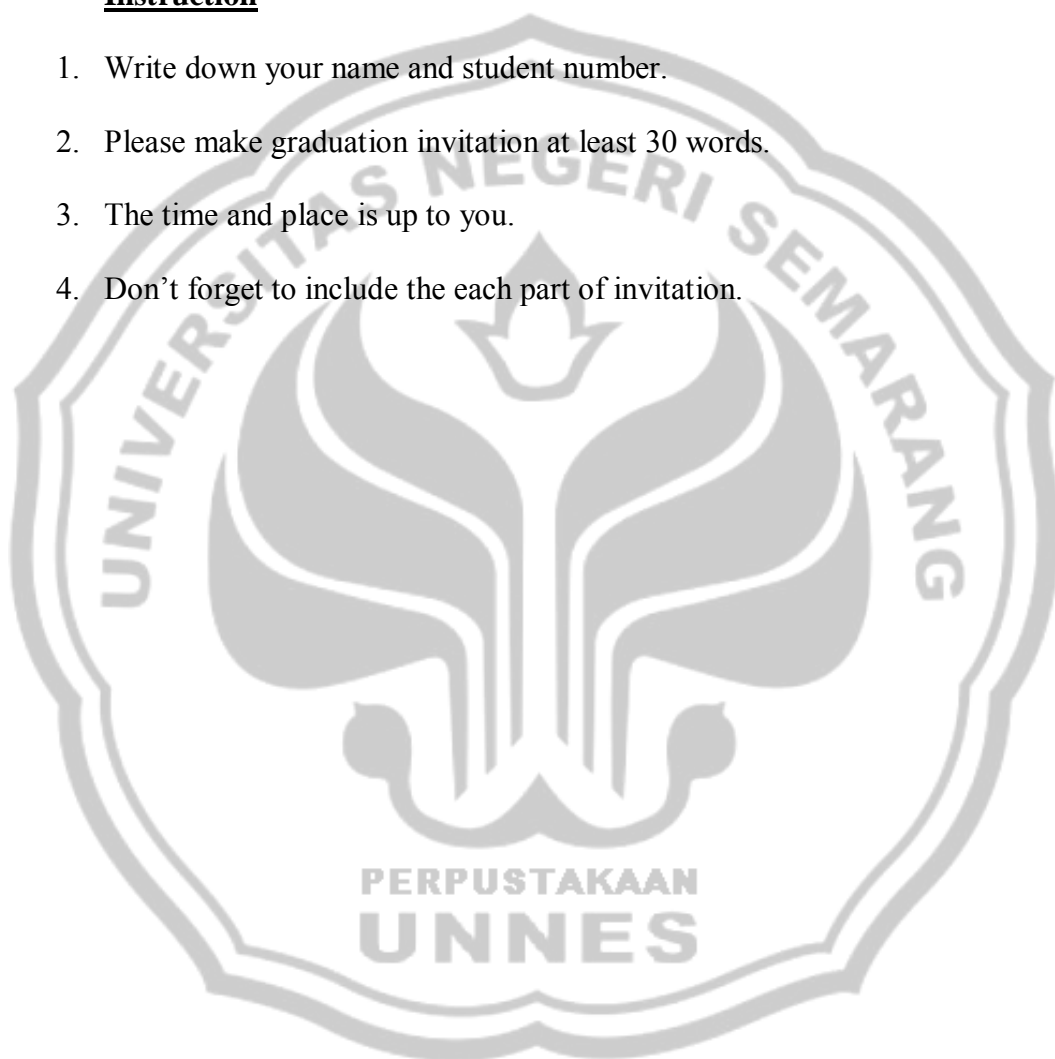
Appendix 9 Instrument of Post test of Control Group

Instrument Post -Test

(Control Group)

