

**THE EFFECT OF USING ERROR CORRECTION TECHNIQUE
TOWARD STUDENTS' ABILITY IN WRITING RECOUNT TEXT
AT THE SECOND YEAR OF ISLAMIC JUNIOR HIGH
SCHOOL OF AL HIDAYAH SUKAMAJU
KUANSING REGENCY**



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(S.Pd.)



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ABSTRACT

Siti Maryam(2012) :“The Effect of Using Error Correction Technique toward Students’ Ability in Writing Recount Text at the Second Year of Islamic Junior High School of AL-Hidayah Sukamaju Kuansing Regency”.

Based on the preliminary research in MTs Al-Hidayah Sukamaju the teacher has taught English twice a week, at MTs Al-Hidayah Sukamaju, the students of the second year have been taught sufficient amount of vocabulary, grammar, and genre of the text in order to make them proficient in writing. At the end of teaching and learning process, students would be assigned to write a simple writing individually in order to increase students’ writing ability. Based on the description above, ideally the students in Mts AL-Hidayah Sukamaju should be able to write recount text. But, in fact many students still have difficulties in writing recount text.

The purpose of the research was to find out wether there is significant effect of error correction technique toward students’ ability in writing recount at the second year of Islamic junior high school of Al-Hidayah Sukamaju. The research has three formulations of the problems that how writing ability of the students who are taught by using error correction technique is, how writing ability of the students who are taught without using error correction technique is, and whether there is significant of using error correction technique toward students’ ability in writing recount text at the second year of Islamic junior high school of AL-Hidayah Sukamaju.

The research was carried out at MTs AL Hidayah Sukamaju. It was conducted from October to December 2011. The subject of the research was the second year students of MTs AL Hidayah Sukamaju. The population of this research was 62 students from three classes and the sample was only two classes of the total classes that consisted of 40 students, because this research was assigned by using non random assignment in Quasi-Experimental research.

In collecting data, the writer used tests. The tests consisted of two tests: Pretest was used to determine student’s writing ability before getting the treatment and Posttest was used to determine student’s writing ability after getting the treatment. In analyzing the data, the writer used Writing Assessment. In order to know the significant difference on students who are taught by using Error Correction technique and those who are taught without using Error Correction technique, the scores were analyzed by using test “T” formula. The students’ score was compared with T-table which considered with degree of freedom (df).

From the result of the research it can be concluded that H_0 is rejected and H_a is accepted. . It means that there is a significant difference of writing ability in recount text between students who are taught by using error correction technique and those who are taught without using error correction technique at the second year students of MTs AL Hidayah Sukamaju. In other words, there is a significant effect of using error correction technique toward students’ ability in writing recount text at the second year of Islamic Junior High School of AL Hidayah Sukamaju Kuansing Regency.

ABSTRAK

Siti Maryam(2012) :“ Pengaruh Penggunaan Teknik Error Correction terhadap Kemampuan Siswa Menulis Teks Recount pada Kelas Dua Mts AL Hidayah Sukamaju Kabupaten Kuansing.”

Berdasarkan penelitian di MTs AL-Hidayah Sukamaju, guru mengajarkan menulis dari buku teks siswa yang tersedia. Tipe-tipe dari buku teks mereka, siswa mengenali dan memahami tentang jenis teks. Tapi pada kenyataannya, masih banyak siswa yang kesulitan dalam memahami bacaan.

Tujuan dari penelitian ini adalah untuk mencari apakah dampak yang signifikan dari penggunaan teknik error correction terhadap kemampuan siswa menulis teks recount pada kelas dua MTs AL-Hidayah Sukamaju. Penelitian ini mempunyai tiga rumusan masalah yaitu; bagaimana kemampuan siswa menulis yang di ajar dengan menggunakan teknik error correction, bagaimana kemampuan siswa dalam menulis yang di ajar tanpa menggunakan teknik error correction, dan apakah ada perbedaan yang signifikan antara kemampuan siswa dalam menulis yang di ajar dengan menggunakan teknik error correction dan siswa yang di ajar tanpa menggunakan teknik error correction.

Penelitian dilaksanakan di MTs AL Hidayah Sukamaju Kuansing Regency. Ini dilaksanakan pada Oktober s/d Desember 2011. Jumlah populasi dari penelitian ini adalah 62 siswa dari 3 kelas dan sampelnya berjumlah 40 siswa dari 2 kelas karena jenis penelitian yang digunakan adalah penelitian quasi-eksperimental (*nonrandomized control group pretest-posttest design*).

Dalam pengumpulan data, penulis menggunakan test. Test digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis text recount. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan Writing Assessment. Untuk mengetahui perbedaan yang signifikan antara kemampuan siswa dalam menulis yang di ajar dengan menggunakan teknik error correction dan siswa yang di ajar tanpa menggunakan teknik error correction, maka nilai yang diperoleh dianalisis menggunakan rumus T-test kemudian dibandingkan dengan T-table dengan mempertimbangkan *degree of freedom (df)*.

Kesimpulan dari penelitian ini bahwa H_0 ditolak dan H_a diterima. Bisa diartikan ada perbedaan yang signifikan pada kemampuan siswa dalam menulis teks recount antara siswa yang di ajar dengan menggunakan teknik error correction dan siswa yang di ajar tanpa menggunakan teknik error correction pada kelas dua MTs AL Hidayah Sukamaju Kabupaten Kuansing. Dengan kata lain, terdapat dampak yang signifikan dari penggunaan teknik error correction terhadap kemampuan siswa menulis teks recount pada kelas dua MTs AL Hidayah Sukamaju Kabupaten Kuansing.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of important skills in English besides the others skill like Reading, speaking and listening. Writing is the most important one that should be mastered by students if they want success in education. Writing is a vital role not only in conveying information, but also in transforming knowledge to create new knowledge. It is thus of central importance to student in academic.¹ In writing, the writer has to select and organize the fact in order to carry out a specific purpose. Writing is also a process of activities, which includes thought and mental efforts. In writing the writer also has to know attitude, feeling and knowledge of the readers, because in writing the writer will communicate with the readers through the written symbols.

To support the students' ability in writing, the students must be able to construct ideas, to explain, to restate texts, to persuade, to entertain, and to express attitudes in their writing. Besides, the students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in correct form of writing.

