

## ABSTRACT

The title of this research is **“The Effectiveness of Giving Writing Task toward Students’ Ability in Writing Essay at the Second Year of MTS Nurul Yakin Pengalihan Enok District of Indragiri Hilir Regency”**. This research is experimental research. It investigated whether there are significant differences on students’ ability in essay writing between students who taught the effectiveness of giving writing and who taught by using conventional one. The subject of this research was the second year students of MTS Nurul Yakin Pengalihan. The second year students consisted of four classes (160). The researchers take two classes (80 students) as the sample of the research. In addition, the student was dividing into two groups. They are experiment class consisting of 40 students and control class consisting of 40 students.

The instruments of this research were observation and test. The observation was used to know both reseacher’s and students’ activities in learning and teaching process of giving writing task. The result of observations showed that, the researcher’s activities have increased from observation I until observation IV. The total researcher’s activities were 2 (40%) of 5 indicators in observation I, 3 (60%), in observation II, 4 (80%) in observation III, and 5 (100%) in observation IV. Pertaining to the result of observation, it can be seen that there was improvement of both teacher’s and students’ activity.

Finally, based on the researcher’s findings, the result of  $t_{calculated}$  is higher than  $t_{distribution}$  level in alpha decision level  $(r)0,05, \frac{1}{2}r$  and with the degree of freedom  $(df 78) (4,27 > 2,00)$ . Regarding to the result,  $H_a$  is accepted and  $H_o$  is rejected. It means that there is significant difference due to the students’ ability in essay writing between the effectiveness of giving writing task at the second year of MTS Nurul Yakin Penngalihan. The students effective given of writing task by teacher to increase students’ ability in essay writing.

## ABSTRAK

Judul penelitian ini adalah "*Keefektifan memberikan Writing Task terhadap Kemampuan Siswa dalam menulis essay siswa kelas dua MTs Nurul Yakin Pengalihan Kecamatan Enok Kabupaten Indragiri Hilir*". Penelitian ini bersifat percobaan (ekperimen). Penelitian ini dilaksanakan untuk mengetahui pemahaman membaca siswa menggunakan metode Writing task dan untuk mengetahui pengaruh signifikan metode Writing task terhadap kemampuan menulis essay siswa kelas dua MTs Nurul Yakin Pengalihan. Subjek penelitian ini terdiri dari empat kelas (160 siswa). Peneliti mengambil dua kelas (80 siswa) sebagai sampel penelitian. Selanjutnya, para siswa dibagi kedalam dua kelompok; kelas percobaan (ekperimen) terdiri dari 40 siswa dan kelas kontrol terdiri dari 40 siswa.

Instrumen penelitian ini adalah pengamatan dan test. pengamatan digunakan untuk mengetahui aktivitas penulis dalam mengajar keefektifan memberikan Writing Task terhadap kemampuan menulis essay. Berdasarkan hasil pengamatan dapat diketahui bahwa aktivitas penulis sempurna. Hal ini dapat diketahui dari lembar pengamatan dari pengamatan I sampai IV. Pada pengamatan I, jumlah aktivitas penulis adalah 2 (40%), pada pengamatan II, aktivitas penulis 3 (60%), pada pengamatan III, aktivitas penulis 4 (80%), pada pengamatan IV aktivitas penulis mencapai 5 (100%).

Akhirnya, berdasarkan penemuan penulis, hasil t-hitung lebih tinggi dari t-distribusi pada tingkat kesalahan alfa 0,05 dan dengan derajat tingkat kebebasan ( $df 78$ ) ( $4,27 > 2,00$ ). Berdasarkan hasil tersebut,  $H_a$  diterima dan  $H_o$  ditolak. Hal Ini berarti bahwa adanya pengaruh signifikan metode Keefektifan memberikan writing task terhadap kemampuan menulis essay siswa kelas dua MTs Nurul Yakin Pengalihan. Hasil ini juga menunjukkan bahwa kemampuan menulis essay siswa menjadi bagus dibandingkan dengan siswa yang diajar tanpa menggunakan metode keefektifan memberikan writing task.

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Praise belongs to Allah Almighty; the lord of the universe by His guidance and His blessing, the researcher has completed this academic requirement, and then, the researcher conveys peaces be upon Him to Prophet Muhammad.

This thesis is intended to submit in partial fulfillment of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teachers Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of this thesis is *“The Effectiveness of Giving Writing Task toward Students’ Ability in Writing Essay at the Second Year Students of MTS Nurul Yakin Pengalihan Enok District of Indragiri Hilir regency”*. In this occasion, the researcher also expresses her sincere thanks and deep gratitude, they are:

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Pekanbaru, 17 February<sup>2012</sup>

The researcher,

EVI PIDYANTI

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# BAB I

## INTRODUCTION

### A. The Background

According to Graves, he says that writing to communicate. Although students do some writing primarily to learn and understand, they do other writing in order to communicate. When we talk about writing as communication, four interrelated factors are always involved – audience (who), purpose (why), content (what), and form (how).<sup>1</sup>

Indonesia is one of the countries that use English as a foreign language. It has been studied from elementary school until university level. It is arranged by each curriculum. This effort started after independent day in 1947. The government made “Panitia Pekerja Bahasa Indonesia” and then in 2000 it has been changed into “Pusat Bahasa” that has worked in some language: English, Arabic, and Mandarin. So, nowadays none of student in Indonesia does not know the foreign language especially English in both oral written language.

English writing is not phenomenon for Indonesia students. There are media like news papers; magazine, even scientific books are written in English. In addition, writing ability is only sported by high willing, interest and motivations but knowledge about writing itself also. Writing is a personal act in which writers take idea or prompts and transform them into “self-initiated” topic (Hamp-Lyon in J. Michael). The writer draws on background knowledge and complex mental process in developing new insights. To

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<sup>1</sup> Graves, Michael F., et al. *Second Edition Teaching Reading in the 21 ST Century*. London: A Pearson Education Company. 2001 p. 432

write well, students need to incorporate the purpose or prompt into their own unique approach to writing.<sup>2</sup>

Syafi'i says that academic writing way differs in several ways from that of personal essays. Therefore, it requires different strategies to work with any academic writing especially in writing a research paper. Furthermore, she also mentions some of successful strategies that can be applied by academic writes especially for student researchers.<sup>3</sup>

MTs Nurul Yakin is one of MTs at Indragiri Hilir of regency especially in Enok district in Pengalihan, Study English is two hours a week. So, sum of learning of English in one semester are 48 hours by using curriculum KTSP (Curriculum, 2007).<sup>4</sup> English it also teaches a compulsory subject tasted in national examination. The standard competences: Understanding the meaning of written texts and short essay in the term of *descriptive* and *recount* untuk that relate to environment.

Dealing with this, Hughey says that in contrast to speech, competence in writing usually develops much more slowly in first language acquisition. One usually learns to write after having essentially completed the acquisition of the "speaking" grammar. The relationship of speaking to writing is very much like the relationship of a first to a second language. Witness the widespread concern among American educator (and the public) about the inability of both our high school and college graduates to express them

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<sup>2</sup> O'malley, J. Michael and Lorraine Valdez Pierre, *Authentic Assessment for English Language Learners*, Addison- Wesley Publishing Company, Inc. 1996 p. 136

<sup>3</sup> Syafi'i S, M. *From Paragraphs to Research Report: A Writing of English for Academic Purpose*. LBSI: 2007 p. 34

<sup>4</sup> Depdiknas. *KTSP SMP/MTs*. Jakarta. 2007. p. 32

effectively in writing. A similar level of concern is rarely voiced regarding the ability of native English speakers to speak English effectively.<sup>5</sup>

Based on ideas above, writer has reviewed important consideration regarding preparation of the writing task and had tried to offer practical guidelines to help test planners construct composition test that will provided valid and reliable information about their students' ability to process written discourse.

Otherwise, writing is one of the language skills that also should be mastered by the students. It is the last skill gotten by them after listening, speaking, and reading, more ever it is a process to transfer ideas or though into a written language and a way of thinking and learning that gives the writer science in practice to explore his ideas or information. In order to produce a meaningful communication in writing, the writer may not neglect the matter of grammar. However in writing language, there is a strong tendency to structure. Brown says that, in writing we must able to make our reader understand our written language. Because in writing, there is an interaction between the writer and the reader.<sup>6</sup>

To obtain the knowledge and skills in English language, MTs Nurul Yakin Pengalihan provides the students with language skill in order to make them able to communicate whether spoken and writer. But, not all of them are able to do that. It may be caused by the different of background knowledge gotten by them before. According to O'malley, the writing task is writing prompt defines the task for students writing assignment. The prompt consists of the question or statement students will address in

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<sup>5</sup> Hughey, Jane B. et al. *Teaching ESL Composition Principles and Techniques*. Newbury House Publishers, Inc: 1983 p. 5

<sup>6</sup> Brown, H. Douglas. *Principles of Language Learning and Teaching (Communicative Competence)*, New York: Practice Hall Regrents. 1994 p. 15

their writing and the condition under which they will write. The task should specify the amount of time students will have available (such as a dictionary) if they can, write, and revise they will by using paper and pen or pencil, a type writer, or a computer. We encourage you ensure that the writing assignment reflects the content of your classroom instruction and to provide.<sup>7</sup>

Task is work that should be done by someone; wither it comes from him/her self or other people. In school tasks come from the teachers, headmaster or student levels; however the task should be education quality (Rama Yulis) educational quality means that every task given by teachers should be full of guidance and educational value. Beside the task do not make students difficulty to solve them.<sup>8</sup>

Dealing whit this Jacobs, they believe that writing task can be accomplished. More successful writing students believe they are able to accomplish their goals. Furthermore, they are realistic about the task. They recognize their will not to learn to write overnight. They know the learning process is a prolonged one and they accept the fact that progress will come in bits and pieces<sup>9</sup>.