Topic   : Graduation Invitation

Kind of text   : Short functional text

Time allotment: 1 x 45 minutes

<u>Instruction</u>

1. Write down your name and student number.

2. Please make graduation invitation at least 30 words.

3. The time and place is up to you.

4. Don't forget to include the each part of invitation.
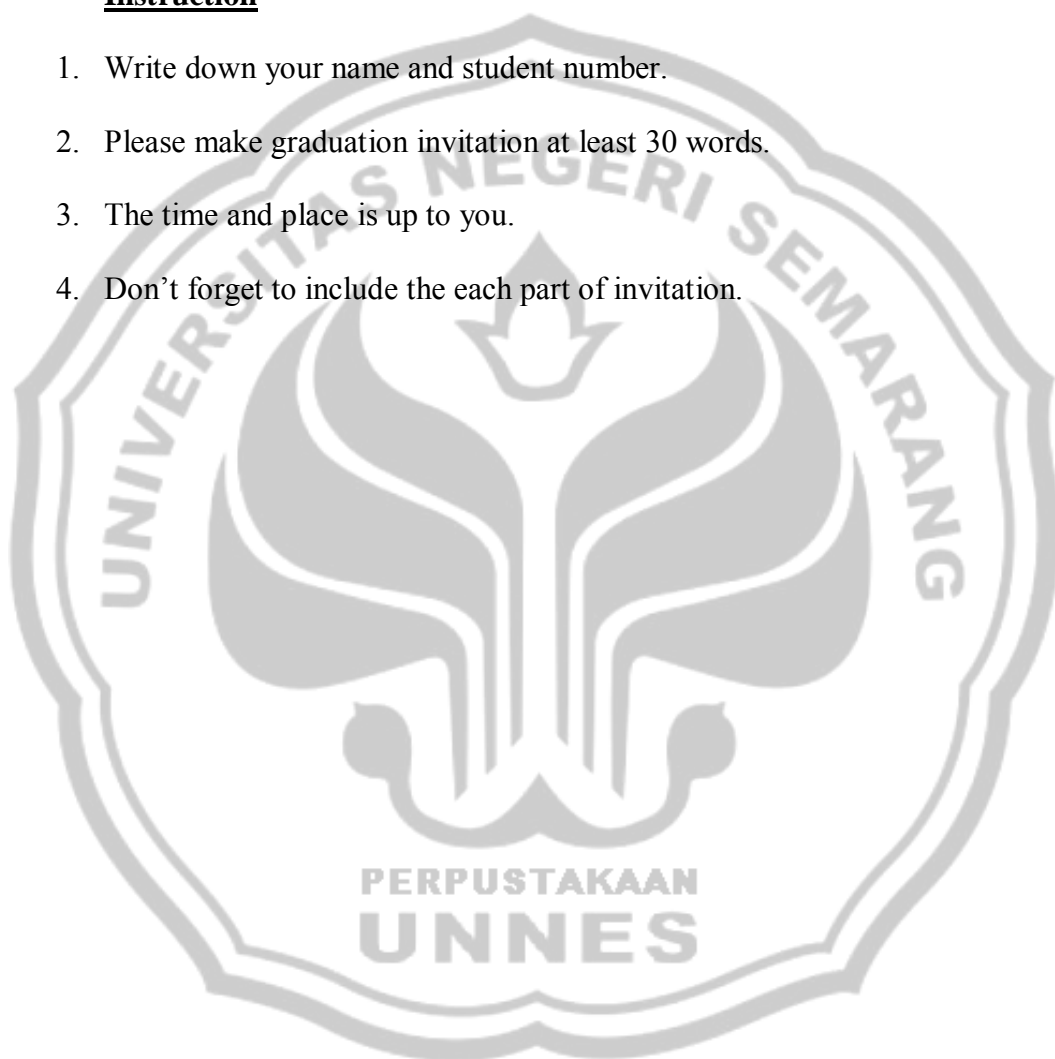
Appendix 10 Materials

XIII.   Materials

    1. Modals:

       "will", "could", "would"

Will

No	Function	Sentences
1	Instant decisions	I can't see any taxis so I'll walk.
2	Offer	I'll do that for you if you like.
3	Promise	I'll get back to you first thing on Monday.
4	Certain prediction	Profits will increase next year.

Could

No	Function	Sentences
1	Asking for permission.	Could I borrow your dictionary?
2	Request	Could you say it again more slowly?
3	Suggestion	We could try to fix it ourselves.
4	Future possibility	I think we could have another Gulf War.
5	Ability in the past	He gave up his old job so he could work for us.

Would

No	Function	Sentences
1	Asking for permission	Would you mind if I brought a colleague with me?
2	Request	Would you pass the salt please?
3	Making arrangements	"Would three o`clock suit you?" - "That'd be fine."
4	Invitation	Would you like to play golf this Friday?
5	Preferences	"Would you prefer tea or coffee?"

2. Prepositions: in, on at.

   Prepositions of Time: *at, on*, and *in*

We use *at* to designate specific times.

→ The party is due *at 12:15 p.m.*

We use *on* to designate days and dates.

→ My parents wedding anniversary will be held *on Monday.*

→ We're having a party *on the Fourth of July.*

We use *in* for nonspecific times during a day, a month, a season, or a year.

→ She likes to jog *in the morning.*

→ It's too cold *in winter* to run outside.

→He started the job *in 1971.*

→ He's going to quit *in August.*

Prepositions of Place: *at, on*, and *in*

We use *at* for specific addresses.

→Mr. Dwi lives *at 55 Banyumanik Road in Semarang*

We use *on* to designate names of streets, avenues, etc.