The second year student of AL-Hidayah Islamic Junior High School at Sukamaju Kuansing Regency, this school uses KTSP curriculum based on competence as a guide in teaching-learning process for English subject. Mts AL-Hidayah Sukamaju in Kuansing Regency has already carried out teaching-learning

¹ Sara Cushing Weigle. *Assesing Writing*.(cambridge:Cambridge University Press, 2002), pp.1.

process based on KTSP that prioritizes to develop language skills including Writing. English has been taught twice a week, at Mts AL-Hidayah Sukamaju, The students of the second year have been taught sufficient amount of vocabulary, grammar, and genre of the text in order to make them proficient in Writing. According to syllabus 2009-2010 at the second grade of junior high school, the basic competence of writing English refers to capability of students in expressing the meaning in monologue text or essay which use varieties of written language, accurately, fluently, and contextually in the form of the text such as Procedural, Description, Recount and Narrative.²

Based on the preliminary research at Mts AL-Hidayah Sukamaju Kuansing regency, this school uses KTSP as guide in teaching and learning process for English subject. Based on KTSP, the goals of teaching English in this school is, the students are able to communicate in spoken and written language.³Based on syllabus the goal of writing at the second year student is, the students are able expressing the meaning in monologue text or essay which use varieties of written language, accurately, fluently, and contextually in the form of the text such as Procedural, Description, Recount and Narrative. The teacher has taught writing through the types of genre available in students' textbook, The textbook will help the teacher explains to the students about the types of the text, the purpose of the text, and generic structure of the text. The teacher will start teaching by reviewing the characteristics of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations and

² Syllabus of SMP/Mts 2009/2010.2009. Unpublished: p.20

³ Depdiknas, *Model KTSP Untuk MTs/SMP.*(Jakarta: Depdiknal,2006), p.35

the language features. And then, teacher assigns the students to write a simple writing in recount text form. After that the teacher would give feedback toward students' writing. At the end of teaching and learning process, students would be assigned to write a simple writing individually in order to increase students' writing ability. Based on the description above, ideally the students in Mts AL-Hidayah Sukamaju should be able to write recount text.

But, in fact many of the students still have difficulties in writing recount text. Some of them are not be able to use good grammatical order in writing recount text. Some of the students are not be able to choose vocabulary accurately in writing recount text. It can be itemized into the following symptoms:

1. Some of the students still have difficulties in writing recount text.
2. Some of the students are not able to use good grammatical order in writing recount text.
3. Some of the students are not able to choose vocabulary accurately in writing recount text.
4. Some of students are not able to use the chronological order in recount text.
5. Some of students have not yet been able to make the orientation, list of events, and reorientation even though they have studied about recount text.
6. Some of students are not able to develop topic sentence to be a paragraph in the past action.

Based on phenomena above, the writer assumes that the second year students of Mts AL-Hidayah Sukamaju in Kuansing Regency still need an appropriate technique to improve their ability in writing recount text. Error correction is feedback for students' writing for the editing phase that takes place as the student polishes his or her final draft.⁴

According to the techniques that have been mentioned in previous paragraph, the researcher is optimistic that error correction technique is a solution that can be applied in investigating the problem. Finally, the writer is interested in carrying out a research entitled "The Effect of Using Error Correction Technique toward Students' Ability in Writing Recount Text at the Second Year of Mts AL-Hidayah Sukamaju Kuansing Regency".

B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the term used in this research; the terms are follows:

1. Effect

Effect is a change produced by an action or a cause a result, an outcome.⁵

In this research, effect is defined as the result of teaching writing treated with error correction technique.

⁴ Dana R. Ferris. *Response to Student Writing Implications for Second Language Student* (London. New Jersey: Lawrence Erlbaum Associates, 2003), p.14.

⁵ Hornby. *Oxford advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p. 369.

2. Error correction

This is a common tool to optimise learning opportunities from mistakes learners make in written homework and to encourage the editing stages of process writing. You show the learners where the mistakes are and what kind they are, and then they try to correct them as a second stage to the initial writing task. The codes shown here are just an example and are not meant to all be used at every level.⁶ In this research, the error correction means a technique used by writer to know its effect toward students' ability in writing recount text.

3. Writing Ability

Writing is the process of expressing the idea or what we want to others known in written form. Dealing with Penny, the purpose of the writing is to express the ideas; it means the writer will convey the ideas in written form; so the ideas must be understandable by the reader.⁷ Writing Ability in this research means the students' ability in expressing their ideas in written form especially recount text.

4. Recount Text

Recount Text is to retell somebody about something, especially something that you experienced.⁸ Recount text in this research means that

⁶ <http://www.teachingenglish.org.uk/try/activities/writing-correction-code>

⁷ Penny ur. *A Course in Language Teaching*. (United State of America: Cambridge University. 2003) p. 163

⁸ Hornby, Op. Cit., p.1108

the students retell in the written form about their experiences in the past time.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

- a. Why do some of the students still have difficulties in writing recount text?
- b. Why are some of the students not able to use good grammatical order in writing recount text?
- c. Why are some of the students not able to choose vocabulary accurately in writing recount text?
- d. Why are some of the students not able to use the chronological order in recount text?
- e. Why are some of the students not able to make the orientation, list of events, reorientation in recount text.
- f. Why are some of the students not able to develop topic sentence to be a paragraph in the past action.
- g. How is writing ability of the students before being taught by using error correction technique?
- h. How is writing ability of the students after being taught by using error correction technique?

- i. Is there any significant effect of using error correction technique toward Students' Ability in Writing Recount Text at the second year of Islamic junior high school of Al- Hidayah?

2. The Limitation of the Problem

The problems of this research only focus on the effect of using error correction technique toward students' ability in writing recount text at the second year of Islamic junior high school of Al- Hidayah.

3. The Formulation of the Research

The problems of this research will be formulated in the following questions:

- a. How is writing ability of the students who are taught by using error correction technique?
- b. How is writing ability of the students who are taught without using error correction technique?
- c. Is there any significant effect of using error correction technique toward Students' Ability in Writing Recount Text at the second year of Islamic junior high school of Al- Hidayah?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

For general, objective of the research is the description of the research, and it can be called as the purpose of the research. Based on the formulation of the problem previously, the objective of this research as follows:

- a. To find out writing ability of the students who are taught by using error correction technique.