Based on writer temporary observation and preliminary study on April 2011 about problem above, even though the second year students at MTs Nurul Yakin Pengalihan have studied two hours a week during four semester and three years when they were in Elementary school. Meaning that at least, second year students' at MTs Nurul Yakin Pengalihan has studied English during 10 years (10 semesters), but in fact,

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<sup>7</sup> O'malley, J. Michael and Lorraine Valdez Pierre. Op, Cit. p. 139

<sup>8</sup> Yulis, Rama. *Metodologi Pendidikan Agama Islam*. Jakarta: Kalam Mulia, 1994 p. 158

<sup>9</sup> Jacobs, Holly L. et al. *Testing ESL Composition: A Practical Approach*. Newbury house Publishers, Inc. 1981 p. 14

their result of study writing still far from what expected in curriculum itself. Those weaknesses can be seen from phenomena as follows:

1. From initial data, it is known that from 40 students only 20 (50%) students can write short paragraph correctly (good and correct) while others are is enough level.
2. Desire of student is low to lesson matter in writing short paragraph submitted by teacher.
3. Students are unable to raise opinion or ideas in teaching and learning process especially in teaching writing short paragraph.

Based on the symptoms above and reminding the importance of writing ability, therefore, the writer is interesting to do a research entitled: **“The Effectiveness of Giving Writing Task toward Students’ Ability in Writing Essay of the Second Year at MTs Nurul Yakin Pengalihan Enok District of Indragiri Hilir Regency”**.

## **B. The Definition of the Terms**

In order to avoid misunderstanding and misinterpretation about the terms used in this research, the writer makes the definitions of the term used as follows:

### **1. The effectiveness**

According to Webster’s, effectiveness means the quality of being effective. Effective is having the power to produce an effect or effects; producing a decided or deceive affect; efficient; serviceable; operative; as an effective force, remedy, speech; the effective means in a regiment.<sup>10</sup>

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<sup>10</sup> Webster’s. *New World Dictionary*. New York: The Prod Publishing Co. 1961 p. 15

Effectiveness derived from the word “effective” means producing the result that is wanted or intended. (Hornby: 2004). Effectiveness is the noun from effective which means power to be effective; the quality of being able to bring about an effect. It can be stated that, effectiveness in an English course has power to be effective in the process of teaching and learning process.<sup>11</sup>

So, effectiveness here is that students are more effective in writing tasks to get good essay writing.

## **2. Writing Task**

According to Jacobs, the writing task should be personal in the sense that the students should know something about the topic and be interested enough to be able to give their own perception of it. How will the topic relate to them personally to their particular countries? An academic interest or cultural background? Will students be motivated to communicate something about the topic to the intended reader? Will the topic motivate writers to turn in their best performance? Explains, “An unmotivated communicator is a notoriously poor source of information,” test validity will be seriously threatened if the writing task fails to “motivate the writer to get personally (albeit vicariously) involved in the production of the text”.<sup>12</sup>

The writing task must be workable for both the writer and the reader. Writing tasks as tasks for students by the teacher and should be done by students.

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<sup>11</sup> Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: University Press. 1997 p. 138

<sup>12</sup> Jacobs. *Op, Cit.* p. 13

### 3. Ability

Ability is the power to do something physical or mental<sup>13</sup>. Here, ability means the students' capability of making inferences from various topics of writing skill in English.

In this research, can be concluding that a study to find out how is the effectiveness of giving writing task toward students' writing ability.

### 4. Writing Essay

Essay writing is a piece of writing several paragraphs long, not just one or two paragraphs. Short piece of writing by students as part of a course of study, a short piece of writing on a particular subject, written in order to be published.<sup>14</sup>

Essay writing is writing paragraph produced by the writer as form expressing imagination of writer self, after he read or thinks something.

## C. The Problem of the Research

### 1. The Identification of the Problems

Based on the background and phenomena found by the writer in temporary observation, it is clear the second years at MTs Nurul Yakin Pengalihan still have difficulties in essay writing. Therefore, the writer will identify the problem as follows:

- a. Why are from 40 students only 20 (50%) students not able to write essay correctly?

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<sup>13</sup> Horby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: University Press. 1997 p. 2

<sup>14</sup> Leo, Sutanto, et al. *English for Academic Purpose Essay Writing*. Yogyakarta: ANDI. 2007 p. 32

- b. Why desire of student is low to lesson matter in writing essay submitted by teacher?
- c. Why the students are unable to a rise opinion or ideas in teaching and learning process especially in teaching writing essay?

## **2. The Limitation of the Problems**

In this research, there are so many problems that can be seen. So due to limitation of time, finance, and the capability of the writer, the problem of research will be limited to the effectiveness of giving writing task toward students' ability in essay writing of the second year at MTs Nurul Yakin Pengalihan.

## **3. The Formulation of the Problems**

Based on limitation of the problem above, the problem of research will be formulated in research question bellow:

- a. How is students' ability in writing essay thought by giving writing task at the second year MTs Nurul Takin Pengalihan?
- b. How is students' ability in writing essay thought by conventional technique giving writing task at the second year MTs Nurul Takin Pengalihan?
- c. Is there any difference between students' ability in writing essay before and thought by giving writing task at the second year MTs Nurul Takin Pengalihan?

## **4. The Reason of Choosing the Title**

At the present, the research entitled: "The Effectiveness of Giving Writing Task toward Students' Ability in Writing Essay of the second year at MTs Nurul Yakin Pengalihan" is conducted because of the following reasons:

- a. As far as the writer knows, this problem has not researched yet.
- b. The topic is relevant to the writer as one of the students of English Education Department.
- c. The writer has ability to carry out this research, particularly in terms of found, time, and location sectors.

#### **D. The Objective and the Significance of the Research**

##### **1. The Objective of Research**

- a. To find out why from 40 students only 20 (50%) students can write essay well.
- b. To find out what factors make student low to lesson matter in writing essay submitted by teacher.
- c. To find how is the students' ability in writing essay.

##### **2. The Significance of the Research**

Beside the specific objectives above, this research is directed:

- a. To give some information for English teachers of MTs Nurul Yakin Tembilihan about their students' ability in writing essay.
- b. To give some input for the students' of MTs Nurul Yakin Tembilihan about English.
- c. As an information for the students of MTs Nurul Yakin Tembilihan to improve their ability in writing essay.

## CHAPTER II

### THE THEORITICAL FRAMEWORK

#### A. The Effectiveness

##### 1. The Definition of Effectiveness

The effectiveness of teaching learning process will be achieved when teachers are active in giving writing task. As we know if the students effective giving writing task, their ability in essay writing will be increasing because the students usually make writing when they have task.

According to Graves, the selection of the tasks themselves can be negotiated between teacher and students. Dependent on one's students, task can be for work purpose, such as designing a brochure, for academic purposes, such as researching and writing an article, and for daily life such as planning a trip.<sup>15</sup>

As well as considerations of practicality, reliability and validity set the parameters for designing the writing task. Several important criteria of guide preparation of the composition test itself are discussed, specific recommendations, based on the authors' experience or where available, empirical research, are made guide decision about such matters of number of writing task to expect of each students, whether to provide a choice of topic, time to follow for writing, length of composition, retesting of topic, preparation of the test paper itself and elements of bias to eliminate from the test. The effective of giving writing task will be help in teaching learning process.

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<sup>15</sup>Graves, Kathlen. *Designing Language Courses A Guide For Teacher*. Canada. 2000 p.

Tasks have been number of ways. Dealing with Nunan, the number of task can be used to active language in the classroom is also large. Some of popular task types in the communicative classroom include: role-plays, simulation, problem solving, listening to authentic audio/video material, discussion, decision making, and informal gap.<sup>16</sup>

Effect using writing task should have god planning. There are some factors of effectiveness giving writing task:

- a. Students know what kind of writing task need used.
- b. Students know how much composition should each student write for the test?
- c. Students should know choice of topic
- d. Students know what format should be used for the test paper.
- e. Writing task should be balance and suitable to students' need and mental ability.

Effectiveness is the noun from effective which means power to be effective; the quality of being able to bring about and effect. It can state that, effectiveness is how in English course has power to be effective in the process of teaching and learning process.<sup>17</sup>

Effectiveness of giving writing task is one of way make students active in teaching learning process and will be increase students ability in essay writing.

