THE USE IMAGINATIVE METHOD IN IMPROVING WRITING SKILL AT SECOND GRADE SMA AL-KHAERAAT KOLONO CENTRAL SULAWESI

SKRIPSI

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PERNYATAAN

Dengan ini saya menyatakan bahwa Skripsi dengan judul THE USE IMAGINATIVE METHOD IN IMPROVING WRITING SKILL AT SECOND GRADE SMA AL-KHAERAAT KOLONO CENTRAL SULAWESI beserta seluruh isinya adalah benar-benar karya saya sendiri yang di dukung oleh beberapa pendapat para ahli bukan hasil plagiat. Saya siap menangung resiko apa bila ternyata di temukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini.

Makassar, 2017

Yang membuat pernyataan

Hardianti

ABSTRAK

Hardianti. 2017. *The Use Imaginative Method in Improving Writing Skill Second Grade SMA Al-Khaeraat Kolono Central Sulawesi. (*Dibimbing oleh Restu Januarty dan Ulfah Syam).

Penelitian ini bertujuan untuk mengetahui apakah kepada kemampuan siswa dalam menulis descriptive teks.

Penelitian ini merupakan jenis penelitian pre-eksperimental yang menggunakan analisis data secara kualitatif. Data diperoleh melalui pemberian pre-test dan post-test dengan membandingkan nilai yang diperoleh siswa pada saat pre-test dan post-test.

Hasil penelitian ini menunjukkan bahwa metode imaginative efektif dalam meningkatkan kemampuan menulis siswa kelas XI IPA SMA Al-Khaeraat Kolono. Hal ini dibuktikan dengan adanya perbedaan yang signifikan antara pre-test dan post-test. Nilai t-test adalah 6.026 sementara nilai t-table adalah 2.064. Nilai rata-rata siswa pada pre-test 68.2 dan post-test adalah 71.76. Oleh karena itu penulis berharap para guru bahasa ingris dapat menerapkan metode ini untuk mencapai tujuan pembelajaran yang efektif, sistematis dan pragmatis.

Kata kunci: Metode Imajinasi, Keterampilan Menulis

ABSTRACT

Hardianti. 2017. *The Use Imaginative Method in Improving Writing Skill Second Grade SMA Al-Khaeraat Kolono Central Sulawesi. (*Supervised by Restu Januarty and Ulfah Syam).

The research aimed to know whether the use of *Imaginative Method can Improve* writing skill in descriptive text.

The researcher used an pre-experimental research that used quantitative analysis. The data was given by pre-test and post-test with compared the value of students in pre-test and post-test.

The result of this research indicated that the use of *imaginative method* was effective in improving students' writing skill of the second grade students of SMA al-khaeraat Kolono. In this case, there is significant value between pre-test and post-test. The value of t-test was 6,026 meanwhile the value of t-table was 2.064. the value of statistic was higher than t-table (6,026>2.064). The average value of students in the pre-test 68.2 and the post-test was 71.76. Therefore the writer hopes the English teachers especially English Teacher of SMA al-khaeraat kolono could apply this method in improving writing in learning process, to reach the learning purpose that effective, systematic and pragmatic.

Key words: Imaginative Method, Writing Skill

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CHAPTER I

INTRODUCTION

This chapter deals with background, explanation about research question, objective of the research, significant of the research, and scope of the research.

A. Background

In Indonesia, English an important role especially in education. Therefore, English is taught as the first foreign language in all levels of schools and language courses. In school, English has been taught as a local contents. Since The Basic Course Outlines of the 2004 Curriculum (2004:7) in Nurhawaeni states that the objective of leaning English at junior high school as a local content is to develop students' communication ability in the context of school. It means that the students are expected to be able to make simple transactional and interpersonal convertation which is potentially needed to communicate in the context of school. Here, the teacher plays important role since he has to be able to set students interest and motivation in learning English in orde to develop students' ability to communication using all the research they have already acquired to interact with others about their needs and interest.

The students of foreign language are parallel to students learning their first language. They study the language through four skill. The first is mastering listening skill. The students listen to every sound in the environment. The second is mastering speaking skill. In this step, they try

to practice what the students listen. The third is mastering reading skill. They usually start learning this language skill when they study in kindergarten and elementary school. The four is mastering writing skill.

Writing is one of the important skills in teaching english. It has occupied a place in some english course. People need to learn writing in english, for occupational or academic purpose. In writing the students have to get a good capability in writing process and aspects of writing. The writer must be able to arrange their writing in to organize the idea, to construct the sentence, to use punctuation, and spelling well. Besides that, they must be able to arrange their writing in to cohesive and coherent paragraph and text. When the teachers teach english writing skill in the school, sometimes, they will find many students who have middle ability and may be will find many students who have low ability in writing skill. Many students have mistake in english writing, because they don't have talent to write well. This is not necessarily true, you can learn to write effectively if you are willing to learn some strategies and practice them.

Based on observation at SMA AL-KHAERAAT KOLONO there some problems in writing. For example, students are not able to write down words such as 'beautiful'' be beatiful and they do not know how to start writing.

These problem depend on each students and they are also influenced by students' learning style. Writing is widely admitted as one of the most difficult skills the learners ever do, either in foreign language

or their native language.

On writing in the classroom learning activities, teachers act more as facilitators and responder to students' writing. As facilitators, teacher has given guidance to help students' involved in the development of thought and the appearance of this idea in the process of writing but not allowed to impose the idea of students' idea into writing.

The teacher must have a good method to increase the students' writing skill, so in teaching and learning activity should be use method, media and other component. So that to release it the reseachcer choose ''Imaginative method'' in research.

Imaginative method is method to imagine about something agree with you want. Here, the students description anything and whatever their want and then they pour it in writing. Imaginative can help them to think and make idea in their mind. Although, it not real but it maybe can improve the student's writing. Furthermore, imaginative will enable the students to make writing and explore ideas in their mind and also they can get acquirement in the target language especially in writing skill.

Based on notion above, it will be particular method of teaching to facilitate students' learning that is imaginative to gain the effective learning. This method will be maximized by teachers in the whole of process instruction and learning. Furthermore, by using imaginative method, we hope that students' writing achievement will be better and it can make motivate the students to study more active. Thus, the research

interest in researching use of imaginative method to teaching writing skill.

B. Research Question

"is the students' writing ability improved through imaginative method ?"

C. Objective of the research

This research will be conducted to know the improving students' writing ability in imaginative method at SMA Al-Khaeraat Kolono

D. Significance of the Research

The result of research is expected to give advantages contribution for teachers, students, and readers.

1. For teacher
   a. To improve the students' writing ability through imaginative method.
   b. Can improve teacher skills in application imaginative method.
2. For students
   a. To improve students writing skill.
   b. This research is expected to improve the students' writing ability through imaginative method.
3. For the next reseacher

   This research can give to the next researcher how to use imaginative method.