- b. To find out writing ability of the students who are taught without using error correction technique.
- c. To find out whether there is significant effect of using error correction technique toward students' ability in writing recount text the second year of Islamic junior high school of AL-Hidayah Sukamaju Kuansing Regency.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. To give information to the teachers, and the instructions about the effect of using error correction technique toward students' ability in writing recount text.
- b. To give some contributions to the students in order to improve students' ability in writing recount text
- c. To enhance the writer's knowledge about teaching writing by using error correction technique

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. Ability in Writing Recount Text

Writing is one of the language skills that is important in mastering English. It is also an essential subject that should be taught in senior high school level. Besides, writing is one of the skills that can improve the students' language and stimulate the students' cognitive which is useful for the students who learn a language. In additional, Reid says that writing is a complex skill because there are some components that should be focused in writing, such as the purpose of writing and writer's knowledge of writing (paragraph's component and pattern organization).¹

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.² Besides, writing ability means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.³ According to Nunan, the learners' purposes for writing, which transcend, are producing text from teacher. However, the students' concerns and interests are acknowledged that can

¹Joy M Reid, *Teaching ESL Writing*. (New Jersey: Prentice Hall Regent, 1993), p. 28

²Admin. *Definition of Writing Ability*. Retrieved on February 16, 2011. <http://teachingenglishonline.net/definition-of-writing-ability/>

³SIL International. *What are Writing Skills?*. Retrieved on February 16, 2011. www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

be developed rapidly through writing skill. In which it can be practiced by forming words to be a coherent sentence in a paragraph.⁴

Writing activity produces words to become a sentence and create sentences into a paragraph. According to Reid, a paragraph is a series of sentences that develop one idea. Idea is usually stated in general form in one sentence, called the topic sentence. The sentence tells your audience what to express in the paragraph. The rest of the sentences in the paragraph provide the reader with specific explanation or proof of the general topic sentence. The supporting sentences helps the reader understand more clearly what the writer means.⁵

According to Brown, writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.⁶ In addition, Paulston and Bruder say that writing is one way of providing variety in classroom procedures, and also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference.⁷

According to syllabus 2009-2010 at the second grade of junior high school, the basic competence of writing English refers to capability of students in expressing the meaning in monologue text or essay which use varieties of written language, accurately, fluently, and contextually in the form of the text such as Procedural, Description, Recount and Narrative.⁸

⁴David Nunan, *Language Teaching Methodology a Textbook for Teachers*. (New York: Prentice Hall International UK Ltd, 1991), p. 88

⁵Joy M Reid. *The Process of Composition*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1988), p. 8

⁶H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (Englewood cliffs, New Jersey: Prentice Hall Regents, 1994), p. 328.

⁷Christina Bratt Paulston and Mary Newton Bruder. *Teaching English as a Second Language: techniques and Procedures*. (Cambridge: Winthrop Publishers inc, 1976), pp. 203.

⁸ *Syllabus of SMP/Mts 2009/2010.2009*. Unpublished: *Op. Cit.*, p.20

The ideas generated will determine the quality of writing itself. Normally, the readers will be interested in reading writing because of the ideas generated. Therefore, generating ideas can be called as a prominent key to be successful in writing. In other words, the better the idea is, the better the writing will be. No matter of kind of writing produced; generating ideas is required very much, including writing Recount text.

2. Error Correction

Error correction is the detection of errors and reconstruction of the original, error-free data.⁹ According to H.A Cartled, here, you divide up mistakes into categories and use abbreviation in the margin to indicate them. Grammar: G; Spelling: SP; Word Order: WO; Punctuation: P; Vocabulary: V; Prepositions: PR; Verb: VB.¹⁰ The teacher corrects the students' error by underlining the mistakes so that the students can still see what the originally wrote. At the end of the word that is underlined by the teacher, add up the errors under each category, and list them. So that the students can see where they are weakest.

According to Julian Edge says that Correction is a technique reduces the amount of time that the teacher has to spend on correcting written work.¹¹

3. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.¹²

⁹ <http://encyclopedia.thefreedictionary.com/error+correction>

¹⁰ John Haycraft. *An Introduction to English Language Teaching* (Singapore: Longman Singapore Publishers, 1986), p. 123.

¹¹ Julian Edge. *Mistake and Correction* (London New York: Longman New York Publishers 1986), p.54.

Recount is text which retells experience that is based on a chronological order in events, where the events that were experienced by the subject (someone).¹³ It means that recount retells about past activities or events that happen, where it always retells orally or written text.

4. The Process of Recount Text Writing and Error Correction

Writing is to produce words to become a sentences and create sentences into a paragraph. Writing also expresses the ideas through symbols on the paper and will have meaning that could be communicated to other people. Many genre of the text in writing, such as *descriptive, report, procedure, analytical, narrative and recount text*. In his research the writer just focuses on recount text.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.¹⁴ the generic structures of recount text are Orientation: Introducing the participants, place and time. Then Events: Describing series of event that happened in the past, and the last Reorientation: It is optional. Stating personal comment of the writer to the story. Language Features of Recount text are Introducing personal participant for example; I, my group, etc. Next Using chronological connection like, then, first, etc. Using linking verb; was, were, saw, heard, etc, And Using action verb; look, go, change, etc. In this research the writer used an Error correction technique to correct the student's error in writing recount text.

¹² <http://thinkquantum.wordpress.com/2009/11/11/recount-text/>

¹³ Panduan bimbil QR

¹⁴ <http://understandingtext.blogspot.com/2007/12/what-is-recount.html>

Error correction is the detection of errors and reconstruction of the original, error-free data.¹⁵ According to H.A Cartled, here, you divide up mistakes into categories and use abbreviation in the margin to indicate them. Grammar: G; Speling: SP; Word Order: WO; Punctuation: P; Vocabulary: V; Prepositions: PR; Verb: VB.¹⁶ The teacher correct the students' error by underlining the mistakes so that the students can still see what the originally wrote. At the end of the word that is underlined by the teacher, add up the errors under each category, and list them. So that the students can see where they are weakest.

There are some possible steps that might be applied in using Error Correction technique in teaching recount text. Based on the writer's understanding to the theories discussed in this research and the writer's experience in teaching recount text, the writer notices some steps as follows:

1. Explain the meaning of error correction technique; its function and the way in applying it.
2. Choose one topic and write it down based on the generic structure of recuont text.
3. Ask the students to collect their assignment. And then the teacher correct them. Teacher gives feedback to the students, by underlining the error, and add up the errors under each category, and list them.
4. The students can still see what they originally wrote, and they can see where they are weakest.
5. The students correct their error and collect again.

¹⁵ <http://encyclopedia.thefreedictionary.com/error+correction>

¹⁶ John Haycraft. *An Introduction to English Language Teaching*(sigapore: Longman Singapore Publishers, 1986), p. 123.