→ Her house is *on Banaran Street.*

And we use *in* for the names of land-areas (towns, counties, states, countries, and continents). She lives in Jakarta. **Prepositions of Location: *in, at*, and *on* and No Preposition**			
IN	**AT**	**ON**	
(the) bed*	class*	the bed*	
the bedroom	home	the ceiling	
the car	the library*	the floor	
(the) class*	the office	the horse	
the library*	school*	the plane	
school*	work	the train	

Look at the sentences below. Analyze the function of each sentence.

I.   **Modal**

1.   I will do the assignment if you come.

2.   The meeting will be due on Friday.

3.   I think we could invite her tomorrow.

4.   Could you do me a favor?

5. Would you like to attend the new years' eve?

6. Would you pass the salt on the meatball?

II.   Preposition

1. The party will be held in Jakarta.

2. The teachers make an appointment at Pandanaran II Street, Semarang.

3. The cake is ordered on Pahlawan Street

4. Andy wakes up in the morning.

5. The chief postponed the graduation party on Saturday.

6. The main activity due at 10 a.m.
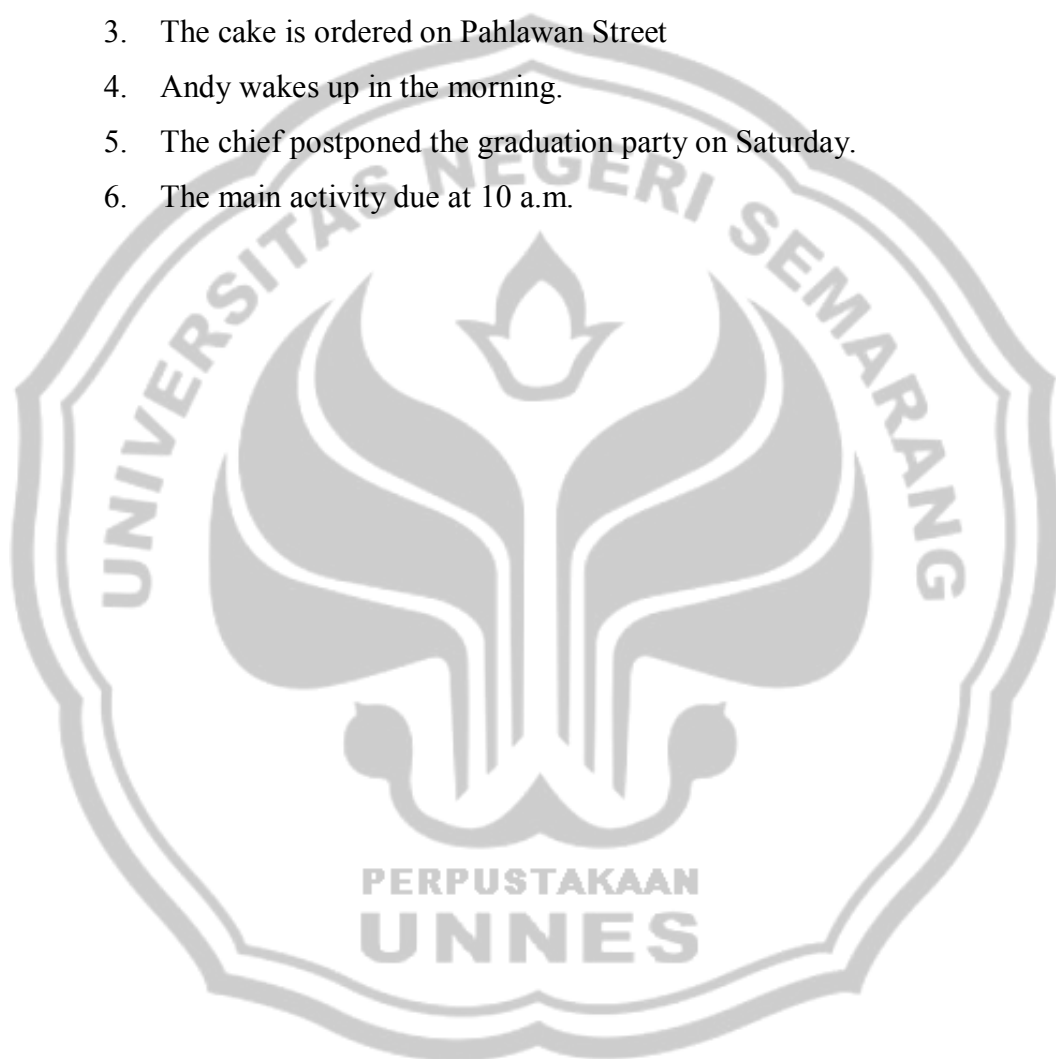
INVITATION

I. ORAL INVITATION

Opening	*Opening*
A: greet B	A: Hi B.
B: greet A	B: Hello A. what's are you doing?
Body	*Body*
A: invites B	A: I'd like to invite you/ would you mind coming?/ would you like to go?
B: Accept invitation	B: sure. I'd love to.
A: gives time and location	A: the party will be start at 7 p.m.
B: Agree with the time	B: Ok. Wait for me then/ I'll be there
Closing	*Closing*
A: say thanks	A: thanks B, see you
B: reply thanks	B: with pleasure, bye..