E. Scope of the research

''To find out whether or not the students writing ability of Second Grade Sma-Al Khaeraat Kolono Central Sulawesi can be improved through imaginative method.''

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are three main terms that should be discussed clearly about writing. In this chapter, the writer would like to explain some theories relating to this research.

A. Some Previous Related Research Findings

Lesnusa (2003:5) stated that visual technique especially pictures is a means designed for teaching a second or foreign language. Teaching should be communicative and good teaching is essentially good communication and it makes the teacher understand some of problem in teaching and learning process. By choosing the most appropriate communication media, the teacher can overcome learning problems obstacles that arise.

Nuraida (2003 : 15) conducted a research under tittle " The Writing Skill of the sixth Semester Students of English Department of Tarbiyah Faculty of IAIN Alauddin Makassar in Free Composition''. She found that free composition could improve the writing skill by writing freely until new ideas come.

Scott and Treberg (1990 : 13) applied Brainstorming technique in writing at the seven year old beginners in New York. The result of that research was where the students produced a lot vocabulary but they were failed in mechanics of writing.

Patimah (2009 : 9) conducted research under the tittle " The Students' Ability to Use Photograph as a Device of Writing Descriptive English. The result of this research showed that the mean score of the students' writing is 56,97. Moreover, it indicated that descriptive writing written by the students with photograph fall into the same classification.

Rahmat (2003 : 18) conducted a simple research under tittle '' Improving the English Writing Ability of the Third year students of MAN Kajuara Bone Through Diary Writing ''. He came with a conclusion that the use of Diary Writing could improve the students' ability to understand and to develop their writing activity and develop their interest because all of the students gave positive attitude toward it.

Jafar (1998 : 22) has conducted a research of the students' ability in paragraph development. He found that students have low ability in making new sentence clear for the reader, developing the idea of writing or topic idea into wider paragraph, relating from one sentence to the others. They still don't master the transitional evacuees that can be used to connect sentence or paragraph. As a result, their paragraph development lacks coherence, making the paragraph from specific to general, but they cannot conclude their sentence.

Mulyani (2006 : 16) found that personal experience is effective in developing students writing ability especially in narrative essay. The result shows that there is significant development in writing ability of the students after being given treatment.

According to Hairston (2001 : 3) writing is a tool for discovery. We stimulate our thought process by act of writing and tap into information and in age we have in our unconcious mind.

From the definitions above, it can be concluded that writing is a person's ability to communicate information and ideas to someone, public, government. It's also is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

B.Some Partinents Ideas

1.Definition of Writing

Writing is one of language skills that is very important in language teaching and learning process, and has made many researchers explore and expose the implementation of various in techniques in teaching and learning writing.

According Lorc (2000 : 20) stated that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper from words to sentences, sentences to paragraph and paragraph to essay.

Boardman (2002:11) states the writing is continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a power full tool to organize overwhelming events and make them manageable. Writing is really o form of thinking using the written word.

Nunan (1989:21) stated that there are two different views on nature of writing which have merged namely product approach and process

approach. It means that, in recent years, the teacher sometimes applies the product approach and process approach on nature of writing. A product approach focuses on the end result of the learning process, while process approach focuses on the various classroom activities which are believed to promote the development of language skills.

1. Process writing

in some ways writing a paper is like building house. There are some steps to follow in building house. At the beginning, it starts by planning the kind of house a pleasure to live in. So, writing a paper, like building house is a process. Both of them are done in some stages.As richards and renandya mention the four stages of the process of writing: prewriting,drafting,revising, and editing.

The research at any point in the preparation of a text, they can return to see which is need to preplan or revise stages they had completed.

a. Planning (Prewriting)

The first step in writing process is to plan what kind of theme or topic of the paper. First, the research need to select a subject and then narrow the subject to a topic. At the same time, the research thinks about the purpose of the theme of the paper, who it's reader will be, and the research that do to gather information.

It can be stated that a careful planning is very important step in the writing process. It's very crucial step which can determine whether the writing is good or not. In a good writing, the research should analyze

the purpose of the papers as well as the readers' knowledge and their interest about the paper.

Prewriting in richard's opinion is any activity in the classroom that encourages students to research. Group brainstorming, clustering, rapid free writing, and wh-question are several variety activities provide the learning experiences for students. It is not only stimulates thoughts for getting started, but also motivates the students to research for gathering information during prewriting.

b. Drafting

Drafting is the stage where the research focused on the fluency of writing and not worries yet about grammar, punctuation, or spelling. The research goal is just to state the main idea clearly and develop the content of the paper with plenty of specific details. At this stage, the research just research down the information on the paper. Moreover, hedge said that the drafting process focuses primarily on what the research wants to say. It means that the content that's important for a draft to produce the final writing.

c. Revising

After drafting the paper, the next step in the writing processis revising. Revising means research the paper, building upon what has already been done, in order to make it stronger. Stronger means the paper needs to be succesful not only in the grammatical structure, but also in the content of the writing, so the research purpose fulfills the readers'

expectation. So, it can be stated that revising a paper to correct any weaknesses is an important part of writing process.

d. Editing

The last major stage in the writing process is editing. At this stage, the research checking a paper for mistakes in grammar, punctuation, usage, and spelling. Richards also states that in the editing stage, the students engaged in tidyng up their texts as they prepare the final draft for evaluations by the teacher. They edit their own or their work for grammar, spelling, punctuation, diction, and sentence structure.

2. Purpose of writing

When the research does their writing, they certainly have some purpose . They have to consider the pupose of their writing since this will influence, not only to the type of the text they wish to produce, but including the language they use, and the information that they choose.

3. Problems of writing

There are many problemsof teaching learning writing skill. The problems appear not only from the students, but also from teacher. The problems come from the students' side because writing is a complex process which requires number of things, such as in using grammar correctly. This problem usually can cause some difficulties for the students in learning writing. According Rozakis, the most common writing errors are

a. Grammar and usage (such as wrong verb tense,and subject-verb agreement)
b. Sentences
c. Spelling
d. Punctuation
e. Capitalization
f. Proofreading (missing work)

4. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write.There are two types of writing:

1. Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

5. Kinds of writing

Wishon and Burks (1980 : 387) classify writing kinds as follows :

a. Narration

Narration is the from the writing used the related the story of facts events. Naration places occurreences in time and tells what happened

according to natural time sequence.type of naration includes short story, novels, and new story, as well as a large part of our day interchange in the form of letters and conversation.

b. Description

Description reproduce the way things look, smell, taste, feel or sound. It may also evoke moods, such as happiness, loneliness or fear. It is used to create a visual image of people, place, event of units, of time days or reason. It may used also to describe more than the outward appearance of people. It may tell about their trains of character/personality.

c. Explanation

Explanation is used for giving information making explanations and interpreting meanings. It includes editorials, essay information, and instructional materials used in combination with narrative, exposition support, and illustrates used apart from narrative, it stand alone as an essay. Used alone or with narrative, exposition may be developed in number of days.

d. Argumentation

Argumentation is used in persuading and convencing. It is closely related to exposition and often found combined with it. Argumentation is used to make a case or to prove or to disprove a statement or proposition.