Here is an example of error correction technique in Recount text writing:

Yusuf go (G) to marina circuit in the morning to join a car race. He arrived at seven and ~~direct~~(V)checked up his engine. The race started at eigh. On (PR)first he led the race, but it wasn't long because suddently another car hit his car from behind. He lost the race and his car was broken. He is (G) very disappointed.¹⁷

B. Relevant Research

1. A journal by John Truscott (2007) National Tsing Hua University, Taiwan entitled “ The effect of error correction on learners’ ability to write accurately” this journal is aimed to find out the effect of error correction in writing process. The conclusion is that correction has a small negative effect on learners’ ability to write accurately.¹⁸
2. A journal by John Chandler (2003) New England Conservatory of Music and Simmons College, USA entitled “The Effect of Various Kinds of Error Feedback for improvement in the Accuracy and Fluency of L2 Student Writing” this journal is aimed to find out the effect of error feedback for improvement in the Accuracy and Fluency of L2 Student Writing. The results showed that error feedback significantly improved of the accuracy and fluency of L2 student writing.¹⁹

C. The Operational Concept

Operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this

¹⁷ Nur Zaida. *Practice Your English Competence for SMP/MTs Class VIII*.(Surakarta: Erlangga,2009), p.43.

¹⁸ John Truscott.”The Journal of Second Language Writing.” *The Effect of Error Correction on Learners’ Ability in Writing Acuratly*. Autumn 2007 p.255-272. Retrived on May 2,2011.<http://www.sciencedirect.com>..

¹⁹ John Candler.”The Journal of Second Language Writing” *The Effect of Various Kinds of Error Feedback for Improvement in the Accuracy of L2 Student Writing*. Autumn 2003 p.267-296. Retrived on May 2,2011.<http://www.sciencedirect.com>.

research. In carrying out this research, it is necessary to clarify briefly the variable used in analysing the data. In this research, there are two variables; they are (1) the effect of using error correction technique as X variable and (2) student's ability in writing recount text as Y variable. To measure each variable the writer will identify them in some indicators as follows:

1. The indicators of applying error correction technique:
 - a. Teacher explains the meaning of error correction technique; its function and the way in apply it.
 - b. Choose one topic and write it down based on the generic structure of recuont text.
 - c. Ask the students to collect their assignment. And then the teacher correct them.
 - d. Teacher gives feedback to the students, by underlining the error, and adds up the errors under each category, and list them.
 - e. The students can still see what they originally wrote, and they can see where they are weakest.
 - f. The students correct their error and collect again.
2. The indicators of ability in writing recount text:²⁰
 - a. The students are able to write recount text based on Writing Assessment:
 - 1) Content
 - 2) Organization
 - a. Orientation
 - b. List of Events
 - c. Reorientation

²⁰ Bimbel QR: Unpublished

- 3) Vocabulary
- 4) Grammatical Features
 - a. Action Verb
 - b. Temporal Connectives
 - c. Past Tense
- 5) Spelling and Punctuation

- b. The students are able to use chronological order in recount text.
- c. The students are able to explain the main idea by using simple past tense.
- d. The students are able to use action verb in recount text.

Because the type of this research is experimental research, the writer to used two classes to observe as: experimental and control classes. The data were taken by using the test. Furthermore, the writer was also as the teacher involved in teaching the students in both experimental and control classes during her research time. For experimental class, the students were taught and treated with error correction technique in teaching writing and for control class, the students were taught with usual technique, frequently used by their teacher. The materials taught to both experimental and control classes were of course the same. The difference was only the use of technique. All of the techniques applied were for students' ability in writing Recount text.

Here are the indicators of the effect of using error correction technique for experimental class.

1. a. Experimental Class

1. Explain the meaning of error correction technique; its function and the way in applying it.
2. Choose one topic and write it down based on the generic structure of recount text.

3. Ask the students to collect their assignment. And then the teacher correct them.
4. Teacher gives feedback to the students, by underlining the error, and add up the errors under each category, and lists them.
5. The students can still see what they originally wrote, and they can see where they are weakest.
6. The students correct their error and collect again.

1. b. Control Class

Control class is one of the classes in experimental research used to look at the different results from the experimental class in applying a technique, strategy, way, method of a research. This class was treated served by using the conventional technique, of course different from the experimental class. Conventional technique is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning.²¹ The materials and the purpose of the teaching were the same. The results obtained in both experimental class and control class were a consideration for writer to look at the succesful or unsuccessfull technique applied to the students.

D. The Assumption and Hypothesis

1. Assumptions

In this research, the resercher assumes that teaching Writing by using error correction technique can improve the students' ability in writing recount text.

²¹Richard, *Approach and Methods in Language Teaching a Description and Analysis*.(London new York New Rochelle Melburne Sydney: Cambridge University Press). p.129.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

1. The Alternative hypothesis (H_a)

There is a significant effect of using error correction technique toward students' Ability in writing recount text at the second year students of MTS AL-Hidayah Kuansing Regency.

2. The Null Hypothesis (H_0)

There is no significant effect of using error correction technique toward students' Ability in writing recount text at the second year students of MTS AL-Hidayah Kuansing Regency.

CHAPTER III

RESEARCH METHOD

The type of this research is Quasi-experimental research. According to Cresswell, Experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable.¹ Then, Quasi-Experiment is one where the treatment variable is manipulated but the groups are not equated prior to manipulation of the independent variable, in which type of this research is nonequivalent control group design it is aimed to research whether there is or there is no effect of treatment which has been done to the Experimental subject without random assignment.² The design of this research is quasi-experimental design pre-and posttest design intended to find out the effect of using error correction technique toward students' ability in writing recount text. In this research, the writer used two groups as samples that one is called experimental group administered by using error correction technique and another is the control group that is administered without the use of error correction technique. However, the materials given and purpose of the research to each group are the same.

There are two kinds of test given in this research; they are pre – test given before the treatment and post – test given after the treatment. According to Cresswell the type of this research can be designed as follows:³

¹Jhon. W. Cresswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 229.

² *Ibid.*, p.313.

³ *Ibid.*, p. 314

Table III.1
The Research Design

Group	Pre – test	Treatment	Post – test
E	Test 1	X	Test 2
C	Test 1		Test 2

E = Experimental Group

C = Control Group

T1 = Pre – Test to experimental Group and Control Group

X = Receive the treatment using outlining technique

T2 = Post – Test to Experimental and Control Group

A. The Location and the Time of the Research

The research were conducted at the second year students of MTS AL-Hidayah Sukamaju Kuansing Regency. The research was done for two months, started on October until December 2011.

B. The Subject and the Object of the Research

Subject of the research was the second year students of Islamic junior high school of AL-Hidayah kuansing Regency. The Object of this research was the effect of using Error Correction technique toward students' ability in writing recount text.