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<sup>16</sup> Nunan, David. *Practical English language Learning*. New York: McGraw Hill Company. 2003 p. 12

<sup>17</sup> Hornby, AS. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: University Press. 1997 p. 138

## 2. Writing Task

Group task means the students complete a task consist of two or more students. Writing task is one task that gives for students to training student's ability and to sport their students wanted and interested in writing<sup>18</sup>.

According to J. Michael, the writing task is writing prompt defines the task for students writing assignment. The prompt consists of the question or statement students will address in their writing and the condition under which they will write. The task should specify the amount of time students will have available (such as a dictionary) if they can, write, and revise they will by using paper and pen or pencil, a type writer, or a computer. We encourage you ensure that the writing assignment reflects the content of your classroom instruction and to provide.<sup>19</sup> Furthermore, in examining the nature of writing, we have looked at the writer and the types of knowledge written bring to the writing task. We have indicated that the purpose of writing and the genre determine what and how students write. To important components in the authentic assessment of writing are the nature of the task and the scoring criteria. In what follows, we present some guidelines for constructing writing task, and some examples of development level of writing and the processes they use writing.

Based on definition above, the writing task is one of task for students writing assignment that give by the teachers in the classroom.

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<sup>18</sup> Brown, H. Douglas. *Principle of Language Learning and Teaching (Communicative Competence)*. New York: Practice Hall Regrents. 1994 p. 173

<sup>19</sup> O'malley, J. Michael and Lorraine Valdez Pierre. *Op, Cit.* p. 139

### **a. The Kinds of Writing Task**

What kinds of writing task should be used by students? Jacobs says that the task must be realistic, appropriate, understandable, personal, feasible, reliable, and fair.

#### 1) Realistic

This criterion addresses two fundamental questions pertaining to test validity:

- a) Will the writing task actually require the examinees to compose their ideas or knowledge on a subject and to communicate them to someone?
- b) Will the task require them to perform a task similar to what they are normally required to do in the classroom or in the real world outside the classroom where they must engage in written discourse to accomplish their goals?

The writer constitutes only one part of the communication process, as there must also be a receiver or reader for the writer's message. Another important aspect of realistic relates to the purpose of the test and the characteristics of the test population and affect decision about which mode of writing require.

#### 2) Appropriate

In planning in writing task, the test planner will need to think about whether a particular topic will be appropriate to students in the test population in term of their age. Educational levels, academic fields of study or interests, cultural and socioeconomic backgrounds and sex. Which topic will be most interesting or familiar to a particular group of students? About which topics will they be knowledgeable enough be too hard or too easy?

3) Understandable

It is important to remember that a composition test intended to evaluate writing, rather than reading ability (unless the test purpose includes an aim of testing students' ability to write in response to reading selections).

4) Personal

The writing task should be personal in the sense that the students should know something about the topic and be interested enough to be able to give their own perception of it.

5) Feasible

The writing task must be workable for both the writer and the reader.

6) Reliable

The criterion pertains to questions raised earlier about test reliability. Will the task provide an adequate and representative sample of a writer's ability? Can readers produce reliable judgments about the quality of compositions written in response to the topic?

7) Fair

Fairness of the writing task relates to questions time allowed to complete the task, degree of difficulty, scope of the topic and elements of bias in the topic. To be fair, the task must obviously set reasonable expectations, considering the amount of time permitted to the test.<sup>20</sup>

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<sup>20</sup> Jacobs, L. Holly. *Op, Cit.* p. 13 - 14

### **b. Advantages of Writing Task**

Giving writing task to the students will give teacher advantages, because by writing task the teachers know about students' ability in essay writing. There are some of advantages of writing task:

- 1) More stimulate students doing learns activity in individual or group
- 2) Can develop student independence that outdoor teacher supervision
- 3) Teacher knows about the level of students' capability.
- 4) Teachers understanding clearly about the weaknesses of students.
- 5) Writing task make all of students' knowledge more complete.
- 6) Increase and build the students' activities in order learn about a problem by investigating reading, doing questions and trying to apply their experience alone.
- 7) Make students active, creative and diligent in learning.
- 8) To stimulates students' activities.
- 9) To know students' ability in mastering the materials presented to them.<sup>21</sup>

### **c. The Contribution of Writing Task**

There are some factors that contribute teachers in using teaching techniques, there also include the technique of giving writing task. Dealing with this statement, Syaiful Bahri Djamarah explains that:

- 1) Learning objectives factors

Objectives are teachers' wishing about learning outcomes that will be reached in educational interaction activities. Learning objectives are as guidance for the teachers.

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<sup>21</sup> Djamarah, Syaiful Bahri and Drs. Aswan Zain. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta. 2006 p. 87

## 2) Students' factors

Students have different individualities, they should be considered by teacher in using techniques. There are such as biological aspect, intellectual aspect, and psychological aspect.

## 3) Teachers' factors

Teachers have different technique styles, skills in teaching subject materials. There are some aspects that caused them:

- a) The teachers who do not have teachers' training background. Their teaching ability is lower than the teachers who have teachers' training background.
- b) The teachers who have teachers' educational background but they do not have adequate teaching experiences; their skill will be lower than the teachers who have much teaching experiences.

## 4) The characteristics of material

Every subject have different characteristics, there are such as easy, little hard, and hard.

## 5) The conditional of classes

The conditions of classes are the other side that should be paid attention by teachers while they choose teaching technique. It always actuates based on students psychology. The conditions of classes also include a number of students.

6) Learning facilities

In using teaching technique, teachers should be supported by learning facilities. The facilitation which used by teachers should be proper with the characteristics of teaching technique that will be used.<sup>22</sup>

**d. The Steps of Writing Task**

According to Syaiful Bahri Djamarah, et al. There are the steps should have followed using writing task strategy as follow:

1) Giving Task face

The task that gives to students should be decision:

- a) The gold will catch
- b) Kind of the task should clear and effusion so that the students understand with the task gives.
- c) The task suitable with students skills
- d) There are guides, the resource that can help students in their work.
- e) Give them enough time to do their work.

2) The steps to performed the task

- a) Giving guidance/watch of teacher
- b) Giving encourage so that the students want to do it
- c) Effort/to do by students self
- d) Suggested to the students write the results that he/she get well and systematically.

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<sup>22</sup> Djamarah, Syaiful Bahri and Drs. Aswan Zain. *Ibid.* p. 86-87

- 3) The responsibility of the task face
  - a) The students' report in orally even though write from what they do
  - b) There are question and answer/discussion class
  - c) Evaluating for the students' work with the test or no test.

### 3. Writing Essay

Writing can be such as essay, it consists of paragraph. Related to paragraph, Reid (1988) says that defines it as a series of sentence that develop one idea.<sup>23</sup>

According to Sutanto, Essay writing is a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of essay is too long and too complex to discuss in one paragraph. Therefore, you must divide the topic into several paragraphs, one for each major point. Then, you must tie all of separate paragraph together by adding an introduction and a conclusion.<sup>24</sup>

An essay has three main parts, there are:

- a. An introduction paragraph
- b. A body paragraph (least one, but usually two or more paragraphs)
- c. A concluding paragraph.<sup>25</sup>

Furthermore, Oshima and Hague says that defines that an essay as a piece of writing several paragraphs long instead of just one or two paragraphs. It is written about one topic, just as a paragraph is. However, the topic of an essay is

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<sup>23</sup> Reid, Joy M. *The Process of Composition*. Engelwood Cliffs, New Jersey: Prentice Hall Regents. 1988 p.8

<sup>24</sup> Leo, Sutanto. *Op, Cit*. p. 32

<sup>25</sup> Oshima, Alice and Ann Hogue. *Writing Academic English: A Writing and Sentence Structure Handbook*. Second Edition. Menlo Park, California: Addison-Wesley Publishing Company. 1991 p. 76

too long and too complex to discuss in one paragraph. Therefore, they can be divided into several paragraphs, one for each major point. Then, all of the separate paragraphs must be tied together by adding an introduction and a conclusion.<sup>26</sup>

Dealing with J. Michael: to write well, students need to incorporate the purpose or prompt into their own unique approach to writing. How do they do this? By calling on several different kinds of knowledge. Let's assume that you have asked a student to write an essay on an experience the class shared together, perhaps watching a demonstration on home fire safety conducted in the classroom by local firefighters. The purpose of the essay is to convey to other students precaution they can follow in fire safety. In writing the essay, your students will rely on at least four types of knowledge: knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three other types of knowledge in composing a written product.<sup>27</sup>

William Faulkner said that, without knowledge of historical context behind the writing it is not possible for the reader to understand the text validly. As stated in the above example using Philip Dick's novel as a model, without knowing the historicity and cultural background of the period in which the novel was written can lead to error in interpreting the text itself. Without knowledge of the author and the author's background can a reader begin to interpret the text in the manner that the author intended? The 5055 reader may very well take as

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<sup>26</sup> Oshma, *Ibid*, p. 77

<sup>27</sup> O'malley, J. Michael and Lorraine Valdez Pierre, *Op, Cit*. p. 136

historical fact the apocalyptic world that Dick has created. The reader may not even possess the background to understand what science fiction or satire is.<sup>28</sup>

Based on definition above, essay writing is not more difficulty than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

#### **a. The Types of Writing Essay**

From Wikipedia, there are types of essay:

##### 1) Descriptive Essay

The aim of descriptive essay is to provide a vivid picture of a person, location, object, events or debate. It will offer details that will enable the reader to imagine the item describe.