6.The Study of Descriptive Text

Ismayanti (2008 : 19) stated that language use in writing description and other forms of writing involve correct usage and point of grammar.

Yuharniati (2010 : 16) said that a descriptive text is a text that describes about people, place, and object.

Beside that it also describes about a sense of impression such as the feel, sound taste, and smell. Emotion may be described like feeling happiness, fear, gloom, and joy. Description also help the readersunderstand the text through their imagination and visualize a scene or person or to understand a sensation or emotion.

In summary, a descriptive text is aims to give the reader to understanding af an object. This can be achieved by giving the exact definition of the object, presenting examples, or descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person,place, or thing.

According Sepianita (2010 : 18) the generic structure of descriptive writing consists of identification and description. It can be describe below :

1. Identification

To creating a descriptive, the first thing to do is to makeidentification. It introduces or identifies the phenomenon to be described. It tells about name, address, or location of the object.

2. Description

Description is the second element of the generic structureof descriptive text. It tells about what the phenomenon, introduced in the identification, looks like. It is to say that identification is the opening of descriptive text, while description is the body of it.

7. The Study of Imaginative Method

According Rita Dwi Tyastuti (2015), imaginative methods used learning by forming suggestion to stimulate imagination of students.This method is suitable to help students to find idea,andplot of story.

Imaginative is something in your mind.The improvement of this method in writing can be measured from the result of students' test in writing. Writing means the ability of the students to express their ideas, opinions, or feelings and their imaginary by writing. With this method, the students can make imaginary in their mind about anything and everything they want.The method in teaching writing with Selecting The Topic is a way to chooshing a topic for writing needs so that the audience's interest with it. There are some Steps of Imagination Learning,that is :

1. Introduce the topic to be discussed.
2. Instruct students to close their eyes.
3. Open their minds (to describe what they think like Future experience, unfamiliar atmosphere)
4. End the training slowly.

The reason it is important to do imaginative method is so that the students can see their ideas or what they think in their mind then write down on paper. Imaginative method is great thing to do before the students' write.

a. Advantages

Silberman (2009:13-14) reveals some of the advantages of imagination method that will be described in the following expositions:

1. Making Students Active From The Beginning and Helps the learning process directly so as to generate early interest in the lesson.
2. Making Learning Unforgettable because Can convey thoughts, feelings, and problems faced by students.

b. Disadvantages

In addition to having advantages, imaginative learning method also have weaknesses, as follows:

1. The method of the imagination is only a collection of excitement and more games or just simply having fun.
2. The imagination method focuses only on the activity itself so that students do not understand what they are learning.

8. Component of Writing

Jacob et al (1981) points out five significant components in writing: they are content, organization, vocabulary, language use/grammar, and mechanic.

a. Content

it should be clear to the readers so they can understand the messages conveyed and gain information from it. In order to have a good content of writing, it's content should be well-unity and completed. This term is usually knows as unity and completeness which become the

characteristic of good writing.

1. Unity, the writing is regarded to have a good unity if it has some mind ideas and sentences contained in develop that idea. The main idea is stated in the topic sentences and each or every supporting sentence develops it and related to that idea.
2. Completenass, one writing is said to have completeness if the main idea has been explained and develop fully. Completeness as Baker (1986) commented out that the controlling idea that is developed throughly by the use of particular information. It is relative how to complex or general the topic sentences.

b. Vocabulary

One cannot write anything if he or she has nothing to express. He or she should express the ideas in the form of words or vocabulary. Words are the basic tool for writing. Words carry meanings ; wrong words surely do not get the writers' messages accros. An english word often has more than one meaning. This implies that context plays a curcial role. In other words, the meaning of a word depends on the context.

The lack of vocabulary make someone fails of compose what the are going to say because the felt difficult of choose the approriate vocabulary this will help the writing in also make readers easy to understand.

c. Language Use

language use is the ability to write correct and appropriate sentences language of writing descriptions and other forms of writing ivolves correct usage and points of grammar or structure. Grammar is on the importance components in writing, it governs utterances that we produce to be right and orderly. Lack of grammar can make writing be clumsy.

Clumsy or awkward meanings often accur in (Indonesian students) writers' composition. These writers sometimes forget to treat English as a foreign language, they write in English but they use their mother tongue or first language rules. These (Indonesian students) writers basically try to translate word by word what they want to write from Indonesian into English. This happens particularly to those who have not mastered grammar or those wwho have inadequate vocabulary. Therefore, language, use/grammar also has great influence on the quality of
a piece of writing

d. Mechanics

There are two at least two main parts of mechanics in writin namely function and capitalization. Punctuation is important as the way to clarity meaning in English writing capitals letters have no principles, first they are used to distinguish between.

9. Hypothesis

The hypothesis of this research is the use of imaginative method to improve teaching writing skill

Null Hypothesis (H0): There is not significant differences between the students who are use of imaginative method in teaching writing skill.

Allternative Hypothesis (HI): There are significant differences between the students who are use ofimaginative method in teaching writing skill.

C. Conceptual Framework

The conceptual framework this research has given in following :

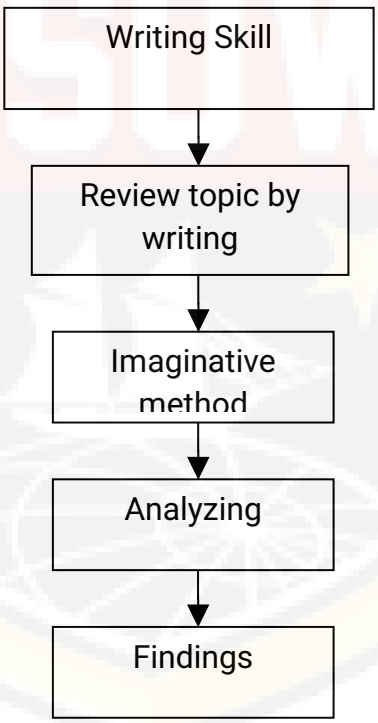


Figure 2.1

The researcher gives the student review topic in pre-test to know the ability of students' writing descriptive text. and then the researcher give the treatment. In this research, the researcher focuses in writing to apply Imaginative Method.Furthemore, After applying Imaginative Method the researcher give post-test to know whether or not in the research, there will be improvement students' writing.

CHAPTER III

RESEARCH METHOD

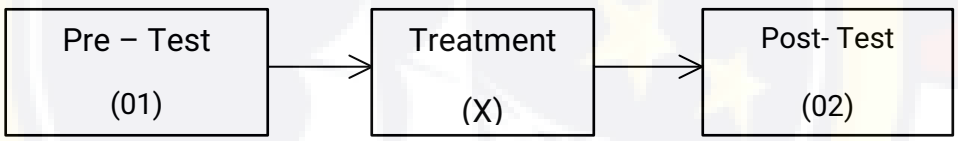
This chapter consists of researcher hypothesis, population, and sample, research instruments,data collection, and data analysis.