C. The Population and the Sample of the Research

The population of this research was the second year student of Islamic junior high school of AL-Hidayah kuansing regency 2010-2011 academic years. The total population of this research was 62 students from the two classes.

Table III. 2
The Population of the Second year Students of MTS AL-Hidayah
Kuansing Regency

No	Classes	Population		Total
		Male	Female	
1	VIII.1	7	13	20
2	VIII.2	7	16	22
3	VIII.3	6	14	20
	Total			62

Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took the VIII.1 and VIII.3 as a sample. It was class VIII.1 for experimental class and VIII.3 for control class.

D. The Treatment Procedures

a. Planning

This research was conducted in MTs Al Hidayah Sukamaju Regency. The participants of this research were the students of VIII.1 as experimental class and VIII.3 as control class which consisted of 40 students. The research had been done from October up to December 2011. The purposes of this research were to know the students' ability taught by using Error Correction technique and taught by using conventional technique and to know the difference of writing ability between students who are taught by using Error Correction technique and those who are taught by using conventional technique. During this research, the writer

acted as the teacher for both classes. The material given during this research was recount text.

Table III. 3
The Material of Each Meeting

No	Material	Meeting
1	Memorable day	I
2	Holiday	II
3	Shopping	III
4	Vocation	IV
5	Experience Last Lebaran	V
6	Unforgettable Experience	VI
7	Unforgettable day	VII
8	Went to Zoo	VIII

b. Implementation

It consisted of 8 meetings which focused on the topic of recount text. The first meeting was used to conduct pretest in the form of extensive writing test (composition test) for both classes. They wrote a full length of recount essay individually. The second to seven meetings were used to conduct the treatment for experimental group only. The treatment was using error correction technique in teaching writing recount text. During treatment, they had practiced to write a full length of recount essay collaboratively. While the control class used conventional technique. The eighth meeting was used to conduct posttest for both classes.

c. Evaluation

In this stage, the teacher gave posttest for both classes in the form of extensive writing test (composition test). In accomplishing posttest, the students were given 90 minutes to write a full length of recount text independently. The topic of recount text was chosen by the students freely.

E. The Technique of Data Collection

In this research, the writer used test as instruments to collect data. In this case, the writer was used test to collect the data on the students' writing ability of recount text. The test was divided into two test: pre-test was given before treatment, and post-test was given after doing treatment. The type of test was essay writing. It can be seen in table III.4 the blue print of writing recount text.

Instruction: choose one of the interesting topics provided given, then write a recount text!

- a. Holiday
- b. Unforgettable Experience
- c. Memorable Day

Table III. 3
The Blue Print of Writing Recount Text

No	Indicator	Source	Number of Item	Item Number
1	Write a recount text include content, organization, vocabulary, and grammatical features	Practice Your English Competence. Page 63	1	1a
2	Write a recount text include content, organization, vocabulary, and grammatical features	Practice Your English Competence. Page 49	1	1b
3	Write a recount text include content, organization, vocabulary, and grammatical features	Practice Your English Competence. Page 44	1	1c

F. The Technique of Data Analysis

In the research, the researcher used test to collect data. The test was used to find out the students' ability in writing recount text. The data of this research were the score of the students' writing ability obtained by using composition test. The test was done twice, before and after treatment intended to obtain the students' ability in writing recount text at the second year of Islamic Junior High School of AL Hidayah Sukamaju Kuansing Regency. The students' ability in writing recount text can be measured by using writing assessment used by the English

teacher of Islamic Junior High School of AL Hidayah Sukamaju Kuansing Regency.

Table III.4
Assessment Aspects of Writing Recount Essay

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. List of Events c. Reorientation				
3	Vocabulary				
4	Grammatical Features a. Action Verb b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{TotalScore}}{\text{MaximumScore}} \times 8$$

G. The Technique of Data Analysis

In order to analyze the students' ability in writing recount text, the researcher used graduated standard of English lesson in Islamic Junior High School of AL Hidayah Sukamaju Kuansing Regency (SKL) that was 60 for the students' ability in writing recount text, it means for those who get score <60, they

do not pass graduated standard (SKL), while for those who get score ≥ 60 , they pass graduated standard (SKL).

In analyzing the data, the writer used scores of post-test of the experimental, and control class. The different means was analyzed by using T-test formula. The writer will use the formula in Hartono as follows:⁴

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: t_o : The value of t-obtained

M_x : Mean score of experiment class

M_y : Mean score of control class

SD_x : Standard deviation of experiment class

SD_y : Standard deviation of control class

N : Number of Student

In determining the percentage of increase and decrease of the students' ability. The following formula was used:

$$\frac{\text{Gain Score}}{\text{Pretest Score}} \times 100\%$$

H. Evaluators Team

In evaluating the students' writing performance, the writer cooperated with two raters. In order to produce consistent judgment on the students' writing ability in Recount text. In discussing about raters, Jacobs et.al in Sulasmi say that raters are persons who participate in cooperative evaluation of written composition tests,

⁴ Hartono, *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2009), p. 208.

and their cooperation is as a part of school testing program.⁵ The raters that have evaluated the students' score were as follows:

1. Jonri Kasdi, S. Pd.I. He graduated from English Education department of UIN SUSKA RIAU in 2006. Besides being an English teacher in SMP 1 Kampar and instructor at Language Center of UIN SUSKA RIAU, he is also a lecturer of the second year student in writing course.
2. Kurnia Budiyanti, M. Pd. She graduated from English Education of University Riau (S1) in 2006 and postgraduate (S2) in University of padang in 2010. She is one of the English teachers in UIN SUSKA Riau for some courses.

⁵Sulasmi karim, *An Experiment on the Effectiveness of Using Brainstorming Technique in Increasing Student's Writing Ability at the Second Year of English Education Department State Islamic University of SUSKA RIAU*. (Unpublished, 2007). p. 30.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

The purposes of the research are to obtain the students' writing ability in recount text taught by using error correction technique and students' writing ability in recount text taught by using conventional technique, and to know the significant difference of ability in writing recount text between students who are taught by using error correction technique and students who are taught by using conventional technique. The data were obtained from the students' post-test scores of experimental and control class. Before treatment (only experimental class), the writer gave pre test to VIII 1 and VIII 3. The writing test was about writing recount text evaluated by concerning five components: content, organization, vocabulary, language use and mechanic of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of writing test for their post-test too.

The totals of pre-test and post-test in both classes were significantly different. The total score of the experimental class was 1396, while the highest score was 78 and the lowest was 54. The total score of control group was 1160 while the highest was 66 and the lowest was 40.