##### 2) Narrative Essay

The aim of a narrative essay is to describe a course of events from a subjective vantage point, and may be written in first person present or first person past tense. Though not always chronological, narrative essay do follow the development of a person through a series of experiences and reflections. The focus of the essay is often to more clearly identify the point of view of the narrator and to express common feature of subjectivity.

##### 3) Compare and Contrast Essay

The aim of compare and contrast essay is to develop the relationship between two or more things. Generally, the goal is to show that superficial

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<sup>28</sup> William Faulkner. *How to Explore Meaning in Text*. 2004

differences or similarities are inadequate, and that closer examination reveals their unobvious, yet significant, relations or differences.

#### 4) Persuasive Essay

In a persuasive essay, the writer tries to persuade reader to accept an idea or agree with an opinion. The writer's purpose is to convince the reader that her or his point is a reasonable one. The persuasive essay should be written in a style that grabs and holds the reader's attention and writer's opinion should be supported by strong supporting details.

#### 5) Argumentative Essay

Argumentative essay are most often used to address controversial issues. An argument is a position combined with its supporting reasons. Argumentative papers thus set out a main claim and the provide reasons for thinking that the claim is true.<sup>29</sup>

### **b. The Technique of Developing of Essay Writing**

In academic writing, the students might use one or more technique which prefers to apply during the process writing. In addition, process is series of action or operation used in making or doing something.

Furthermore, in making essay to develop a topic of writing, a writers should be considers the technique used, it often called prewriting techniques. Related to prewriting techniques, Langan and Winstanley say that divide into five techniques. There are:

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<sup>29</sup> Wikipedia. <http://www.the-types-of-writing-essay.com>. Access on February 05, 2011

- 1) Brainstorming: Generating the ideas and details by asking as many questions as can think of the subject. Such as question include what, when, why, how, where and who.
- 2) Free-writing: Writing without stopping for ten or so and do not worry about checking spelling or punctuation, erasing mistakes or finding exact words.
- 3) Diagramming: It also known as mapping or clustering. In diagramming, you use lines, boxes, arrows and circles to show relationship between the ideas and details that come to you.
- 4) Making a list: It aim is to generate details and to accumulate as much raw material for writing as possible.
- 5) Preparing a starch outline: Thinking carefully about the exact order in which you will arrange them. The scratch outline is a plan or blue print to help you achieve a unified, supported and organized composition.<sup>30</sup>

Reid said that you must understand and be able to produce the techniques by which academic writers communicate to academic audiences. At the end of course, you will be able to demonstrate a command of the following skills:

- 1) Prewriting: think before writing
- 2) Organization: write straight forward prose
- 3) Development: support ideas
- 4) Revision: look again, change and strengthen
- 5) Grammar and mechanics<sup>31</sup>

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<sup>30</sup> Langan, John and Sharon Winstanley. *Collect Writing Skill with Readings*. Toronto: Mc Graw-Hill Ryeson Limited. 1996, p. 17

### **c. The Process of Writing Essay**

#### **1) Stage I: Prewriting**

Reid said that points out that prewriting are viewed as thinking before writing. A writer will strive hard to perform the product of his writing in a good performance either in the aspect of content, organization, vocabulary, language use, or mechanics.<sup>32</sup> To reach a qualified writing product, of course, it needs an adequate preparation.

##### **a) Prewriting step 1 Choosing and Narrowing a Topic**

For every type of writing assignment, choosing and narrowing the topic to be developed is very crucial. There are some basic considerations that you should take into a count before developing the draft of your writing intended. The considerations should be directed to some prominent aspects, such as understanding the assignment, choosing a subject that is interesting, narrowing the subject into a specific topic so that it will be easily and adequately covered within the limits of the assignment, collecting ideas, and considering the audiences (Reid, 1988: 15).<sup>33</sup>

##### **b) Prewriting step 2 Brainstorming**

Brainstorming activities are done by a student is to collect or generate ideas and details in a process of writing. Brainstorming refers to the activities of storming the brain as to get started writing more quickly and economize the students' time in the following stages of the writing process.

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<sup>31</sup> Reid, *Op Cit.* p. 1-2

<sup>32</sup> Reid. *Ibid.* p. 45

<sup>33</sup> Reid. *Ibid.* p. 15

According to Oshima and Hogue (1991) in Syafi'i there are three useful brainstorming techniques can be applied by every students in the effort of developing their material (specific subject). They are listing, free writing, and clustering.<sup>34</sup>

### *1) Listing*

Listing is the one of brainstorming techniques in which you can think about your topic and quickly make a list of whatever words or phrases come into your mind. The followings are the procedures of how to do listing in writing a paper.

1. Write down your general topic at the top of the paper
2. Write a list of every word, phrases or sentences about the topic that comes into your mind. Do not stop or give up till the next words, phrases or sentences come. Keep the ideas flowing. The stronger you think about the word or phrase you need, the better ideas-word or phrase will flow from your head. No matter if you stay on the general topic words or phrases, you can keep writing them down completely. Do not worry about it-you can cross it out later.

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<sup>34</sup> Syafi'I *Op Cit.* p. 12

3. Use words, phrases, or sentences you have got before. Do not worry about spelling or grammatical mistakes or errors. Remember, your main objective is to “jot down” as quickly as they come to you without worrying about either the idea is important, interesting, or relevant to your specific subject.

## **2) Free Writing**

Free writing is a brainstorming activity in which you are to write freely about a topic you are developing. It aims at getting a specific focus of your specific subject. While you are writing down, one idea will spark another idea. Free writing is directed to generate as many ideas as possible you can write down without worrying about appropriateness, grammatical structure order, spelling, logic, or organization. Remember that free writing is a “practice ” of writing process so as to collect the ideas about the topic or subject.

## **2) Stage II: Planning (Outlining)**

In the planning stage II, you need to organize the ideas generated by brainstorming. The most successful way to organize the ideas generated is that making an outline from a brainstorming list (Syafi'i, 2007: 21).<sup>35</sup>

### **a) Step I: Brainstorming by Listing**

The following model shows how to develop an outline from a brainstorming list.

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<sup>35</sup> Syafi'i. *Ibid.* p. 21

**Model: Listing****Metropolitan City's Problem**

Busses and streetcars	Accidents
Dirty bus interiors	Daily schedules
Late bus arrival	Commuter traffic
Housing is expensive	Passengers are victims
High property values	No parking lot
Need affordable rentals	High rents
Expensive apartments	Shortage of rental units
Impossible to buy property	Congested streets
Traffic jams	Increasing crimes
Heavy downtown traffics	Too many cars
Late arrival	No rent control
Arrive in bunches	Unsafe streets
Missed appointments	Extra waiting time

**b) Step 2: Grouping**

The following step is that, going over the list and mark all points related to the same ideas with the same symbol or capital letter-A, B, or C.

**Model: Grouping**

(A) Busses and streetcars	(C) Accidents
(A) Dirty bus interiors	(A) Daily schedules
(B) Late bus arrival	(C) Commuter traffic
(C) Housing is expensive	(A) Passengers are victims
(B) High property values	(C) No parking lot
(B) Need affordable rentals	(B) High rents
(B) Expensive apartments	(B) Shortage of rental units
(B) Impossible to buy property	(C) Congested streets
(C) Traffic jams	(C) Increasing crimes
(C) Heavy downtown traffics	(C) Too many cars
(A) Late arrival	(B) No rent control
(A) Arrive in bunches	(C) Unsafe streets
(A) Missed appointments	(A) Extra waiting time

Now you are going to list all the A's, B's, C's or etc. In sub-lists, as follows: cross out the points which are duplicates or you don't want to use. In short, you use the sub-lists that are relevant to the list you have made, don't use sub-lists in which they are irrelevant to the topic of your intended.

**c) Step 3: Writing the Topic Sentence**

After grouping the list into the group, every writer has to develop a topic sentence as to cover the points listed in the group. The topic of the group is obvious is that *public transportation*. Moreover, most of the points are about unreliability of public transportation. Unreliability is controlling idea, and a topic sentence might be:

One problem is the city’s unreliable public transportation or one of the biggest problems is the unreliability of the city’s public transportation system.

**d) Step 4: Simple Outlining**

An outline is viewed as a plan for a paragraph. In an outline, you have to write down the main points and sub-points in the order in which you plan to write about them. The following is an example of a simple outline of the ideas about “the unreliable public transportation” in metropolitan city.

**Model: Simple Outline**

Topic sentence	One problem is the city’s reliable public transportation.
Supporting point	1. Daily schedules are unreliable
Supporting detail	- Late arrivals
Supporting detail	- Arrive in bunches
Supporting point	2. Passengers are victims
Supporting detail	- Are late to appointments
Supporting detail	- Must allow extra time to wait for busses

Oshima and Hoque (1991)

Working with an outline will be relatively easier to develop a paragraph about the topic intended. In this case, of course, you will be guided by an outline about *the problems of transportation in Metropolitan City* mentioned above. It is outstandingly seen in the outline that there is a topic sentence, two main supporting points, and two supporting details for each main point.