A. Location of the Research

The location of the research is the second grade of SMA Al-Khaeraat Kolono on JL. Lagata

B. Research and Design of the Research

The method that used in this research is pre-experimental method.A pre test is administer before the treatment and post test administer to measure the treatment effect. The aimed of this test to know the effectiveness of using imaginative method in students' writing skill. The design can be presented as follows :



(Gay in Wiwin 2014:19)

Figure 3.1

O_1 : Pre-Test

X : Treatment

O_2 :Post-Test

C. Variable of the Research

In this research there were two kinds of variable namely independent variables and dependent variables. The use of imaginative method was independent variable and writing skill was is dependent variables.

D. Population and Sample

1. Population

The population of this research was the second grade at SMA AL-KHAERAAT KOLONO. The population consisted of three classes. The total number of students is 77 students

2. Sample

This research applied total sampling technique. The researcher took 25 students in her sample.

E. Research Instrument

The instrument of this research writing consisted of pre-test and post-test. In pre-test, the writer was give topic Utopia. This aimed to know the basic writing of the students, therefore in the post-test, the writer also was give topic Utopia and it was intended to know the students' writing after giving treatment with topic ''Dream House'' through imaginative method.

F. Procedure of Collecting Data

1. Pre-test

Before doing treatment, pre-test used administrate to the students by spending 45 minutes.The researcher gave the topic to students' about "Utopia" (to measure the prior ability of the students in writing).

2. Treatment

The next did the treatment, the researcher explained about imaginative method and give the topic about "dream house". All of the students listened the researcher's explanation and then wrate.

3. Post- test

After treatment, The researcher gave post-test to the students (the procedure was the same as the pre-test) for 45 minutes to see the students ability after giving.

G. Technique of the Data Analysis

1. To analysis the data, the researcher followed the steps as follows in order to know the students improvement in diagnostic test. In this research the researcher take four aspects; content, vocabulary, language use, and mechanics in order to know the students competence in writing using imaginative method during the research.
2. To get the score, the researcher used the analytical scoring by using ESL composition profile of Jacob (2008 : 103) which includes four components, namely : content, vocabulary, language use, and mechanics.

Scoring and classifying the students' ability into the following criteria like this :

a. Content

No	Classification	Score	Criteria
1	Excellent to very good	30-27	Knowledgeable relevant to assigned topic
2	Good to averaage	26-22	Some knowledge of subject, adequate range, mostly relevant to the topic,but lacks detail.
3	Fair to poor	21-17	Limited knowledge of subject, little substance, inadequate development of topic..
4	Very Poor	16-13	Does not show knowledge of subject, non substantive, non partinent, or non enough to evaluate.

b. Vocabulary

No	Classification	Score	Criteria
1	Excellent to very good	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate rewgister.
2	Good to average	17-14	Adequate range, occasinal errors of word/idiom form, choice, usage but meaning not obscured.

3	Fair to poor	13-10	Limited range, frequent errors of word/idiom form choice, usage, meaning confused or obscured.
4	Very poor	9-7	Essential translation, little knowladge of english vocabulary, idioms, word form or not enough to evaluate.

c. Language Use

No	Classification	Score	Criteria
1	Excellent to very good	25-22	Effective complex construction, few errors of agreement, tense, number, function, articles, pronouns, prepostions.
2	Goodto average	21-18	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function.
3	Fair to poor	17-11	Major problems in simple/complex construction, frequent errors of negation, agreement, tense, word order/function.
4	Very poor	10-5	Victually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

d. Mechanics

No	Classification	Score	Criteria
1	Excelent to verry good	5	Demonstrates mastery of conventions, few errors of spelling, punctuation,capitalization, paragraphing
2	Good to average	4	Occational errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
3	Fair to poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
4	Very poor	2	No mastery of conventions, will dominate by errorsof spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.

Jacob (2008 : 103) scoring profile

The data was collected through test and it was analyzed further. The steps as follow :

1. Scoring the students' answer by using the following formula :

$$\text{Score} = \frac{\text{students' scorrectanswer}}{\text{Totalnumberoftest}} \text{x } 100$$

2. Tabulating the students' score.
3. Classifyng the students' score of the test was classified into five levels as follow :

Score	Grade
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
1-40	Fail

Based on the classification of scores above, it can be divided into the high, middle, and low scores as follow :

a. The high scores : 86-100
b. The middle scores : 56-70
c. The low scores : 1-40

4. Findings the improvement of the students, the research will compare in this research by using following way:

The formula of mean score:

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

Where:

x = Mean score

∑X = the sum of all the score

N = the number of sample

Gay, (2000:28)

5. Finding out the significant between the pre-test and post-test by calculate the value of the t-test. The researcher will employ following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D2 - \frac{\sum D)2}{N}}{N(N-1)}}}$$

Where:

T : test of significant

D : The mean of score

∑D : The sum of total score

∑D2 : Square of the sum of difference

N : Total number of students

1 : constant number

Gay, (2000:31)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research and discussion. It consist of two section: the first section is the description of the result of data. It is about where the data is derived from and what kind of data used.

The second section tells about the research result and data analysis.

A. Findings

To collection data the writer employed a test, which used as a pre-test and a post-test. The pre-test was applied before giving treatment where as the post-test was administrated after giving treatment. In analyzing data, the writer presented the items of the test, namely: writing test.

In this part the writer presents about the result of the data analysis namely the writing test. The findings were divided into two as follows:

1. The students' writing progress

The findings of this research deal with scoring classification of the students pre-test and post-test, testing of the paired samples which the findings containing of

a. Mean score of pre-test and post-test

1) The students' pre-test and post-test finding

The students' result of the writing test in pre-test is shown in the following table:

Table 4.1. The Students' Writing Score In Pre-Test

NO	Initial of Students	SCORE				Total	Mean
		Content	Vocabulary	Language use	Mechanics		
1	AHM	25	16	22	3	66	16,5
2	AR	21	14	17	2	59	14,75
3	ANA	26	18	21	3	68	17
4	ANN	26	18	21	3	68	17
5	ET	26	19	21	5	69	17,25
6	FL	26	19	23	4	72	18
7	FN	30	18	25	4	77	19,25
8	HA	30	20	23	3	79	19,75
9	HLD	28	18	21	4	71	17,75
10	IMW	25	16	21	3	65	16,25
11	INT	21	18	17	3	59	14,75
12	MF	29	19	25	5	78	19,5
13	MWT	29	20	25	4	78	19,5
14	NNG	30	20	24	5	79	19,75
15	NA	28	19	24	5	76	19
16	RW	28	17	25	4	74	18,5
17	RS	29	19	25	4	77	19,25
18	RN	21	14	18	3	59	14,75
19	RH	26	17	21	5	61	15,25

20	RE	25	16	18	3	62	15,5
21	RNB	21	18	18	3	60	15
22	SFT	25	16	17	4	62	15,5
23	UNH	26	17	17	4	64	16
24	WL	21	18	18	3	60	15
25	YP	25	16	17	4	62	15,5
Total		647	440	524	93	1705	426,25

Source : SMA AL-Khaeraat Kolono

Table 4.1 Above showed the students' score in mastering English content, vocabulary, language use and mechanic in writing skill through imaginative method.The total score in content is 529, total score in vocabulary is 355, total score in language use is 437, and total score in mechanic is 75. The total score of students in pre-test is 1397 and the total of students are 25 students.