A. The Data Presentation

The data of the research were the score of the students' pre-test and post-test both experimental and control classes. There were two data of students' writing ability served by the writer. They were: the data of the students' writing ability taught by using error correction technique and the data of the students' writing ability taught by using conventional technique, and they are as follows:

The Classification of Students' Score based on Sudijono in Jonri Kasdi below¹:

Table IV.1
The Classification of Students' Score

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

1. The Data Presentation of the Students' Writing Ability in Recount Text (Variable X)

a. The Students' Writing Ability for Recount Text Taught by Using Error Correction Technique

The data of the students' writing ability in recount text taught by using error correction technique were gotten from pre-test and post-test of VIII 1 as an experimental class taken from the sample of this class (20 students). The writer taught directly, and the English teacher observed the writer for eight meetings in the experimental class. The data can be seen from the table below:

¹ Jonri Kasdi, *A Correlation Study between Students' Passive Voice Mastery and Their Writing Achievement at the Fifth Semester Students of English Education Department of Education and Teacher Training Faculty of UIN Suska Riau* (Unpublished, 2006)

Table IV.2
The Score of the Students' Writing Ability for Recount Text Taught
by Using Error Correction Technique

Students	Experiment Class		Gain Score
	Pretest Score	Posttest Score	
1	50	68	2
2	56	74	18
3	58	70	12
4	42	64	22
5	30	54	24
6	40	62	22
7	52	70	18
8	58	74	16
9	50	68	18
10	60	68	8
11	44	68	24
12	46	70	24
13	50	68	18
14	62	78	16
15	62	78	16
16	54	74	20
17	46	74	28
18	56	74	18
19	52	70	18
20	50	70	20
Total	1018	1396	362

From the table IV.3, the writer found that the total score of pre test in experimental group was 1018 while the highest was 62 and the lowest was 30, and the total score of post- test in experimental group was 1396 while the highest was 78 and the lowest was 54. It means that the students have significant increasing of their writing ability for Recount text, it is proved by the total score and the score

of frequency from pretest and post test which is significantly different, and it can be seen as below:

Table IV.3
The Frequency Score of Pre Test and Post Test of Experimental Class

Pre-Test			Post- Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
30	1	0.5%	30	0	-
40	1	0.5%	40	0	-
42	1	0.5%	42	0	-
44	1	0.5%	44	0	-
46	2	10%	46	0	-
48	0	-	48	0	-
50	4	20%	50	0	-
52	2	10%	52	0	-
54	1	0.5%	54	1	0.5%
56	2	10%	56	0	-
58	2	10%	58	0	-
60	1	0.5%	60	0	-
62	2	10%	62	1	0.5%
64	0	-	64	1	0.5%
66	0	-	66	0	-
68	0	-	68	5	25%
70	0	-	70	5	25%
74	0	-	74	5	25%
78	0	-	78	2	10%
80	0	-	80	0	-
	N=20	100%		N=20	100%

Based on the table above, it can be seen that in pretest 1 student got score 30 (0.5%), 1 student got score 40 (0.5%), 1 student got score 42 (0.5%), 1 student got score 44 (0.5%), 2 students got score 46 (10%), none students got score 48, 4 students got score 50 (20%), 2 students got score 52 (10%), 1 student score got 54 (0.5%), 2 students got score 56 (10%), 2 students got score 58 (10%), 1 student got score 60 (0.5%), 2 students got score 62 (10%). The highest frequency was 4

at the score of 50. The total frequency was 20. While in posttest 1 student got score 54 (0.5%), 1 student got score 62 (0.5%), 1 student got score 64 (0.5%), 5 students got score 68 (25%), 5 students got score 70 (25%), 5 student got score 74 (25%), 2 students got score 78 (10%), and none student got score 80 (0%). The highest frequency was 5 at the score of 68, 70 and 74. The total frequency was 20.

Table IV.4
The Mean and Standard Deviation of Pre-Test and Post-Test of
Experimental Class

	Mean	Std. Dev
Pre-Test	45.9	4.08
Post-Test	58	5.54

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal

a. The Students' Writing Ability for Recount Text Taught Without Using Error Correction Technique

The data of the students' writing ability in recount text taught without using error correction technique were also taken from pre-test and post-test of VIII 3 as control class taken from the sample of this class (20 students). The data can be seen from the table below:

Table IV.5
The Score of the Students' Writing Ability for Recount Text Taught
Without Using Error Correction Technique

Students	Contro l Class		Gain Score
	Pretest Score	Posttest Score	
1	48	54	6
2	46	54	8
3	48	60	12
4	48	58	10
5	44	54	10
6	46	72	26
7	42	48	6
8	40	48	8
9	46	56	10
10	44	56	12
11	44	58	14
12	42	54	12
13	50	62	12
14	44	60	16
15	40	58	18
16	44	60	16
17	46	60	14
18	48	62	14
19	58	66	8
20	50	60	10
Total	918	1160	242

From the table IV.6, the writer found that the total score of pre test in control class was 918 while the highest was 58 and the lowest was 40, and the total score of post- test in control class was 1160, while the highest was 66 and the lowest was 48. It means that the students have little increasing of their writing

ability in recount text, and it is not as experimental class. Besides, the mean of pre test and post test of control class and experimental class also have a big different. The frequency score and the mean of pre test and post test of control class can be seen as below:

Table IV.6
The Frequency Score of Pre Test and Post Test of Control Class

Pre-Test			Post- Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
30	0	-	30	0	-
40	2	10%	40	0	-
42	2	10%	42	0	-
44	5	25%	44	0	-
46	4	20%	46	0	-
48	4	20%	48	2	10%
50	2	10%	50	0	-
52	0	-	52	0	-
54	0	-	54	4	20%
56	0	-	56	2	10%
58	1	0.5%	58	3	15%
60	0	-	60	5	25%
62	0	-	62	2	10%
64	0	-	64	0	-
66	0	-	66	1	0.5%
68	0	-	68	0	-
70	0	-	70	0	-
72	0	-	72	1	0.5%
78	0	-	78	0	-
80	0	-	80	0	-
	N=20	100%		N=20	100%

Based on the table above, it can be seen that in pretest none student got score 30 (0%), 2 students got score 40 (10%), 2 students got score 42 (10%), 5 students got score 44 (25%), 4 students got score 46 (20%), 4 students got score 48 (20%), 2 students got score 50 (10%), 1 student got score 58 (0.5%),). The

highest frequency was 5 at the score of 44. The total frequency was 20. While in posttest 2 students got score 48 (10%), 4 students got score 54 (20%), 2 students got score 56 (10%), 3 students got score 58 (15%), 5 students got score 60 (25%), 2 students got score 62 (10%), 1 student got score 66 (0.5%), 1 student got score 72 (0,5%), and none student got score 80 (0%). The highest frequency was 4 at the score of 54. The total frequency was 20.