II. WRITTEN INVITATION

This is the part of personal invitation:

A: Heading(Adress, Town,

B: Salutation (Dear…, Hi Friends)
C: Body
D: Closing(best regards,
        affectionately, sincerely)
E: signature (name)

Examples:

> Jl. Pandanaran II
> Semarang
> January 21nd, 2011

Dear Agus,
It will be a wonderful night if the party is full of people.
Would you like to come to my party?
There will be many surprises for you.
I'll have the party in the Pacific Hall
on February 3rd, 2011 at 7 p.m.

> Sincerely,
> Armi

Please arrange the sentences into the correct invitaton.

a. Carla and family

b. I am waiting for my friends and family to gather at my home on 22nd April and shower wishes on me.

c. My birthday falls on 22nd April and I am counting days of happiness.

d. Looking forward to see you on that day.

e. To

f. Yours lovingly,

g. On this special occasion, I cordially invite you and your family to be present with me.

h. Benne Dickson.

i. Your presence will be most eagerly awaited by me.
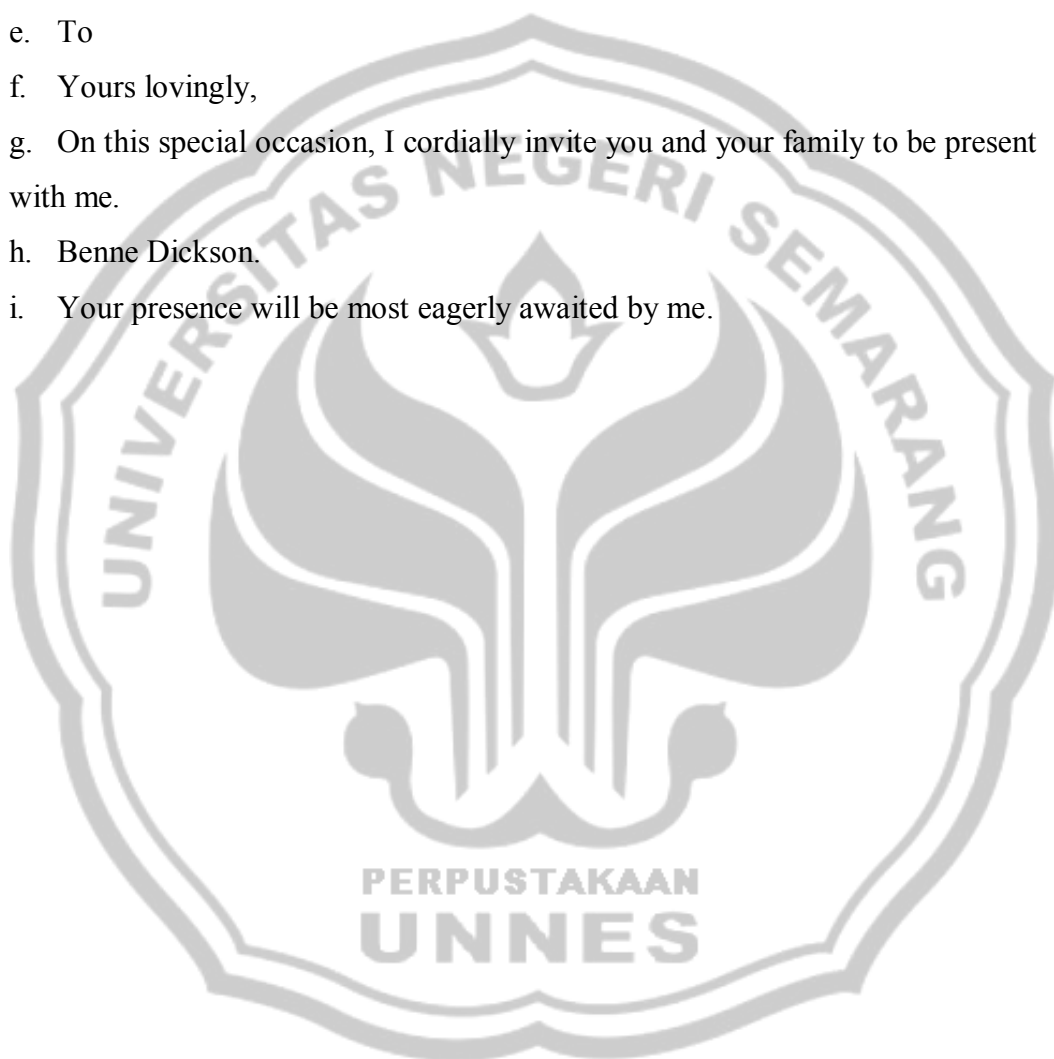
Appendix 11 Result of the Try Out Test