Table 4.2.The Students' Writing Score In Post-Test

NO	Initial of Students	SCORE				Total	Mean
		Content	Vocabulary	Language use	Mechanics		
1	AHM	28	19	21	4	72	18
2	AR	22	17	18	3	60	15
3	ANA	27	20	22	4	73	18,25
4	ANN	27	19	21	3	70	17,5
5	ET	28	18	25	4	75	18,75

6	FL	29	19	24	4	76	19
7	FN	30	19	23	5	77	19,25
8	HA	30	20	24	5	79	19,75
9	HLD	29	19	20	4	72	18
10	IMW	27	18	18	3	66	16,5
11	INT	23	20	19	4	66	16,5
12	MF	30	18	22	4	74	18,5
13	MWT	30	20	18	4	72	18
14	NNG	30	18	25	5	78	19,5
15	NA	29	19	25	4	77	19,25
16	RW	28	18	24	3	73	18,25
17	RS	30	20	25	5	80	20
18	RN	22	17	19	3	61	15,25
19	RH	28	18	23	5	74	18,5
20	RE	28	18	18	3	67	16,75
21	RNB	22	18	24	3	67	16,75
22	SFT	29	17	23	4	73	18,25
23	UNH	28	18	19	4	69	17,25
24	WL	28	17	19	5	69	17,25
25	YP	29	18	24	3	74	18,5
Total		691	462	541	98	1794	448,5

Source : SMA AL-Khaeraat Kolono

Table 4.2 Above showed the students' score in mastering english content, vocabulary, language use, and mechanic in writing skill through imaginative method. The total score in content is 691, total score in

vocabulary is 462, total score in language use is 541, and total score in mechanics is 98. The total score of students in post-test is 1794 and the number of the students are 25 students. The mean score in tis post-test is 448,5.

Of the total 25 students, some students have pre-test and post-test which a bit increase, down and stay.

Some students who get the pre-test and post-test, namely that the increase slightly. They are AR in pre test her score was 59 becomes 60 in post test, ANN in pre test his score was 68 becomes 70 in post test, RS in pre test her score was 77 becomes 80 in post test, IMW in pre test her score was 65 becomes 66 in post test, WNS in pre test was 76 becomes 77 in post test, and RN in pre test was 59 becomes 61 in post test.

Some students who get the pre-test and post-test were fix are FN in pre test she got score was 77 while in post test she got score was 77 and in pre test HA got score was 79 while in her post test was 79.Because their knowledge in pre-test and post-test are same.

Some students who get the pre-test and post-test that is decreased are MF,his score in pre test was 78 becomes 74, MWT her score in pre test was 78 becomes 72 in post test, NNG was 79 in pre test becomes 78 in post test, RW in pre test was 74 while in post test was 73.

Because the students who got the score in pre-test decreased in post test. As we know, most of the male students were different than the female students where the female students in her study more willing their

friends while most of the male students' did not care with his score.

Table 4.3. The Rate of Percentage And Frequency Of The Students' Score Of Content

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	30-27	9	36%	21	84%
2	Good to average	26-22	11	44%	4	16%
3	Fair to poor	21-17	5	20%	0	0
4	Very Poor	16-13	0	0	0	0
	Total		25	100	25	100

Note : Freq = stand for frequency

Perc = stand for percentage

This table show the students achievement in content. In pre-test, there were 9 students (36%) classified as very good, there were 11students (44%) classified as good, 5 students (15%) classified fair to poor, none of the students classified as very poor based on content.

In the other side, the students content achievement in post-test could be classified as good because there were 21 students (84%) classified as very good, 4 students (16%) classified as good, none of student got fair to poor and very poor classification.

Table 4.4.Rate percentage and frequency of the students' score of vocabulary

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	20-18	15	60%	21	84%
2	Good to average	17-14	10	40%	4	16%
3	Fair to poor	13-10	0	0	0	0
4	Very poor	9-7	0	0	0	0
	Total		25	100	25	100

This table 4.4 Above showed the students achievement in vocabulary. In pre test there were 15 students (60%) classified as very good, 10 students (40%) classified as good, none of student got fair to poor and very poor classification.

In the post test, there were 21 students (84%) classified as very good, 4 students (16%) classified as good and none of student got fair to poor and very poor.

Table 4.5. Rate Percentage And Frequency of The Students' Score Of Language Use.

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	25-22	10	40%	14	56%
2	Goodto average	21-18	10	40%	11	44%
3	Fair to poor	17-11	5	20%	0	0
4	Very poor	10-5	0	0	0	0
	Total		25	100	25	100

This show the students achievement in language use. In pre-test, there were 10 students (40%) classified as very good, 10 students (40%) classified as good, 5 students classified as fair to poor and none of student got very poor classification.

In other side, the students language use achievement in post test could be classifed as good because there were 14 (45%) classified as very good, 11 students (44%) classified as good, none of student got fair to poor and very poor classification.

Table 4.6. The Rate Percentage And Frequency of The Students' Score Of Mechanics

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	freq	Perc
1	Excelent to verry good	5	5	20%	6	24%
2	Good to average	4	9	36%	11	44%
3	Fair to poor	3	10	40%	8	32%
4	Very poor	2	1	4%	0	0
	Total		25	100	25	100

The table 4.6 about showed that students' achievement in mechanics. In pre test, there were 5 students (20%) classified as very good, 9 students (36%) classified as good, 10 students (40%) classified as fair to poor and none of student got very poor classification.

While the students mechanics achievement in post test could be classified as good because there were 6 students (24%) classified as very good, 11 students (44%) classified as good, 8 students (32%) classified as fair to poor, and none of student got very poor classification.

Table 4.7. Rate Percentage And Frequency of The Students' Writing In All Components Observed

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	freq	Perc
1	verry good	86-100				
2	Good	71-85	10	40%	16	64%
3	Fair	56-70	15	60%	9	36%
4	Poor	41-55	0	0	0	
5	Very poor	1-40	0	0	0	0
	Total		25	100	25	100

Table 4.7 above showed that in pre test, 10 students (40%) classified as good, 15 (60%) classified as fair.

In the post test, there were 16 students (64%) classified as good, 9 students (36%) classified as fair.