Table IV.7
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

	Mean	Std. Dev
Pre-Test	45.9	8.648
Post-Test	58	9.338

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

2. The Data Presentation of the Effect of Using Error Correction toward Students' Writing Ability in Recount Text

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV. 8
The Students' Pre-Test and Post-Test of Experimental and Control Class

No	Students	Experiment Class			Control Class		
		Pretest	Posttest	Gain	Pretest	Posttest	Gain
1	Students 1	50	68	2	48	54	6
2	Students 2	56	74	18	46	54	8
3	Students 3	58	70	12	48	60	12
4	Students 4	42	64	22	48	58	10
5	Students 5	30	54	24	44	54	10
6	Students 6	40	62	22	46	72	26
7	Students 7	52	70	18	42	48	6
8	Students 8	58	74	16	40	48	8
9	Students 9	50	68	18	46	56	10
10	Students 10	60	68	8	44	56	12
11	Students 11	44	68	24	44	58	14
12	Students 12	46	70	24	42	54	12
13	Students 13	50	68	18	50	62	12
14	Students 14	62	78	16	44	60	16
15	Students 15	62	78	16	40	58	18
16	Students 16	54	74	20	44	60	16
17	Students 17	46	74	28	46	60	14
18	Students 18	56	74	18	48	62	14
19	Students 19	52	70	18	58	66	8
20	Students 20	50	70	20	50	60	10

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experimental class and pre-test and post-test in control class. It is also can be seen from the difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

B. The Data Analysis

1. The Data Analysis of Using Error Correction Technique (Variable X)

The data analysis of using error correction technique was based on the percentage of the observation list. The writer had fully implemented the error correction technique to the second year students of Mts Al-Hidayah Sukamaju Kuansing Regency. It can be seen from the total percentage of using error correction technique (78.13%).

2. The Data Analysis of the Students' Writing Ability in Recount Text (Variable Y)

a. The Students' Writing Ability in Recount Text With Error Correction Technique

The data of students' pre test and post test score were obtained from the result of their writing recount text. The data can be described as follows:

Table IV. 9
Students' Pre Test and Post Test Scores of Experimental cCass

Score of pre-test	frequency	Fx	Standard graduated	Score of pre-test	frequency	Fx	Standard graduated
30	1	30	No Pass	30	0	-	-
40	1	40	No Pass	40	0	-	-
42	1	42	No Pass	42	0	-	-
44	1	44	No Pass	44	0	-	-
46	2	92	No Pass	46	0	-	-
48	0	-	-	48	0	-	-
50	4	200	No Pass	50	0	-	-
52	2	104	No Pass	52	0	-	-
54	1	54	No Pass	54	1	54	No Pass
56	2	112	No Pass	56	0	-	-
58	2	116	No Pass	58	0	-	-
60	1	60	Pass	60	0	-	-
62	2	124	Pass	62	1	62	Pass
64	0	-		64	1	64	Pass
66	0	-		66	0	-	-
68	0	-		68	5	340	Pass
70	0	-		70	5	350	Pass
74	0	-		74	5	370	Pass
78	0	-		78	2	156	Pass
80	0	-		80	0	-	-
	N=20				N=20		

Based on the data obtained in the pre-test of experimental class there were 17 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 3 students who passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{17}{20} \times 100\%$$

$$= 85\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{3}{20} \times 100\%$$

$$= 15\%$$

In the post-test of experimental class 1 student did not pass the graduated standard (SKL) or the score obtained < 60 , while 19 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$\begin{aligned} &= \frac{1}{20} \times 100\% \\ &= 0.5\% \end{aligned}$$

The percentage of students who passed the graduated standard as follows:

$$\begin{aligned} &= \frac{19}{20} \times 100\% \\ &= 95 \end{aligned}$$

b. The Students' Writing Ability in Recount Text without using error correction Technique

Table IV. 10
Students' Pre Test and Post Test Scores of Control Class

Score of pre-test	frequency	Fx	Standard graduated	Score of pre-test	frequency	Fx	Standard graduated
30	0	-	-	30	0	-	-
40	2	80	No Pass	40	0	-	-
42	2	84	No Pass	42	0	-	-
44	5	220	No Pass	44	0	-	-
46	4	184	No Pass	46	0	-	-
48	4	192	No Pass	48	2	96	No Pass
50	2	100	No Pass	50	0	-	-
52	0	-	-	52	0	-	-
54	0	-	-	54	4	216	No Pass
56	0	-	-	56	2	112	No Pass
58	1	58	No Pass	58	3	174	No Pass
60	0	-	-	60	5	300	Pass
62	0	-	-	62	2	124	Pass
64	0	-	-	64	0	-	-
66	0	-	-	66	1	66	Pass
68	0	-	-	68	0	-	-
70	0	-	-	70	0	-	-
72	0	-	-	72	1	72	Pass
78	0	-	-	78	0	-	-
80	0	-	-	80	0	-	-
	N=20				N=20		

Based on the data obtained in the pre-test of control class there were 20 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there was none student who passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{20}{20} \times 100\%$$

$$= 100\%$$

The percentage of students who passed the graduated standard is as follows:

$$\begin{aligned} &= \frac{0}{20} \times 100\% \\ &= 0\% \end{aligned}$$

In the post-test of control class there were 11 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 9 students who passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$\begin{aligned} &= \frac{11}{20} \times 100\% \\ &= 55\% \end{aligned}$$

The percentage of students who passed the graduated standard is as follows:

$$\begin{aligned} &= \frac{9}{20} \times 100\% \\ &= 45\% \end{aligned}$$

3. Significant Difference on Students' Writing Ability in Recount Text those Students who Use Error Correction Technique and who do not

To know whether there is or not a significant difference on two technique, the writer used T-test formula to analyze the difference of means. The T-test formula is as follows:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: t_o : The value of t-obtained

M_x : Mean score of experimental class

M_y : Mean score of control class

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of Student

The following table is the table of the students' writing ability in recount text in experimental and control class

Table IV. 11
Percentage of Pretest to Post test of the Students' Writing Ability In
Recount text