RESULT OF THE TRY OUT

NO	CODE	Component of Writing Scoring					Y
		G	V	S	C	F	
1	T-13	4,25	4	3,75	4,25	4	20,25
2	T-10	4	4,25	4	4	3,75	20
3	T-8	3,75	3,75	4	3,5	3,75	18,75
4	T-18	4	3,5	3,5	3,75	4	18,75
5	T-4	3,75	4	3,5	3,5	3,75	18,5
6	T-7	3,5	4	3,75	3,5	3,75	18,5
7	T-3	4	3,75	3,5	3,25	3,5	18
8	T-11	3,75	3,5	3,5	3,75	3,5	18
9	T-14	3,75	3,25	3,75	3,5	3,5	17,75
10	T-19	3,5	3,75	3,75	3,25	3,5	17,75
11	T-17	3,25	3	3,5	4	3,75	17,5
12	T-12	3,5	3,25	3,25	3	3,25	16,25
13	T-6	3,25	3	3,25	3,25	3	15,75
14	T-2	3	3,25	3	3	3	15,25
15	T-9	2,75	3	3	3,25	3	15
16	T-15	3	2,75	3	3	3,25	15
17	T-5	2,75	3	3	3	3	14,75
18	T-20	2,5	2,75	3	3	3	14,25
19	T-1	2,5	2,75	2,5	3	3,25	14
20	T-16	2,5	2,75	2,75	3	3	14
Item Validity	SX	67,25	67,25	67,25	67,75	68,5	338
	SX^2	232,063	230,688	229,438	232,438	237	
	SXY	1156,81	1153,5	1151,31	1157,75	1170	
	r_{xy}	0,94799	0,90688	0,84516	0,6337	0,77702	
	r_{tabel}	0,444	0,444	0,444	0,444	0,444	
	Criteria	Valid	Valid	Valid	Valid	Valid	
Difficulty Level	Sum of Score	67,25	67,25	67,25	67,75	68,5	
	P	0,6725	0,6725	0,6725	0,6775	0,685	
	Criteria	Medium	Medium	Medium	Medium	Medium	
Discriminating Power	MH	3,825	3,775	3,7	3,625	3,7	
	ML	2,9	2,95	3,025	3,15	3,15	
	SX_1^2	0,23717	0,2993	0,1972	0,31732	0,1972	
	SX_2^2	0,35746	0,1972	0,27513	0,31623	0,24152	
	n1	10	10	10	10	10	
	t_{tabel}	2,02108	2,02108	2,02108	2,02108	2,02108	
	t_{hitung}	11,3799	11,1074	9,31757	5,6614	7,87748	
	Criteria	Sign	Sign	Sign	Sign	Sign	
Reliabilitas	s	0,31234	0,23997	0,17418	0,15444	0,12566	
	Ss_b	1,00658					
	s_t	4,06184					
	k	5					
	r_{11}	1,17374					