### **3) Stage 3: Writing and Revising Draft**

#### **a. Step 1: Writing the First Rough Draft**

The processes are as follows:

- 1) Write down who your audience will be and the purpose of your writing is.
- 2) Write down the topic sentence and underline it. By doing this idea, it will remind you about the focus of your paragraph.
- 3) Skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow you to add more details, information, examples, etc., in order for you to fully develop your points. Besides, you can also add comments in the margins for your attention later on, on such as “defining, checking spelling, adding an example, and so on.
- 4) Write your paragraph, following your outline as closely as possible. Try to write steadily. It is not necessary to add ideas in which they are not in your outline if you are not sure they relevant.
- 5) Do not worry about grammar, punctuation, or spelling. This first rough draft does not to be perfect because your main goal is to write down as much information as possible you can write about your topic. Furthermore, do not forget to follow the points in your outline.

Above all, you should remember that writing is a continuous process of discovery. Therefore, as you are writing, you will think of new ideas that may not be on your brainstorming list or in your outline. In short, you can add new ideas or delete original ones at any time in the writing process. Be sure that any ideas are relevant.

**b. Step 2: Revising Content and Organization**

- 1) Read over the paragraph carefully for a general overview. Then, focus on the general aspects of the paper and make notations in the margins, so that you can write parts that need to be improved.
- 2) Check it over whether you have reached your stated purpose or not.
- 3) Check carefully for general logic and coherence as to provide your audience with the ability of following and understanding your ideas stated easily.
- 4) Check as to ensure that your paragraph has a topic sentence and then the topic sentence has a controlling idea.
- 5) Check for the unity. Cross out the sentences that do not support the topic sentence.
- 6) Check to make sure that the controlling idea is developed with sufficient supporting details. Be sure that each paragraph gives the reader enough information to understand the main idea. If the main point lacks sufficient information, make a notation in the margin such as: “add more details” or add an example”. Make sure that you are not using general statements for supports.
- 7) Check the use of your transition signals. If you inappropriate transitional signals, you may have illogical statements.
- 8) Finally, does your paragraph have or need a concluding sentence? If you write a final comment, it should be related to the topic you are developing.<sup>36</sup>

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<sup>36</sup> Syafi'i. *Ibid.* p.132

## **B. The Relevant Research**

As a Matter of fact, there are some preliminary researchers regarding with students' ability in writing, one of which done by Dewi Sasmita (2011), the research was action "Using Word Map to Improve Students' Ability in Writing Descriptive Paragraph at SMA Muhammadiyah Bangkinang". The objective of the research are to know the students' in writing descriptive paragraph by using Word Map and to investigate if there is any difference between students' ability in writing paragraph before and after using Word Map. The similarity is the problem of this research in this case problem in students' ability in writing and the same of research design is experimental research while differences about strategy that used is different. My research is focus on giving writing task toward students' ability in writing essay.

The second is using task, done by Herlina (2008) entitled "The Effectiveness of Using Communicative Language Teaching (CTL) in Developing Students' Activities in Completing Pair and Group Task at The Second Year of MAN 2 Model Pekanbaru".

She found that there is a significant influence between Using Communicative Language Teaching (CTL) in Developing Students' Activities in Completing Pair and Group Task at The Second Year of MAN 2 Model Pekanbaru.

At the last of the research Herlina, the conclusion for the teachers at MAN Model 2 Pekanbaru is: The students' achievement in writing short paragraph by using picture is enough, where the average score is 72.

The first hypothesis is accepted. Meaning that there is significant different on the Developing Students' Activities in Completing Pair and Group Task at the Second Year of MAN 2 Model Pekanbaru.

The last is Nella Ebtrada (2010), entitled: A Study on the Second Year Students in Writing Essay at the English Study Program of FKIP-UIR Pekanbaru. She wants to find out the students' writing essay on the second year at the English Study Program of FKIP-UIR Pekanbaru.

The analysis of the students' ability in writing essay as follows:

A research from Nella Ebtrada. *In her research designs, she rises up the problem about the difficulties of the students of the second year at the English Study Program of FKIP-UIR Pekanbaru in writing essay.*

Based on the analyzed that is done by Nella Ebtrada, she found the result of the research that there is a significant influence between a study on the second year students in writing essay at the English Study Program of FKIP-UIR Pekanbaru.

At the last of the research Nella Ebtrada, the conclusion and the suggestion for the teachers at English Study Program of FKIP-UIR Pekanbaru:

1. The students' achievement in writing essay, where the average score is 72.
2. The first hypothesis is accepted. Meaning that there is significant different on the second year students in writing essay at the English Study Program of FKIP-UIR Pekanbaru.

### **C. The Operational Concept**

Operational concept is presented to give further elaboration about theoretical framework to clarify the theories used in this research. It primarily deals with the ability of the second year's students of MTs Nurul Yakin Pengalihan giving writing task toward students' ability in essay writing. In this research, there are two variables that will be operated. There are as follows:

#### ***Variable X: The effectiveness of giving writing task***

- a. The teacher gives writing tasks to the students based on students' ability.
- b. The teacher gives enough time for students to do the tasks.
- c. The teacher gives instruction clearly about the way of making writing task before they do the task.
- d. The teacher returns the tasks that have been checked to her students.
- e. The teacher gives chance to the students asking the writing task that they are not understanding.

#### **Variable Y: Students' ability in essay writing**

- a. The students are able to find out the idea in writing essay
- b. The students are able to express their ideas.
- c. The students are able to use simple presentence in writing essay.
- d. The students are able to recognize the topic of writing essay.
- e. The students are able to do writing tasks given by the teacher correctly.
- f. The aspect above help the teachers to effectiveness giving writing task toward students' ability in essay writing.

#### **D. The Assumption and Hypothesis**

Based on limitation of the problem above, the writer assumes that the second year students of MTs Nurul Yakin Pengailihan in academic 2010/2011 are able to effectiveness of giving writing task toward students' ability in writing essay, they have learn study writing during their study. The writer also assumes that those students have ability in essay writing.

#### **E. The hypothesis**

Statically hypothesis

$H_0 = t_0 > t\text{-table}$

$H_a = t_0 < t\text{-table}$

Criteria of hypothesis:

- a.  $H_0$  is accepted if  $t_0 > t\text{-table}$  or it can be said that there is effectiveness of giving writing task toward students' ability in essay writing.
- b.  $H_a$  is accepted if  $t_0 < t\text{-table}$  or there is no effectiveness of giving writing task toward students' ability in essay writing.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The method of this research is experiment research which is intended to find out the effectiveness of giving writing task toward students' ability in writing essay. This research used pre-test and post test. The firstly the writer did pre test and the second the writer gave writing tasks as post test. The research consists of two variables. There are the Writing Task as independent variable (X) and students' ability in writing essay as dependent variable (Y).

According to Johnson said that a classroom experiment of this type involves selecting a sample of students, randomly assigning them to experimental and control groups with an alternative treatment and finally each group performs on the dependent variable. The most essential characteristic of an experiment is that the researcher manipulates the independent variable; that is the researcher design and set up the experimental and control treatment.<sup>37</sup>

Dealing with Sugiyono, the type of experimental design of this research is comparing the result after and before giving treatment.<sup>38</sup> In addition, Gay stated

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<sup>37</sup>Donna M. Johnson. *Approaches to Research in Second Language Learning*. London: University of Arizona. 1992. p.165

<sup>38</sup>Sugiyono. *Metode Penelitian Admisnistrasi*. Bandung: CV. Alfabeta. 2005.

that Experiment is the quantitative approaches that provide the greatest degree of control over the research procedure.<sup>39</sup>

**Table III.1**  
**The Research Design**

Class	Pre-test	Treatment	Post-test
Experiment	$X_1$	T	$X_2$
Control	$Y_1$		$Y_2$

Where:

$X_1$  : The students' ability in essay writing before treatment of experiment class

$Y_1$  : The students' ability in essay writing before treatment of control class

T : Teaching writing by giving writing task (treatment)

$X_2$  : The students' ability in essay writing after treatment of experiment class

$Y_2$  : The students' ability in essay writing after treatment of control class

## **B. The Location and Time of the Research**

This research was conducted of second year's students of MTs Nurul Yakin Pengalihan on February 2011.

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<sup>39</sup> L. R. Gay. *Educational Research: Competences for Analysis and Application Sixth Edition*. New Jersey: Prentice – Hall. 2002. p. 387.

### C. The Subject and Object of the Research

The subject of study was the second year students of MTsNurul Yakin Pengalihan, and the object this study is the effectiveness of giving writing task toward students' ability in essay writing.

### D. The Population and the Sample of the Research

#### 1. The Population

The population of the study was all of the second year students of MTs Nurul Yakin Pengalihan. The total population of the second year students was 80 persons. They consisted of 2 classes, VIII A and VIII B.