No	EXPERIMENT CLASS				No	CONTROL CLASS			
	PRE	POST	RANGE	P(%)		PRE	POST	RANGE	P(%)
1	50	68	2	4	1	48	54	6	12.5
2	56	74	18	32.14	2	46	54	8	17.39
3	58	70	12	20.68	3	48	60	12	25
4	42	64	22	52.38	4	48	58	10	20.83
5	30	54	24	80	5	44	54	10	22.73
6	40	62	22	55	6	46	72	26	56.52
7	52	70	18	34.61	7	42	48	6	14.29
8	58	74	16	27.58	8	40	48	8	20
9	50	68	18	36	9	46	56	10	21.74
10	60	68	8	13.33	10	44	56	12	27.27
11	44	68	24	54.54	11	44	58	14	31.82
12	46	70	24	52.17	12	42	54	12	28.57
13	50	68	18	36	13	50	62	12	24
14	62	78	16	25.81	14	44	60	16	36.36
15	62	78	16	25.81	15	40	58	18	45
16	54	74	20	37.04	16	44	60	16	36.36
17	46	74	28	60.87	17	46	60	14	30.43
18	56	74	18	32.14	18	48	62	14	29.17
19	52	70	18	34.61	19	58	66	8	13.79
20	50	70	20	40	20	50	60	10	20
TOTAL	1018	1396	362	720.1	TOTAL	918	1160	242	435.31
MEAN	50.9	69.8	18.1	36.01	MEAN	45.9	58	12.1	21.77

From the calculation above, it is clear that the students' ability in writing recount text of experimental class is higher than the ability in writing recount text of control class. It is shown by the calculation mean of range $18.1 >$ (bigger than) 12.1 and by mean percentage of $36.01 >$ (bigger than) 21.77 .

The following table is the table of mean and standard deviation of range score of experimental class and control class.

Table VI.12
Mean and Standard Deviation of Score for Experimental Class and Control Class

Students	Score		X (X-MX)	Y (Y-MY)	$\frac{x^2}{x}$	$\frac{y^2}{y}$
	X	Y				
1	2	6	-16.5	-6.1	259.21	37.21
2	18	8	-0.1	-4.1	0.01	16.81
3	12	12	-6.1	-0.1	37.21	0.01
4	22	10	3.9	-2.1	15.21	4.41
5	24	10	5.9	-2.1	34.81	4.41
6	22	26	3.9	13.9	15.21	193.21
7	18	6	-0.1	-6.1	0.01	37.21
8	16	8	-2.1	-4.1	4.41	16.81
9	18	10	-0.1	-2.1	0.01	4.41
10	8	12	-10.1	-0.1	102.01	0.01
11	24	14	5.9	1.9	34.81	3.61
12	24	12	5.9	-0.1	34.81	0.01
13	18	12	-0.1	-0.1	0.01	0.01
14	16	16	-2.1	3.9	4.41	15.21
15	16	18	-2.1	5.9	4.41	34.81
16	20	16	1.9	3.9	3.61	15.21
17	28	14	9.9	1.9	98.01	3.61
18	18	14	-0.1	1.9	0.01	3.61
19	18	8	-0.1	-4.1	0.01	16.81
20	20	10	1.9	-2.1	3.61	4.41
Total	362	242	-	-	651.8	411.8
Mean	18.1	12.1	-	-	32.59	20.59

While the result of the standard deviation of post writing narrative text for each class is as follows:

- a. Standard deviation for range score of experimental class

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{651.8}{20}} = \sqrt{32.59} = 5.74$$

- b. Standard deviation for control class

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{411.8}{20}} = \sqrt{20.59} = 4.54$$

From the calculation above, it can be stated that:

$$SD_x = 5.74$$

$$SD_y = 4.54$$

$$M_x = 18.1$$

$$M_y = 12.1$$

$$t_0 = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}} = \frac{18.1 - 12.1}{\sqrt{\left[\frac{5.74}{\sqrt{20-1}}\right]^2 + \left[\frac{4.54}{\sqrt{20-1}}\right]^2}}$$

$$t_0 = \frac{6}{\sqrt{\left[\frac{5.74}{\sqrt{19}}\right]^2 + \left[\frac{4.54}{\sqrt{19}}\right]^2}} = \frac{6}{\sqrt{\left[\frac{5.74}{4.36}\right]^2 + \left[\frac{4.54}{4.36}\right]^2}}$$

$$t_0 = \frac{6}{\sqrt{(1.32)^2 + (1.04)^2}} = \frac{6}{\sqrt{1.74 + 1.08}}$$

$$t_0 = \frac{6}{\sqrt{2.82}} = \frac{6}{1.68}$$

$$t_0 = 3.57$$

Based on the calculation above, it is clear that the obtained t_0 is 3.57. To know whether there is significant difference of ability in writing recount text between students who are taught by using error correction technique and those who are taught by using conventional technique, we need to obtain the degree of freedom by following way:

$$df = (N1 + N2) - 2$$

$$= (20 + 20) - 2$$

$$= 40 - 2$$

$$= 38$$

After getting the degree of freedom above, it can be said that the degree of freedom is 38. Because the degree of 38 is not available, the writer took 35 as the

nearest score to 38. The T-table at 5% of level of significance = 2.03 and at 1% of level of significance = 2.72. So, the writer can conclude that t_0 is higher than t-table both in 5% and 1% of level of significance. And it can be concluded $2.72 < 3.57 > 2.03$. Therefore, the first hypothesis (H_a) that postulates significant difference of ability in writing recount text between students who are taught by using error correction technique and those who are taught by using conventional technique is accepted automatically and the second hypothesis (H_0) is rejected.

In conclusion, we also can say that there is a significant effect of using error correction technique toward ability in writing recount text at the second year students of MTs Al Hidayah Sukamaju Kuansing Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The students' ability in writing recount text taught by using error correction technique is categorized into good level.
2. The students' ability in writing recount text taught without using error correction technique is categorized into less level.
3. Based on the analysis of T-test formula, It can be conclude that H_0 is rejected and H_a is accepted. It mean that there is a significant effect of using error correction technique toward students' ability in writing recount text at the second year of Islamic junior high school of AL-Hidayah Sukamaju Kuansing Regency.

B. Suggestion

After conducting a research at Mts AL-Hidayah Sukamaju Kuansing Regency, the writer would like to propose some suggestions to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommends the English teachers to use error correction technique in teaching and learning process.
2. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.
3. Writer also hopes the students of Mts AL-Hidayah Sukamaju Kuansing Regency to use various techniques in doing their writing exercise or task, especially; error correction technique because using it can help students to break their blockminded in writing.

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