Appendix 12 Result of the Pre Test of Experimental Group

NO	CODE	Component of Writing Scoring					TOTAL	SCORE	CRITERIA
		G	V	S	C	F			
1	E-1	3,25	3,5	3	4,25	4	18	72	good
2	E-2	3	3,25	3	3,5	3,5	16,25	65	fair
3	E-3	3,75	3,75	3,5	3	4	18	72	good
4	E-4	3,25	3	3,25	3,5	3	16	64	fair
5	E-5	4	3,25	3,5	4	3,5	18,25	73	good
6	E-6	2,75	2,25	3	3,75	3	14,75	59	poor
7	E-7	3	3	3,25	3,5	3	15,75	63	fair
8	E-8	3,5	3,5	3,25	3	3	16,25	65	fair
9	E-9	3,5	3	3,5	4,25	4	18,25	73	good
10	E-10	2,5	3	2,75	3,5	3	14,75	59	poor
11	E-11	3,5	3,75	3	4,25	4	18,5	74	good
12	E-12	3,5	3	3,75	4	3,75	18	72	good
13	E-13	3	3,25	3	3,75	3	16	64	fair
14	E-14	3,75	3,5	3,75	3	4	18	72	good
15	E-15	3,75	3,5	4	4	3,5	18,75	75	good
16	E-16	2,5	3,25	3	3,25	3	15	60	poor
17	E-17	3,75	4	3,75	4,25	4	19,75	79	good
18	E-18	3,5	4	3,5	3,5	3,75	18,25	73	good
19	E-19	4	3,75	3,75	4	3,5	19	76	good
20	E-20	2,5	3	2,5	2,5	3	13,5	54	poor
21	E-21	3,5	3,75	3,5	3	3,25	17	68	fair
22	E-22	3	3	3,25	3,25	3,75	16,25	65	fair
23	E-23	2,75	3	3	3,25	3,25	15,25	61	fair
24	E-24	3,25	3	3,25	4	3,75	17,25	69	fair
25	E-25	3,25	3,75	3,5	4	3,5	18	72	good
26	E-26	3,5	3	3,5	3,5	3,5	17	68	fair
27	E-27	4	3	3,5	4	3,5	18	72	good
28	E-28	3,75	4	3,75	4	3,75	19,25	77	good
29	E-29	3	2,75	3	3	3,25	15	60	poor
30	E-30	3,25	3,75	3,25	3,25	3,75	17,25	69	fair
31	E-31	3,5	3,75	3,5	3,25	3,25	17,25	69	fair
32	E-32	2,5	3,25	3,25	3,25	3	15,25	61	fair
33	E-33	3,25	3	3,5	3	4	16,75	67	fair
34	E-34	2	2,5	2,5	3	3	13	52	poor
35	E-35	3,25	3	3,5	4	3,5	17,25	69	fair
36	E-36	4	3	3,75	3	3,5	17,25	69	fair
AVERAGE		3,27778	3,27778	3,31944	3,54167	3,47222	16,8889	67,5556	
SUM		118	118	119,5	127,5	125	608	2432	

Appendix 13 Result of the Pre Test of Control Group

NO	CODE	Component of Writing Scoring					TOTAL	SCORE	CRITERIA
		G	V	S	C	F			
1	C-1	2,5	2,5	3	3	3,75	14,75	59	poor
2	C-2	2,5	2,75	2,75	4	4	16	64	fair
3	C-3	3,25	3,75	3	3	3,5	16,5	66	fair
4	C-4	2,75	3	3	4	3	15,75	63	fair
5	C-5	2,75	3	3,25	4	4	17	68	fair
6	C-6	3	3	3,25	3,5	3,5	16,25	65	fair
7	C-7	3,25	2,75	3	3	3,5	15,5	62	fair
8	C-8	2,75	2,75	2,75	3	3	14,25	57	poor
9	C-9	2,75	3	3,25	4	4	17	68	fair
10	C-10	2,75	2,75	3	4	3	15,5	62	fair
11	C-11	3	3	3,5	4	3	16,5	66	fair
12	C-12	3	3,25	4	3	3	16,25	65	fair
13	C-13	4	3,5	3,5	3	4	18	72	good
14	C-14	2,75	3	3,5	4	3,5	16,75	67	fair
15	C-15	3	3	3	2,75	3	14,75	59	poor
16	C-16	3	3	3	3,25	3	15,25	61	fair
17	C-17	3	2,75	2,75	4	2,5	15	60	poor
18	C-18	2,5	2,5	3	3	3	14	56	poor
19	C-19	3,5	4	4	4	3,75	19,25	77	good
20	C-20	2,5	2,75	3	3	3	14,25	57	poor
21	C-21	3	3	3	3,25	3,5	15,75	63	fair
22	C-22	3,25	3	3	3,25	3,25	15,75	63	fair
23	C-23	3,5	2,75	2,75	4	3,5	16,5	66	fair
24	C-24	2,75	3	3	3	3	14,75	59	poor
25	C-25	3	2,75	3	3	3	14,75	59	poor
26	C-26	3	3	4	4	4	18	72	good
27	C-27	3,5	3	3,5	3	3	16	64	fair
28	C-28	3	3,25	3,75	3,75	4	17,75	71	good
29	C-29	4	4	4	3,5	4	19,5	78	good
30	C-30	3	3	3	3	3	15	60	poor
31	C-31	3	3	3,5	4	4	17,5	70	fair
32	C-32	3,25	3	3	3,25	3	15,5	62	fair
33	C-33	3	3,25	4	4	4	18,25	73	good
34	C-34	3,5	3	3,5	2,5	3,5	16	64	fair
35	C-35	2,5	3	4	3	3	15,5	62	fair
36	C-36	3,5	4	4	3,5	4	19	76	good
AVERAGE		3,03472	3,05556	3,29167	3,43056	3,40972	16,2222	64,8889	
SUM		109,25	110	118,5	123,5	122,75	584	2336	