#### 1. The Sample

Sample is a finite part of a statistical population whose properties are studied to gain information about the whole, it point by Arikunto.<sup>40</sup> Since the total population was quite large, so the writer applied the sampling technique. According to Arikunto states that if a writer wants to research the element of the population, so the research is called sampling technique. Those all of them are taken to be sample<sup>41</sup>.

**Table III.2**  
**Sample of population of the research**

No	Class	Population	Sample
1	VIII A	40	Experimental Class
2	VIII B	40	Control Class
Total		80	80

<sup>40</sup> Arikunto, Suharsimi, dkk. *Penelitian Tindakan Kelas*. Bumi Aksara: Jakarta. 2006. p. 131

<sup>41</sup> Arikunto, Suharsimi, dkk. *Ibid*. p. 134

## E. The Techniques of the Data Collection

The data were collected by using some technique, they are:

### a. Observation

The researcher giving writing task at MTS Nurul Yakin Pengalihan to find out the effectiveness of giving writing task toward students' ability in writing essay based on the activity of experimental class and observed by the English teacher at MTs Nurul Yakin Pengalihan.

### b. Test

This technique was used to collect the data about the students' ability in essay writing obtained from written test. The test was divided into two types: the first was pretest and it was given before the treatment. The second was post test that intended to obtain the students' ability in essay writing of the second year at MTs Nurul Yakin Pengalihan.

Furthermore, for writing ability test; the writer uses the Teaching ESL Composition: principles and techniques that found in Hughey, et al. The profile consists of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales are used:

#### 1. Content

Level	Criteria
30 – 27	<b>Excellent to Very Good:</b> knowledgeable, substantive, and relevant to assigned topic.
26 – 22	<b>Good to Average:</b> some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail.

**21 – 17 Fair to Poor:** limited knowledge of subject, little substance, inadequate development of topic

**16 – 13 Very poor:** does not show knowledge of subject, none—substantive, not enough to evaluate.

## 2. Organization

### Level Criteria

**20 - 18 Excellent to Very Good:** fluent expression, ideas clearly stated supported, well-organized, logical sequencing, cohesive.

**17 – 14 Good to Average:** somewhat copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

**13 – 10 Fair to Poor:** non-fluent, an idea confused or disconnected, lack logical sequence and development.

**9 – 7 Very poor:** does not communicate, no organization, no enough to evaluate.

## 3. Vocabulary

### Level Criteria

**20 – 18 Excellent to Very Good:** effective word/idiom choice and usage, word form mastery

**17 – 14 Good to Average:** occasional errors of word/idiom form, choice, usage but meaning not obscured

- 13 – 10 Fair to Poor:** frequent errors of word/idiom form, choice, usage, meaning confused not obscured
- 9 – 7 Very poor:** little knowledge of English vocabulary, idioms, word form, not enough to evaluate.

#### 4. Language Use

##### Level Criteria

- 25 – 22 Excellent to Very Good:** effective complex construction, few errors of agreement, tense, number, articles, pronouns, and prepositions.
- 21 – 18 Good to Average:** effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, articles, pronouns, prepositions and/or fragments, deletions, meaning confused or obscured.
- 10 – 9 Very poor:** virtually no mastery of sentence construction rules, dominated by errors, does communicate, not enough to evaluate.

#### 5. Mechanics

##### Level Criteria

- 5 Excellent to Very Good:** demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.
- 4 Good to Average:** occasional errors of spelling, punctuation, capitalization but meaning not obscured

- 3 **Fair to Poor:** frequent errors of spelling, punctuation, capitalization, meaning confused or obscured.
- 2 **Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, sentencing, not enough to evaluate.<sup>42</sup>

The collect the data, the writer used pre-test and post-test. The test in this research consisted of topic, for each test. The writing results were evaluated by concerning five components and each component had the score of level. The specification of the test is as follow:

**Table III.3**  
**The specification of the test**

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanic	5

#### **F. The Technique of the Data Analysis**

In analyzing data, the researcher use score of pre-test and post-test of the students. The scores were analyzed by using statistical analysis that  $t_{test}$  should be used, variance homogeneity should be found first. Homogeneity test was used to find out whether the two classes of data have homogenous variance or not. The process to analyze the data as follows:

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<sup>42</sup> Hughey. *Op Cit.* p. 140

1. Find out the means score of control ( $M_x$ ) and means score of experiment class ( $M_y$ ). The formula as follow:

$$M_x = \frac{\sum x}{N} \text{ and } M_y = \frac{\sum y}{N}$$

Where:

$M_x$  = Mean score of control class

$M_y$  = Mean score of experiment class

$x$  = Difference score of control class

$y$  = Difference score of experiment class

$N$  = Number of students

2. Find out the variance of control class ( $\sum x^2$ ) and the variance of experiment class ( $\sum y^2$ ). The formula as follow:

$$\sum x^2 = \sum x^2 - \frac{(\sum x)^2}{N} \text{ and } \sum y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

Where:

$x^2$  = Variance of control class

$y^2$  = Variance of experiment class

$x$  = Difference score of control class

$y$  = Difference score of experiment class

$N$  = Number of students

3. Find out homogeneity test.

The formula as follows:

$$f_{\text{calculated}} = \frac{\text{the greater variance}}{\text{the lesser variance}}$$

4. Find out t-test statistic.

The formula as follow:

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

Where:

t = The t-test statistic

$M_x$  = Mean score of control class

$M_y$  = Mean score of experiment class

$x^2$  = Variance of control class

$y^2$  = Variance of experiment class

N = Number of students <sup>43</sup>

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<sup>43</sup> Arikunto, Suharsimi, *Ibid.* p. 311

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Data Presentation**

##### **1. Description of the Research Variable**

This research consists of two variables; they are X (the effectiveness of giving writing task) and Y (students' ability in writing essay at the second year of Second Year of MTs Nurul Yakin Pengalihan). Therefore, X is an independent variable and Y is a dependent variable.

##### **2. The Data Presentations**

The data presentation of this research was the scores of students' test in writing essay. The data was taken twice, pre-test (before given writing task) and post test (after given writing task). In writing task, students made writing essay. The teacher gave scores the students in completing writing task one by one.

##### **a. The Data Presentation of Students' Ability in Writing Essay Before Given Writing Task.**

The data presentation of students' ability in writing essay before given writing task is very low, it can be seen that the students' ability in writing essay score before the teacher given writing task. The score can be categorized into very good, good, enough, less, and fail. Students' ability in writing essay score can be seen in the table below:

1) Pre-test of Experiment Class Score

**Table IV. 1**  
**Students' Ability in Writing Essay Score**  
**In Pre-Test of Experiment Class**

<b>Sample</b>	<b>Score</b>	<b>Category</b>
Student 1	40	Poor
Student 2	52	Poor to Average
Student 3	52	Poor to Average
Student 4	52	Poor to Average
Student 5	36	Poor
Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	44	Poor
Student 11	60	Average to Good
Student 12	36	Poor
Student 13	40	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	60	Average to Good
Student 19	44	Poor
Student 20	48	Poor
Student 21	48	Poor
Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	52	Poor to Average
Student 25	60	Average to Good
Student 26	44	Poor
Student 27	48	Poor
Student 28	48	Poor
Student 29	52	Poor to Average
Student 30	52	Poor to Average
Student 31	56	Poor to Average
Student 32	36	Poor
Student 33	48	Poor
Student 34	60	Average to Good
Student 35	60	Average to Good
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	56	Poor to Average
Student 39	52	Poor to Average
Student 40	60	Average to Good

**Source: Result of Researched 2011**

Based on the table above, it can be seen that percentages the students' ability in writing essay score before given writing task. The score can be categorized into very good, good, enough, less, and fail. No one of student got very good and good categories, 8 (20%) students of 40 students get enough, 17 (42.5%) students got less, and 15 (37.5%) students got fail. The following table is the percentage of students' score in writing essay.

**Table IV. 2**  
**Percentages of Students' Ability in Writing Essay Score**  
**In Pre-Test of Experiment Class**

No	Category	Frequency	Percentage
1	Very Good	-	-
2	Good	-	-
3	Enough	8	20%
4	Less	17	42.5%
5	Fail	15	37.5%
<b>Total</b>		<b>40</b>	<b>100%</b>

$$Percentage: \frac{\sum F}{N} \times 100\% = \frac{8}{40} \times 100 = 20\%$$

The students' score in writing essay before given writing task in experiment class is fall into level 50-59. Meaning that, they belong to fewer categories because the highest score is 17 (42.5%).