The result of t-test analysis showed that there was a significant different between the result of pre test and post test. The total mean score at the pre test is 426,25 and classification as very poor. While, the total mean score at the post test is 448,5 and classified as good. So, we can conclude that there was a significant difference between pre test and post test of students' writing.

From the description above, the writer concluded that after treatment the content, vocabulary, language use, and mechanics of the students' writing are improved.

Table 4.8. Mean Score And Standar Deviation

Test	Mean			
	Content	Vocabulary	Language use	Mechanics
Pre test	25,88	17,6	20,96	3,72
Post test	27,64	18,48	21,64	3,92

The table 4.8 above showed that the mean score of students in pre test and post test was different, where the mean score of strudents' pre test was lower than the mean score of students' post test. It means that the ability of the students in writing through imaginative method was improved.

After being the result of students' pre test and post test, the maen score and standard deviation are presented in the following table.

Table 4.9. Paire Sample Statistic of Mean Score And Standard Deviation

Test	MEAN SCORE	N	STANDARD DEVIATION
Pre test	68,2	25	7,33

Post test	71,76	25	5,19

The table 4.9 above showed the statistical summary of paired samples (pre test and post test). The mean score of pre test is 68,2 (fair) and post test is 72 (good) it indicates that the mean score of the students' post test is greater than the mean score of students' pre test.

1. Test of significance

In order to know whether or not the mean score was different from two variables (pre-test and post-test) of the level of the significance (0.05) with degree of freedom (df) = N-1. Where, N was the total of the students (25), the following table was used:

Table 4.10 T-test Value of Students

Variable	T-test Value	T-table
$x_1 - x_2$	6,026	2.024

Table 4.10 above indicated the value of t-test was greater than the value of t-table. It shows there was a significant difference between the result of the students' pre-test and post-test.

B. Discussion

After presented the findings of the research, the writer presented the discussion deals with the interpretation of the findings from the

statistical analysis.

In teaching English writing, it is better for a teacher to consider imaginative method because the method can influence the students learning result. Teaching is always looking for ways to substitute rule repetition with more effective method to make writing easiest and more pleasant. It is very important to develop motivation in writing.

At this time, the writer offers a imaginative method in learning English especially in writing. imaginative method can help students to identify the main idea in writing. The method in teaching writing has important role because it has good method provide the good result.

Based on the result of the data anaysis, it is proven that the use of imaginative method in teaching writing can give the students a lot of benefit, as like they can be focus to think, can be easy to speak and express their ideas in the writing their think and use plan and write is quite effective. Another reason based on the students found that plan and write strategy is enjoyable.

The result of this research showed students' writing imaginative method in writing has successfully improved at the second grade students of SMA al-khaeraat Kolono. It is supported by the mean score of the students on pre-test was 68.2 which was classified as fair category and the mean score of students on post-test was 71.76 which was classified in good category. In other word, there is an improvement of students writing abilty. There was also improvement of students' writing abilty from four

components of writing: mechanic, language use, vocab and content after giving treatment. So that the imaginative method can be said success in the learning process especially in writing.

Based of the result of the data, it was concluded that after the treatment by imaginative method the result show there is icreased score at the post-test. It means that by imaginative method can stimulate the students writing at SMA al-khaeraat Kolono.

On the other hand, the result of the post-test shows that the students have significant progress, most of the students got good classification. In other words, students writing production increased by using imaginative method. Therefore, by using imaginative method in this research has a big influence in students writing skill beacuse of the aspects of writing improved.

The result of the indicated that the imaginative method indicates positive effect to students' writing skill. In this case, that writer concluded that there was a significance effect of imaginative method to students' writing skill. imaginative method is one of the most fundamental faktors which contibutes to students writing skill. This was proved by the facts that students' score after applying imaginative method (post-test) was higher than before applying imaginative method (pre-test).

The standard deviation of students pre-test was 7.33 and post-test was 5.19. The value of t-test was grater than t-table (6.026>2.064). Based

on the t-test the writer concluded that there was a significant difference between the result of pre-test and post-test. In other words, the students' writing ability is improved after giving treatment material through imaginative method.

BAB V

CONCLUSION AND SUGGESTION

This chapter deals with the condition of the research finding as well as some suggestion of the teaching English Writing in The Second Grade Of Sma Al-Khaeraat Kolono.

A. Conclusions

Based on thediscussion and explanation in the previous chapter the writer would like to put forward some conclusions as follows :

1. The result of data analysis show that there is a significant difference between the result of pre-test and post-test based on value of t table (6.026>2.064). It means that the students' ability in writing English through imaginative method is improved.
2. Using imaginative method is good for students in learn writing.
3. The use of imaginative method in improving writing skill can improve the students' writing ability for four components of writing (content, vocabulary, language use, and mechanics).

B. Suggestions

Based on the conclusion above, the writer puts some suggestion :

1. It is suggested to teacher to use imaginative method as an alternative method in using teaching writing.
2. Teacher should be creative to manage the materials in teaching of writing such as by using imaginative method.

APPENDIXES

Appendix 1. Instrument of the research

JUDUL : " THE USE IMAGINATIVE METHOD IN IMPROVING WRITING SKILL AT SECOND GRADE SMA AL-KHAERAAT KOLONO CENTRAL SULAWESI "

Keterangan :

1. Penelitian ini bertujuan untuk mengetahui hasil pengaplikasian "IMAGINATIVE METHOD" dalam meningkatkan kemampuan menulis siswa SMA al-khaeraat Kolono, Sulawesi Tengah.
2. Data hasil penelitian ini akan digunakan sebagai bahan untuk menyusun skripsi pada program strata satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti mengharapkan dari penggunaan metode ini dapat meningkatkan kemampuan menulis siswa
4. Atas partisipasinya dan bantuan para siswa diucapkan terimakasih.

Nama :

Nim :

Kelas :

Appendix 2. Rencana Pelaksanaan Pembelajaran

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA AL-KHAERAAT KOLONO

Mata Pelajaran : Bahasa Inggris

Aspek/Skill : Writing (menulis)

Kelas/Semester : XI IPA/ GANJIL

Alokasi waktu : 4x40 (3 x Pertemuan)

A. Standar Kompentesi

Mengungkapkan dalam text tulis fungsional dan essay pendek dan sederhana berbentuk Descriptive text untuk berinteraksi dalam lingkungan sekitar.

B. Kompentsi Dasar

Mengungkapkan makna dalam bentuk text tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. Tujuan Pembelajaran

Pada akhirnya siswa dapat memahami isi keseluruhan teks tulisan yang berupa essei.

D. Indikator

1. Memahami dan memaknai text berupa essei.

2. Mensyukuri kesempatan dapat mempelajari bahasa ingris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.

E. Materi Ajar

1. Write about their Utopia (Dream World)

F. Metode pembelajaran

Tanya jawab berabagai hal terkait tema atau topik teks fungsional yang akan di bahas.