Appendix 14 Result of the Post Test of Experimental Group

NO	CODE	Component of Writing Scoring					TOTAL	SCORE	CRITERIA
		G	V	S	C	F			
1	E-1	3,5	3,75	3,25	4,5	4,25	19,25	77	good
2	E-2	3,5	3,75	3,75	4,25	4	19,25	77	good
3	E-3	3,75	3,75	3,5	4,5	4	19,5	78	good
4	E-4	3,5	3,5	3,5	4	4	18,5	74	good
5	E-5	4,25	4,5	3,5	4,5	4,5	21,25	85	very good
6	E-6	3	4	4	4,75	4,25	20	80	good
7	E-7	3,25	3,25	3,5	4	3,75	17,75	71	good
8	E-8	3,5	3,5	3,5	4	3,75	18,25	73	good
9	E-9	3,75	3,5	3,75	4,25	4	19,25	77	good
10	E-10	2,75	3,5	3,75	4	3,75	17,75	71	good
11	E-11	3,5	3,75	3,75	4	4,25	19,25	77	good
12	E-12	3,75	3	3,5	4	3	17,25	69	fair
13	E-13	3	3,5	3,5	4	4,25	18,25	73	good
14	E-14	3,75	3,5	3,5	4,25	3,75	18,75	75	good
15	E-15	3,75	3,75	3,75	4,25	4	19,5	78	good
16	E-16	2,75	3	3,25	4,25	3,75	16,75	67	fair
17	E-17	4	3,75	4	4,5	4	20,25	81	very good
18	E-18	3,75	4	3,75	4,5	4	20	80	good
19	E-19	4,25	4,25	4,5	4,5	4,5	22	88	very good
20	E-20	2,75	3,75	3	4	3,75	17,25	69	fair
21	E-21	3,5	3,5	4	4	3,75	18,75	75	good
22	E-22	3,75	4	3,5	4	4,25	19,5	78	good
23	E-23	3,5	3,5	3,75	4,25	4,25	19,25	77	good
24	E-24	3,75	4	3,75	4,5	3,75	19,75	79	good
25	E-25	3,75	4	3,5	4,5	3,75	19,5	78	good
26	E-26	3,5	3,5	4	4	4	19	76	good
27	E-27	4,5	4,5	4,5	4,75	4,5	22,75	91	excellent
28	E-28	4	4,25	4	4,25	4	20,5	82	very good
29	E-29	3,25	3,5	4	4	4	18,75	75	good
30	E-30	3,5	3,5	3,75	4	3,75	18,5	74	good
31	E-31	3,5	4	3,75	4,25	3,75	19,25	77	good
32	E-32	3,5	4,25	4	4,75	4	20,5	82	very good
33	E-33	3,5	3,5	3,5	4,75	4,25	19,5	78	good
34	E-34	2,5	3	3	4	3,5	16	64	fair
35	E-35	3,5	3,5	3,75	4	4	18,75	75	good
36	E-36	4	3,75	3,75	4	4	19,5	78	good
		3.6944					19.159	76.638	

Appendix 15 Result of the Post Test of Control Group

NO	CODE	Component of Writing Scoring	TOTAL	SCORE	CRITERIA

		G	V	S	C	F			
1	C-1	3	3	3	3,5	3	15,5	62	fair
2	C-2	3,75	3,75	4,25	4	4	19,75	79	good
3	C-3	3,75	4	3,5	3,25	3,5	18	72	good
4	C-4	4	3,75	3,75	4,25	4	19,75	79	good
5	C-5	3,75	3,5	3,75	3,75	4	18,75	75	good
6	C-6	3,25	3	3,5	3,5	3,5	16,75	67	fair
7	C-7	3,5	3,25	3	3,25	3,25	16,25	65	fair
8	C-8	3	3	3	3,25	3,25	15,5	62	fair
9	C-9	4,25	4	4	4,5	4,25	21	84	very good
10	C-10	3,5	3,5	3	3,5	3,5	17	68	fair
11	C-11	3,25	3,25	3,25	4	3,75	17,5	70	fair
12	C-12	3,25	3,25	3,5	3,75	4	17,75	71	good
13	C-13	4,25	4	3,75	4,25	4	20,25	81	very good
14	C-14	3,5	3,5	3,5	4	4	18,5	74	good
15	C-15	3,25	3,25	3	3	3	15,5	62	fair
16	C-16	3,5	3,25	3,5	3,75	4	18	72	good
17	C-17	3,25	4	4	3,5	3,75	18,5	74	good
18	C-18	3,25	3,25	3,5	3,75	3,5	17,25	69	fair
19	C-19	4	3,75	3	3,75	3,5	18	72	good
20	C-20	3,75	3,75	3,5	4	3,75	18,75	75	good
21	C-21	3,5	3,25	3,5	4	3,75	18	72	good
22	C-22	3,5	3,25	3	3,5	3,5	16,75	67	fair
23	C-23	3,25	3,25	3,5	3,75	4	17,75	71	good
24	C-24	3,5	3,25	3,25	3,5	3,25	16,75	67	fair
25	C-25	3,25	3,25	3,25	3,25	3,5	16,5	66	fair
26	C-26	3,5	3,5	4	3,75	3,75	18,5	74	good
27	C-27	4,25	3,25	3	4,25	4	18,75	75	good
28	C-28	3	3	3	3,25	3,5	15,75	63	fair
29	C-29	3,25	3,5	4	4,25	4,5	19,5	78	good
30	C-30	3,25	3,5	3	3,25	3,5	16,5	66	fair
31	C-31	3,5	3,25	3,25	4	3,75	17,75	71	good
32	C-32	3,5	3,25	3,25	4	4	18	72	good
33	C-33	3,25	3,5	3,5	4	4	18,25	73	good
34	C-34	3,25	3,5	3,5	3,25	3,5	17	68	fair
35	C-35	3,5	3,25	3,5	3,5	3,5	17,25	69	fair
									good
SUM		126	25	123,5	134	133,5	640,25	2561	