## 2) Pre-Test of Control Class

**Table IV. 3**  
**Students' Ability in Writing Essay Score**  
**In Pre-Test of Control Class**

Sample	Score	Category
Student 1	40	Poor
Student 2	52	Poor to Average
Student 3	52	Poor to Average
Student 4	52	Poor to Average
Student 5	36	Poor
Student 6	48	Poor
Student 7	60	Average to Good
Student 8	52	Poor to Average
Student 9	56	Poor to Average
Student 10	44	Poor
Student 11	60	Average to Good
Student 12	36	Poor
Student 13	40	Poor
Student 14	48	Poor
Student 15	52	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	60	Average to Good
Student 19	44	Poor
Student 20	48	Poor
Student 21	48	Poor
Student 22	52	Poor to Average
Student 23	56	Poor to Average
Student 24	52	Poor to Average
Student 25	60	Average to Good
Student 26	44	Poor
Student 27	48	Poor
Student 28	48	Poor
Student 29	52	Poor to Average
Student 30	52	Poor to Average
Student 31	56	Poor to Average
Student 32	36	Poor
Student 33	48	Poor
Student 34	60	Average to Good
Student 35	60	Average to Good
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	56	Poor to Average
Student 39	52	Poor to Average
Student 40	60	Average to Good

**Source: Result of Researched 2011**

Based on the table above, it can be seen that the students' scores in writing essay can be categorized into very good, good, enough, less, and fail. None of student got very good and good category, 10 (25%) students got enough, 16 (40%) students got less, and 14 (35%) students got fail. The percentage of students' score in writing essay can be seen in the following table:

**Table IV. 4**  
**Percentage of Students' Ability in Essay Writing Score**  
**In Pre-Test of Control Class**

No	Category	Frequency	Percentage
1	Very Good	-	-
2	Good	-	-
3	Enough	10	25%
4	Less	16	40%
5	Fail	14	35%
<b>Total</b>		<b>40</b>	<b>100%</b>

$$Percentage : \frac{\sum F}{N} \times 100\% = \frac{10}{40} \times 100 = 25\%$$

The students' score in writing essay in pre-test of control class fall into level 60-69. Meaning that, they belong to fewer categories because the highest score is 16 (40%).

**a. The Data Presentation of Students' Ability in Writing Essay After Given Writing Task**

The data presentations students' ability in writing essay after given writing task can be seen in the table below:

### 1) Post-Test of Experiment Class

**Table IV. 5**  
**Students' Ability in Writing Essay Score**  
**In Post-Test of Experiment Class**

<b>Sample</b>	<b>Score</b>	<b>Category</b>
Student 1	52	Poor to Average
Student 2	56	Poor to Average
Student 3	48	Poor
Student 4	60	Average to Good
Student 5	48	Poor
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	56	Poor to Average
Student 9	56	Poor to Average
Student 10	52	Poor to Average
Student 11	68	Average to Good
Student 12	56	Poor to Average
Student 13	60	Average to Good
Student 14	56	Poor to Average
Student 15	56	Poor to Average
Student 16	56	Poor to Average
Student 17	52	Poor to Average
Student 18	64	Average to Good
Student 19	68	Average to Good
Student 20	56	Poor to Average
Student 21	52	Poor to Average
Student 22	56	Poor to Average
Student 23	60	Average to Good
Student 24	60	Average to Good
Student 25	48	Poor
Student 26	56	Poor to Average
Student 27	52	Poor to Average
Student 28	72	Average to Good
Student 29	56	Poor to Average
Student 30	56	Poor to Average
Student 31	52	Poor to Average
Student 32	56	Poor to Average
Student 33	76	Average to Good
Student 34	60	Average to Good
Student 35	48	Poor
Student 36	56	Poor to Average
Student 37	68	Average to Good
Student 38	56	Poor to Average
Student 39	56	Poor to Average
Student 40	56	Poor to Average

**Source: Result of Researched 2011**

Based on the table above, it can be seen that the students' ability in writing essay can be categorized into good to excellent, average to good, poor to average, and poor. From the table seen, none of the student got good to excellent, 12 (30%) students got average to good category, 24 students (60%) got poor to average, 4 (10%) students got poor. The percentage of the students' score in writing essay can be seen in the following table:

**Table IV. 6**  
**Percentage of Students' Ability in Writing Essay Score**  
**In Post-Test of Experiment Class**

No	Category	Frequency	Percentage
1	Good to Excellent		
2	Average to Good	12	30
3	Poor to Average	24	60
4	Poor	4	10
<b>Total</b>		40	100%

$$Percentage : \frac{\sum F}{N} \times 100\% = \frac{2}{40} \times 100 = 5\%$$

The students' ability in writing essay in post-test of Experiment class falls into level 70-79, meaning that, they belong to poor to average category because the highest score is 24 (60%).

## 2) Post-Test of Control Class

**Table IV. 7**  
**Students' Ability in Writing Essay Score**  
**In Post-Test of Control Class**

<b>Sample</b>	<b>Score</b>	<b>Category</b>
Student 1	64	Average to Good
Student 2	72	Average to Good
Student 3	76	Average to Good
Student 4	84	Good to Excellent
Student 5	64	Average to Good
Student 6	56	Poor to Average
Student 7	64	Average to Good
Student 8	72	Average to Good
Student 9	64	Average to Good
Student 10	68	Average to Good
Student 11	64	Average to Good
Student 12	56	Poor to Average
Student 13	56	Poor to Average
Student 14	60	Average to Good
Student 15	56	Poor to Average
Student 16	60	Average to Good
Student 17	64	Average to Good
Student 18	76	Average to Good
Student 19	60	Average to Good
Student 20	64	Average to Good
Student 21	76	Average to Good
Student 22	80	Good to Excellent
Student 23	68	Average to Good
Student 24	56	Poor to Average
Student 25	60	Average to Good
Student 26	80	Good to Excellent
Student 27	60	Average to Good
Student 28	76	Average to Good
Student 29	60	Average to Good
Student 30	56	Poor to Average
Student 31	60	Average to Good
Student 32	84	Good to Excellent
Student 33	56	Poor to Average
Student 34	80	Good to Excellent
Student 35	56	Poor to Average
Student 36	60	Average to Good
Student 37	52	Poor to Average
Student 38	76	Average to Good
Student 39	52	Poor to Average
Student 40	56	Poor to Average

**Source: Result of Researched 2011**

Based on the table above, it can be seen that the students' ability in writing essay can be categorized into good to excellent, average to good, poor to average, and poor. From the table seen, 5 students (12.5%) got good to excellent, 24 students (60%) of 40 students got average to good category, and 11 students (27.5%) got poor to average. The percentage of the students' score in essay writing can be seen in the following table:

**Table IV. 8**  
**Percentage of Students' Ability in Writing Essay Score**  
**In Post-Test of Control Class**

No	Category	Frequency	Percentage
1	Good to Excellent	5	12.5
2	Average to Good	24	60
3	Poor to Average	11	27.5
4	Poor		
Total		40	100%

$$Percentage : \frac{\sum F}{N} \times 100\% = \frac{5}{40} \times 100 = 12.5\%$$

The students' score in writing essay in post-test of control class fall into level 80-89, meaning that, they belong to Good to Excellent category because the highest score is 5 (12.5%).

**b. The Differences between students' ability in writing essay before and after given writing task**

From the data presentations above, there are any different between students score in writing essay before given writing task (Pre-test) and students score in writing essay after given writing task (Post-test). It can be seen clearly based on the table below:

**Table IV. 9**  
**Recapitulations of Students' Ability in Writing Essay Score**  
**In Pre-test of Experiment Class and Control Class**

No	Category	Experiment Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
1	Good to Excellent	-	-	-	-
2	Average to Good	8	20	10	25
3	Poor to Average	13	32.5	15	37.5
4	Poor	19	47.5	15	37.5
<b>Total</b>		40	100%	40	100%

**Source: The results of the research**

Based on the table above, seen that in pre-test of experimental class, none of student got "Good to Excellent", 8 (20%) students got "Average to Good", 13 (32.5%) students got "Poor to Average", and 19 (47.5%) students got "Poor". In addition, in pre-test of control class seen that none of students got "Good to Excellent", 10 (25%) students got "Average to Good", 15 (37.5%) students got "Poor to Average", and 15 (37.5%) students got "Poor". The students' score in writing essay before given writing task can be classified in "Poor to Average".

**Table IV. 10**  
**Recapitulations of Students' Ability in Writing Essay Score**  
**In Post-test of Experiment Class and Control Class**

No	Category	Experiment Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
1	Good to Excellent			5	12,5
2	Average to Good	12	30	24	60
3	Poor to Average	24	60	11	27,5
4	Poor	4	10		
<b>Total</b>		40	100%	40	100%

**Source: The results of the research**

The table above shows the students' score of post-test. Test both experiment class and control class. In experiment class seen that none of students got "Good to Excellent", 12 (30%) students got "Average to Good", 24 (60%) students got "Poor to Average", and 4 (10%) students got "Poor". However, in control class any 5 (12.5%) students got "Good to Excellent", 24 (60%) students got "Average to Good", 11(27. 5%) students got "Poor to Average", and none of student got "poor ". The students' score in writing essay after given writing task can be classified in "Average to Good".

Based explanations above, it is clear there are any differences between students score in writing essay before given writing task (Pre-test) and students score in writing essay after given writing task (Post-test).

After getting the result of the data presentations, the researcher will be calculate the difference between pre-test and post-test Experiment class and Control Class based on the data analysis.