G. Kegiatan Pembelajaran

a. Pendahuluan

1. Memberikan salam/menyapa siswa pada awal masuk kelas.
2. Mengecek kehadiran siswa.
3. Mengondusifkan kelas untuk mengikuti proses pembelajaran.
4. Guru memberikan motivasi sesuai kondisi yang ada dikelas.
5. Menjelaskan pentingnya materi ini.
6. Bertanya mengenai materi.

b. Kegiatan inti

1. Guru menjelaskan dan memberikan contoh tentang materi Descriptive text.
2. Membaca nyaring teks Descriptive
3. Menjawab pertanyaan tentang isi teks.

4. Mengidentifikasikan kesulitan-kesulitan siswa.
5. Mengidentifikasikan tugas siswa.

c. penutup

1. memberikan motivasi.
2. Menanyakan kesulitan mahasiswa dalam memahami teks bacaan.
3. Menyimpulkan materi dan hal-hal yang telah dihapus.
4. Guru menutup kegiatan pembelajaran salam.

H. Sumber Belajar

1. Internet
2. Buku teks yang relevan

I. Penilaian

1. Tehnik dan bentuk

a. Tehnik: tes tulis

b. Bentuk : essay

c. Kisi-kisi :

No	Indikator soal	Jumlah soal
1	Disajikan sebuah topik sederhana dengan satu soal untuk merangsang kerangka pikir siswa.	1

Kolono, Juli 2017

Mengetahui,

Guru Mata Pelajaran | Peneliti Mata Pelajaran

(.....) | Hardianti

NIP: | NIM.4513101035

Appendix 3. Instrument of the research Treatment

Write the Descriptive text about your “dream house”

Answer :

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Appendix 4. Research Instrument

Write the Descriptive text about your “Utopia”

Answer :

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Appendix 5. The Raw Score of Students' Writing in Pre-test.

NO	Name	SCORE				Total	Mean
		Content	Vocabulary	Language use	Mechanics		
1	Ahmad	25	16	22	3	66	16,5
2	Annisa Rahma	21	14	17	2	59	14,75
3	Andra	26	18	21	3	68	17
4	Annisa	26	18	21	3	68	17
5	Evi tamala	26	19	21	5	69	17,25
6	Fadila launu	26	19	23	4	72	18
7	Firdan	30	18	25	4	77	19,25
8	Hafifa Az-zahra	30	20	23	3	79	19,75
9	Hilda	28	18	21	4	71	17,75
10	Imawati	25	16	21	3	65	16,25
11	Ismanto	21	18	17	3	59	14,75
12	Moh. Fauzi A. Muin	29	19	25	5	78	19,5
13	Misnawati	29	20	25	4	78	19,5
14	Nanang	30	20	24	5	79	19,75
15	Nur Aini	28	19	24	5	76	19
16	Rahwanti	28	17	25	4	74	18,5
17	Raisman	29	19	25	4	77	19,25
18	Randi	21	14	18	3	59	14,75
19	Reka hidayanti	26	17	21	5	61	15,25
20	Rian Efendi	25	16	18	3	62	15,5

21	Rika Nabila	21	18	18	3	60	15
22	Safaat	25	16	17	4	62	15,5
23	Ulfatunnikmah	26	17	17	4	64	16
24	Wilman	21	18	18	3	60	15
25	Yuliana puspitasari	25	16	17	4	62	15,5
Total		647	440	524	93	1705	426,25

Appendix 6. The Raw Score of Students' Writing In Post-Test

NO	Name	SCORE				Total	Mean
		Content	Vocabulary	Language Use	Mechanics		
1	Ahmad	28	19	21	4	72	18
2	Annisa Rahma	22	17	18	3	60	15
3	Andra	27	20	22	4	73	18,25
4	Annisa	27	19	21	3	70	17,5
5	Evi tamala	28	18	25	4	75	18,75
6	Fadila launu	29	19	24	4	76	19
7	Firdan	30	19	23	5	77	19,25
8	Hafifa Az-zahra	30	20	24	5	79	19,75
9	Hilda	29	19	20	4	72	18

10	Imawati	27	18	18	3	66	16,5
11	Ismanto	23	20	19	4	66	16,5
12	Moh. Fauzi A. Muin	30	18	22	4	74	18,5
13	Misnawati	30	20	18	4	72	18
14	Nanang	30	18	25	5	78	19,5
15	Nur Aini	29	19	25	4	77	19,25
16	Rahwanti	28	18	24	3	73	18,25
17	Raisman	30	20	25	5	80	20
18	Randi	22	17	19	3	61	15,25
19	Reka hidayanti	28	18	23	5	74	18,5
20	Rian Efendi	28	18	18	3	67	16,75
21	Rika Nabila	22	18	24	3	67	16,75
22	Safaat	29	17	23	4	73	18,25
23	Ulfatunnikmah	28	18	19	4	69	17,25
24	Wilman	28	17	19	5	69	17,25
25	Yuliana puspitasari	29	18	24	3	74	18,5
Total		691	462	541	98	1794	448,5

Appendix 7. Rate Percentage and Frequency of Students' score in Content

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	30-27	9	36%	21	84%
2	Good to average	26-22	11	44%	4	16%
3	Fair to poor	21-17	5	20%	0	0
4	Very Poor	16-13	0	0	0	0
	Total		25	100	25	100

Appendix 8. Rate Percentage and Frequency of Students' score in vocabulary

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	20-18	15	60%	21	84%
2	Good to average	17-14	10	40%	4	16%
3	Fair to poor	13-10	0	0	0	0
4	Very poor	9-7	0	0	0	0
	Total		25	100	25	100

Appendix 9. Rate Percentage and Frequency of Students' score in Language Use

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	Excellent to very good	25-22	10	40%	14	56%
2	Goodto average	21-18	10	40%	11	44%
3	Fair to poor	17-11	5	20%	0	0
4	Very poor	10-5	0	0	0	0
	Total		25	100	25	100

Appendix 10. Rate Percentage and Frequency of Students' score in Mechanics.

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	freq	Perc
1	Excelent to verry good	5	5	20%	6	
2	Good to average	4	9	36%	11	44%
3	Fair to poor	3	10	40%	8	32%
4	Very poor	2	1	4%	0	0
	Total		25	100	25	100

Appendix 11. Frequency and Rate Percentage of Students' Writing in All Components Observed.