Appendix 16 Table for X

(Differences between Pre Test and Post Test of Control Group)

NO	CODE	PRE TEST	POST TEST	DIFFERENCES

		X_1	X_2	X
1	C-1	14,75	15,5	0,75
2	C-2	16	19,75	3,75
3	C-3	16,5	18	1,5
4	C-4	15,75	19,75	4
5	C-5	17	18,75	1,75
6	C-6	16,25	16,75	0,5
7	C-7	15,5	16,25	0,75
8	C-8	14,25	15,5	1,25
9	C-9	17	21	4
10	C-10	15,5	17	1,5
11	C-11	16,5	17,5	1
12	C-12	16,25	17,75	1,5
13	C-13	18	20,25	2,25
14	C-14	16,75	18,5	1,75
15	C-15	14,75	15,5	0,75
16	C-16	15,25	18	2,75
17	C-17	15	18,5	3,5
18	C-18	14	17,25	3,25
19	C-19	19,25	18	-1,25
20	C-20	14,25	18,75	4,5
21	C-21	15,75	18	2,25
22	C-22	15,75	16,75	1
23	C-23	16,5	17,75	1,25
24	C-24	14,75	16,75	2
25	C-25	14,75	16,5	1,75
26	C-26	18	18,5	0,5
27	C-27	16	18,75	2,75
28	C-28	17,75	15,75	-2
29	C-29	19,5	19,5	0
30	C-30	15	16,5	1,5
31	C-31	17,5	17,75	0,25
32	C-32	15,5	18	2,5
33	C-33	18,25	18,25	0
34	C-34	16	17	1
35	C-35	15,5	17,25	1,75
36	C-36	19	19	0
	SUM	594	640,25	56,25

Appendix 17 Table for Y

(Differences between Pre Text and Post Test of Experimental Group)

NO	CODE	PRE TEST	POST TEST	DIFFERENCES

		Y_1	Y_2	Y
1	E-1	18	19,25	1,25
2	E-2	16,25	19,25	3
3	E-3	18	19,5	1,5
4	E-4	16	18,5	2,5
5	E-5	18,25	21,25	3
6	E-6	14,75	20	5,25
7	E-7	15,75	17,75	2
8	E-8	16,25	18,25	2
9	E-9	18,25	19,25	1
10	E-10	14,75	17,75	3
11	E-11	18,5	19,25	0,75
12	E-12	18	17,25	-0,75
13	E-13	16	18,25	2,25
14	E-14	18	18,75	0,75
15	E-15	18,75	19,5	0,75
16	E-16	15	16,75	1,75
17	E-17	19,75	20,25	0,5
18	E-18	18,25	20	1,75
19	E-19	19	22	3
20	E-20	13,5	17,25	3,75
21	E-21	17	18,75	1,75
22	E-22	16,25	19,5	3,25
23	E-23	15,25	19,25	4
24	E-24	17,25	19,75	2,5
25	E-25	18	19,5	1,5
26	E-26	17	19	2
27	E-27	18	22,75	4,75
28	E-28	19,25	20,5	1,25
29	E-29	15	18,75	3,75
30	E-30	17,25	18,5	1,25
31	E-31	17,25	19,25	2
32	E-32	15,25	20,5	5,25
33	E-33	16,75	19,5	2,75
34	E-34	13	16	3
35	E-35	17,25	18,75	1,5
36	E-36	17,25	19,5	2,25
	SUM	608	689,75	81,75
	AVERAGE	16,88888889	19,15972222	2,270833333