### c. Researcher's Activity

The data were presented as the result of observation conducted by the researcher in the class. English teacher of MTS Nurul Yakin observed the researcher as long as the researcher taught the effectiveness of giving writing task. The researcher presented the result of observation in following table:

**Table IV. 11**  
**The Percentage of Teacher's Activity**

No	Writer's Activity	Observation			
		I - II	III - IV	V - VI	VII - VIII
1	The teacher gives writing task based on students' ability	1	1	1	1
2	The teacher gives enough time for students to do the task	1	1	1	1
3	The teacher gives instruction clearly about the way of making writing task before they do the task	0	0	1	1
4	The teacher returns the task that have been checked to her tasks	0	1	0	1
5	The teacher gives chance to the students asking the writing task that they do not understanding.	0	0	1	1
<b>Total</b>		<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mean</b>		<b>0,4</b>	<b>0,6</b>	<b>0,8</b>	<b>10</b>
<b>Percentage</b>		<b>40%</b>	<b>60%</b>	<b>80%</b>	<b>100%</b>

**Source: Result of Researched 2011**

$$\text{Means: } \frac{\sum \text{observationscore}}{\text{writer' sactivity}} = \frac{2}{5} = 0,4$$

$$\text{Percentage: } \frac{\sum \text{observationscore}}{\text{writer' sactivity}} \times 100\% = \frac{2}{5} \times 100 = 40\%$$

From the table above, the researcher has completed all of aspects that have been observed. Every aspect improved from observation I until observation IV. In observation I, the total researcher's activity was 2 (40%) of 5 indicators, in observation II was 3 (60%), in observation III was 4 (80%), and in observation IV was 5 (100%).

Furthermore, to know the score classification, the data can be interpreted to classification of teacher's score. From the teacher's classification score, it can be seen that 85% of teacher's activity is categorized into good to excellent. It means that the teacher has done all the indicators of teacher's activities.

## B. The Data Analysis

**Table IV. 12**  
**Calculated Table of Control Class and Experiment Class**

Control Class				Experiment Class			
Student	Pre-test ( $X_1$ )	Post-test	Difference ( $x$ )	Student	Pre-test ( $Y_1$ )	Post-test ( $Y_2$ )	Difference ( $y$ )
1	48	52	4	1	40	64	24
2	48	56	8	2	52	72	20
3	44	48	4	3	52	76	24
4	56	60	4	4	52	84	32
5	36	48	12	5	36	64	28
6	48	56	8	6	48	56	8
7	60	64	4	7	60	64	4
8	52	56	4	8	52	72	20
9	56	56	0	9	56	64	8
10	36	52	16	10	44	68	24
11	64	68	4	11	60	64	4
12	36	56	20	12	36	56	20
13	44	60	16	13	40	56	16
14	48	56	8	14	48	60	12
15	52	56	4	15	52	56	4
16	56	56	0	16	56	60	4
17	52	52	0	17	52	64	12
18	68	64	-4	18	60	76	16
19	44	68	24	19	44	60	16
20	36	56	20	20	48	64	16
21	60	52	-8	21	48	76	28
22	52	56	4	22	52	80	28
23	56	60	4	23	56	68	12
24	36	60	24	24	52	56	4
25	60	48	-12	25	60	60	0
26	60	56	-4	26	44	80	36
27	52	52	0	27	48	60	12
28	36	72	36	28	48	76	28
29	60	56	-4	29	52	60	8
30	52	56	4	30	52	56	4
31	48	52	4	31	56	60	4
32	60	56	-4	32	36	84	48
33	56	76	20	33	48	56	8
34	52	60	8	34	60	80	20
35	60	48	-12	35	60	56	-4
36	52	56	4	36	60	60	0
37	60	68	8	37	52	52	0
38	52	56	4	38	56	76	20
39	56	56	0	39	52	52	0
40	48	56	8	40	60	56	-4
40	$\sum X$ 2052	$\sum X$ 2292	$\sum x$ 240	$\sum N$ 40	$\sum Y$ 2040	$\sum Y$ 2604	$\sum y$ 564

**Source: Result of Researched 2011**

From the table above, it can be found that  $\sum N=40$ ,  $\sum X_1=2052$ ,  $\sum X_2=2292$ ,  $\sum x=240$ ,  $\sum Y_1=2040$ ,  $\sum Y_2=2604$ , and  $\sum y=564$ .

Furthermore, find out the means score of control ( $M_x$ ) and means score of experiment class ( $M_y$ ).

$$M_x = \frac{\sum x}{N}$$

$$= \frac{240}{40}$$

$$M_x = 6$$

$$M_y = \frac{\sum y}{N}$$

$$= \frac{564}{40}$$

$$M_y = 14.1$$

Then, Finding out the variance of control class ( $\sum x^2$ ) and the variance of experiment class ( $\sum y^2$ ) are as follows:

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

$$= 5312 - \frac{240^2}{40}$$

$$= 5312 - \frac{57600}{40}$$

$$= 5312 - 1440$$

$$\begin{aligned}
\sum x^2 &= 3872 \\
\sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\
&= 13488 - \frac{564^2}{40} \\
&= 13488 - \frac{318096}{40} \\
&= 13488 - 7952.4 \\
\sum y^2 &= 5535.6
\end{aligned}$$

From the analysis above, it is found that the means of control class is 6 and the variance is 3872. While, the means of experiment class is 14.1 and the variance is 5535.6.

From the finding above, there is the difference between the experimental class and control class in term of means and variance. In order to find out the variance homogeneity of both classes, F value can be calculated in the following:

$$\begin{aligned}
f_{calculated} &= \frac{\text{the greater variance}}{\text{the lesser variance}} \\
&= \frac{5535.6}{3872} \\
f_{calculated} &= 1.43
\end{aligned}$$

The value of  $f_{calculated}$  is compared with the value of  $f_{table}$  with dk denominator (40-1=39) and dk counter (40-1=39). Based on the dk and for 5%,  $f_{table}$  value is 1.69. From the explanation, it is found that  $f_{calculated}$  is less than  $f_{table}$  (1.43 < 1.69). Thereby, it can be said that both of groups' variance are homogenous.

Then find out t-test statistic.

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\
 &= \frac{6 - 14.1}{\sqrt{\left(\frac{3872 + 5535.6}{40 + 40 - 2}\right)\left(\frac{1}{40} + \frac{1}{40}\right)}} \\
 &= \frac{-8.1}{\sqrt{\left(\frac{9407.6}{78}\right)\left(\frac{2}{40}\right)}} \\
 &= \frac{-8.1}{\sqrt{\frac{18815.2}{3120}}} \\
 &= \frac{-8.1}{\sqrt{6.03}} \\
 &= \frac{-8.1}{2.456} \\
 t &= 3.298
 \end{aligned}$$

By observing the data analysis, it can be described that  $t_{calculated}$  is 3.298, then to prove whether there is any difference or not,  $t_{calculated}$  is turned to level in alpha decision level ( $\alpha$ ) 0.05 and with the degree freedom 78 ( $df = N_1 + N_2 - 2 = 40 + 40 - 2 = 78$ ). The degree freedom 78 is not found in the  $t_{distribution}$  table. Therefore, the researcher has chosen the closest one that is 60. In the degree freedom of 60 is found that  $t_{distribution}$  is 1.671. It can be concluded that  $t_{calculated} > t_{distribution}$  ( $3.298 > 1.671$ ). It means that  $H_a$  is accepted and  $H_o$  is rejected. In short, there is a difference between students' ability before and after giving writing task at second year students of MTS Nurul Yakin.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' ability in writing essay at the second year of Second Year of MTS Nurul Yakin by the effectiveness of giving writing task.

#### A. Conclusion

Research findings about students' ability in writing essay show that there is a difference between before and after giving writing task. This can be seen in the comparison between the two groups clearly.

1. In the first formulation of the problem, how is students' ability in writing essay before giving writing task? It can be answered that students' ability in writing essay before giving writing task can be classified "Poor to Average".
2. In the second formulation of the problem, how is students' ability in writing essay after giving writing task? It can be answered that students' ability in writing essay after giving writing task can be classified "Average to Good".
3. In the last formulation of the problem, is there any difference between before and after giving writing task at the second year of MTS Nurul Yakin Pengalihan? It can be answered that there is any difference between before and after giving writing task at the second year of MTS Nurul Yakin Pengalihan.

4. The researcher' activity is complete. It can be seen based on observation I until observation VIII. In observation I - II, the total researcher's activity is 2 (40%) of 5 indicators, in observation III - IV is 3 (60%), in observation V - VI is 4 (80%), and in observation VII - VIII is 4 (100%). Classically, the teacher's activities in implementation writing task fall into 85%. It means that the teacher has done all the indicators of teacher's activities.

## **B. Suggestions**

### **1. Suggestion for the Teacher**

The researcher hopes that English teacher to choose an effective way giving writing task to increase students' writing ability. Related to the result of the research, the researcher offers some suggestions as follows:

- a. The effectiveness of giving writing task can make the students chance to apply their skill in writing essay. It is suggested that English teacher can adopt and apply this method in order to improve the students' ability in writing essay.
- b. English teacher should have various methods in teaching and learning process especially in teaching writing.

### **2. Suggestions for the Students**

- a. The students may realize that writing is very important.
- b. The students may use the effectiveness of using writing task to increase their ability in writing essay.
- c. The students have to understand the written English.

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