No	Classification	Score	Pre-test		Post-test	
			Freq	Perc	Freq	Perc
1	verry good	86-100				
2	Good	71-85	10	40%	16	64%
3	Fair	56-70	15	60%	9	36%
4	Poor	41-55	0	0	0	0
5	Very poor	1-40	0	0	0	0
	Total		25	100	25	100

Appendix 12. Score of the students' Pre-test and Post-test

No	Name	Raw Score			
		Pre-test	Classification	Post-test	Classification
1	Ahmad	66	Fair	72	Good
2	Andika rifai	59	Fair	60	Fair
3	Andra	68	Fair	73	Good
4	Annisa	68	Fair	70	Fair
5	Evi tamala	69	Fair	75	Good
6	Fadila launu	72	Good	76	Good
7	Firdan	77	Good	77	Good
8	Hafifa Az-zahra	79	Good	79	Good
9	Hilda	71	Good	72	Good
10	Imawati	65	Fair	66	Fair
11	Ismanto	59	Fair	66	Fair
12	Moh. Fauzi A. Muin	78	Good	74	Good
13	Misnawati	78	Good	72	Good
14	Nanang	79	Good	78	Good
15	Nur Aini	76	Good	77	Good
16	Rahwanti	74	Good	73	Good
17	Raisman	77	Good	80	Good
18	Randi	59	Fair	61	Fair

19	Reka hidayanti	61	Fair	74	Good
20	Rian Efendi	62	Fair	67	Fair
21	Rika Nabila	60	Fair	67	Fair
22	Safaat	62	Fair	73	Good
23	Ulfatunnikmah	64	Fair	69	Fair
24	Wilman	60	Fair	69	Fair
25	Yuliana puspitasari	62	Fair	74	Good
	Total	1705		1794	

Appendix 13. The Gain Score of Students' Pre-test and Post-test

No	Sample	Raw Score				Gain (D) (X2-X1)	D^2
		$X1^2$	$X2^2$	Pre Test X1	Post Test X2		
1	Ahmad	4356	5184	66	72	6	36
2	Annisa Rahma	3481	3600	59	60	1	1
3	Andra	4624	5329	68	73	5	25
4	Annisa	4624	4900	68	70	2	4
5	Evi tamala	4761	5625	69	75	6	36
6	Fadila launu	5148	5776	72	76	4	16
7	Firdan	5929	5929	77	77	0	0

8	Hafifa Az-zahra	6241	6241	79	79	0	0
9	Hilda	5041	5184	71	72	1	1
10	Imawati	4265	4356	65	66	1	1
11	Ismanto	3481	4356	59	66	7	49
12	Moh. Fauzi A. Miin	6084	5476	78	74	4	16
13	Misnawati	6084	5184	78	72	6	36
14	Nanang	6241	6084	79	78	1	1
15	Nur Aini	5776	5929	76	77	1	1
16	Rahwanti	5476	5329	74	73	1	1
17	Raisman	5929	6400	77	80	3	9
18	Randi	3481	3721	59	61	2	4
19	Reka hidayanti	3721	5476	61	74	13	169
20	Rian Efendi	3844	4489	62	67	5	25
21	Rika Nabila	3600	4489	60	67	7	49
22	Safaat	3844	5329	62	73	11	121
23	Ulfatunnikmah	4096	4761	64	69	5	25
24	Wilman	3600	4761	60	69	9	81
25	Yuliana puspitasari	3844	5476	62	74	12	144
	Total	117.571	129.384	1705	1794	113	851

Appendix 14. The students Mean Score in Pre test and Post test

1. The mean of the pre-test

$$\bar{X} = \frac{\sum X^1}{n}$$

$$= \frac{1705}{25}$$

$$= 68,2$$

2. The mean of the post-test

$$\bar{X} = \frac{\sum x1}{n}$$

$$= \frac{1794}{25}$$

$$= 71,76$$

Appendix 15. The Standard Deviation of Students in Pre test and Post test

a. Standar deviation of the pre-test

$$Sd = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{117.571 - \frac{(1705)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{117.571 - \frac{2.907.025}{25}}{24}}$$

$$= \sqrt{\frac{117.571 - 116.281}{24}}$$

$$= \sqrt{\frac{1290}{24}}$$

$$= \sqrt{53,75}$$

$$= 7,33$$

b. Standar deviation of the post-test

$$Sd = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{129.384 - \frac{(1794)^2}{25}}{25 - 1}}$$

$$= \sqrt{\frac{129.384 - \frac{3.218.436}{25}}{24}}$$

$$= \sqrt{\frac{129.384 - 128.737}{24}}$$

$$= \sqrt{\frac{647}{24}}$$

$$= \sqrt{26,95}$$

$$= 5,19$$

Appendix 16. Test of Significance (T.test)

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{4,52}{\sqrt{\frac{851 - \frac{(113)^2}{25}}{25\,(25-1)}}}$$

$$t = \frac{4,52}{\sqrt{\frac{851 - \frac{12,769}{25}}{25(24)}}}$$

$$t = \frac{4,52}{\sqrt{\frac{851 - 510,76}{25(24)}}}$$

$$t = \frac{4,52}{\sqrt{\frac{851 - 510,76}{600}}}$$

$$t = \frac{4,52}{\sqrt{\frac{340,24}{600}}}$$

$$t = \frac{4,52}{\sqrt{0,57}}$$

$$t = \frac{4,52}{0,75}$$

t=6,026

Appendix 17. Distribution of T-Table

df	Level of Significance					
	0.2	**0.1**	**0.05**	**0.02**	**0.01**	**0.001**
1	3.078	6.314	12.706	31.821	63.657	636.62
2	1.886	2.92	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.61
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.44	1.945	2.447	3.143	3.707	5.959
7	1.415	1.895	2.375	2.908	3.499	5.408
8	1.397	1.86	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.25	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.35	1.771	2.16	2.65	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.14
15	1.341	1.753	2.131	2.604	2.947	4.073

16	1.337	1.746	2.12	2.583	2.921	4.015
17	1.333	1.74	2.11	2.567	2.898	3.965
18	1.33	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.85
21	1.323	1.721	2.08	2.518	2.831	3.819
22	1.321	1.717	2.074	2.505	2.819	3.792
23	1.319	1.714	2.069	2.5	2.807	3.767
24	1.318	1.711	**2.064**	2.492	2.797	3.745
25	1.316	1.708	2.06	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.05	2.473	2.771	3.69
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.31	1.697	2.042	2.457	2.75	3.646
31	1.309	1.695	2.039	2.455	2.746	3.64
32	1.308	1.693	2.036	2.45	2.74	3.638
33	1.307	1.691	2.033	2.449	2.736	3.635
34	1.306	1.659	2.03	2.447	2.73	3.63
35	1.305	1.658	2.029	2.445	2.726	3.625
36	1.304	1.657	2.028	2.44	2.72	3.599
37	1.303	1.656	2.027	2.439	2.718	3.588
38	1.302	1.655	2.025	2.435	2.714	3.576
39	1.301	1.654	2.024	2.43	2.71	3.56

40	1.399	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2	2.39	2.66	3.46
120	1.289	1.658	1.98	2.355	2.617	3.373

Source:*http://www.statisticsmentor.com/tables/table_t.ht*

Appendix 18.Picture of the Research

Picture 1. The writer was going opening speech in pre-test.

Picture 2. The students were doing the pre-test

Picture 3. The researcher giving were a treatment

Picture 4. Students' were doing treatment Imaginative Method ''Dream House''

Picture 5. The students were doing post-test

Picture 6. The students were doing post-test