

components from writing aspect taken from Self at, al.: Composing (C), Style (S), Sentence Formation (SF), Usage (U), and Mechanism (M). The researcher calculated the result of the pretest and mean of both groups to evidence that samples had same ability. To know the total score of first test, the researcher multiplied each component by 5 $C (5) + S (5) + SF (S) + U(5) + M (5)$ and then all scores from five components number of students were added to be a total score.

a. The Result of Pretest of Control Group

Table 4.1

The Result of Pretest of Control Group

No.	Score Criteria					Score
	C	S	S F	U	M	
1.	10	5	15	10	10	50
2.	10	10	10	15	10	55
3.	15	10	15	10	10	60
4.	10	10	10	15	15	60
5.	15	5	15	10	10	55
6.	10	10	10	10	10	50
7.	10	10	15	10	10	55

8.	15	5	15	10	10	55
9.	10	10	15	10	10	55
10.	10	10	15	15	10	60
11.	15	10	10	15	15	65
12.	10	10	15	15	15	65
13.	10	15	10	10	10	55
14.	15	5	10	15	10	55
15.	10	15	15	15	15	70
16.	10	5	15	10	10	50
17.	15	15	15	15	10	70
18.	10	15	10	15	10	60
Σ	210	175	235	225	200	1045
Mean	11.7	9.7	13.1	12.5	11.1	58.1

The table showed that the sum of the pretest scores of control group was 1045.

While the mean of pretest scores of the control group was 58,1. The mean was gotten from five components (Components, Style, Sentence Formation, Usage, Mechanism) and divided by number of students (18).

b. The result of Pretest of Experimental Group

Table 4.2

The Result of Pretest of Experimental Group

No.	Score Criteria					Score
	C	S	SF	U	M	
1.	10	15	10	10	10	55
2.	10	10	15	10	15	60
3.	10	10	15	10	15	60
4.	10	10	10	15	10	55
5.	10	10	15	15	15	65
6.	15	15	15	10	10	65
7.	10	15	15	15	15	70
8.	15	15	10	10	15	65
9.	10	15	15	10	10	60
10.	15	10	15	15	10	65
11.	15	10	10	15	10	60
12.	10	5	15	15	10	55
13.	15	10	10	10	10	55
14.	15	15	10	15	10	65
15.	10	5	10	10	10	45
16.	15	15	10	10	10	60
17.	10	10	10	10	10	50
18.	10	10	10	10	10	50
Σ	215	205	220	215	205	1060
Mean	11.9	11.4	12.2	11.9	11.4	58.9

The table showed that the sum of the pretest scores of experimental group was 1060. While the mean of pretest scores of the control group was 58,9. The mean was gotten from five components (Components, Style, Sentence Formation, Usage, and Mechanism) and divided by number of students (18).

1.1 Analysis of Pretest

Pretest in the experimental and control group is given in the first meeting before conducting the treatment. It is attended by 18 students in each class. data is collected through pretest in both groups in order to find out their writing ability in both groups are homogeneous or not. It is given before the treatment.

Table 4.3

The result of pretest can be seen in the following table:

Group	N	Total Score	Mean
Control Group	18	1045	58,1
Experimental Group	18	1060	58,9

The result would be described through the following figure.

Chart 4.1

Chart total score of pretest experimental and control group

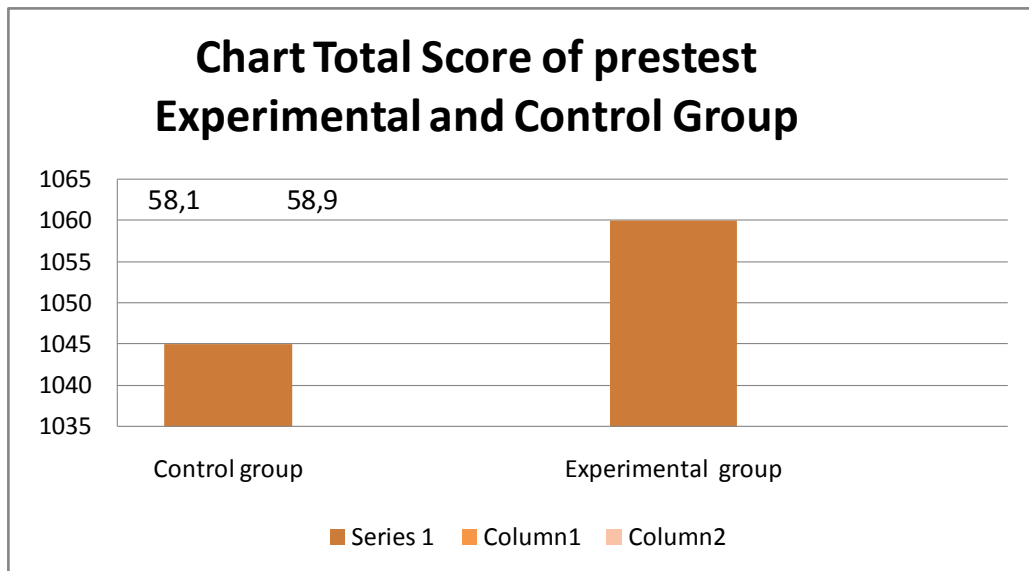
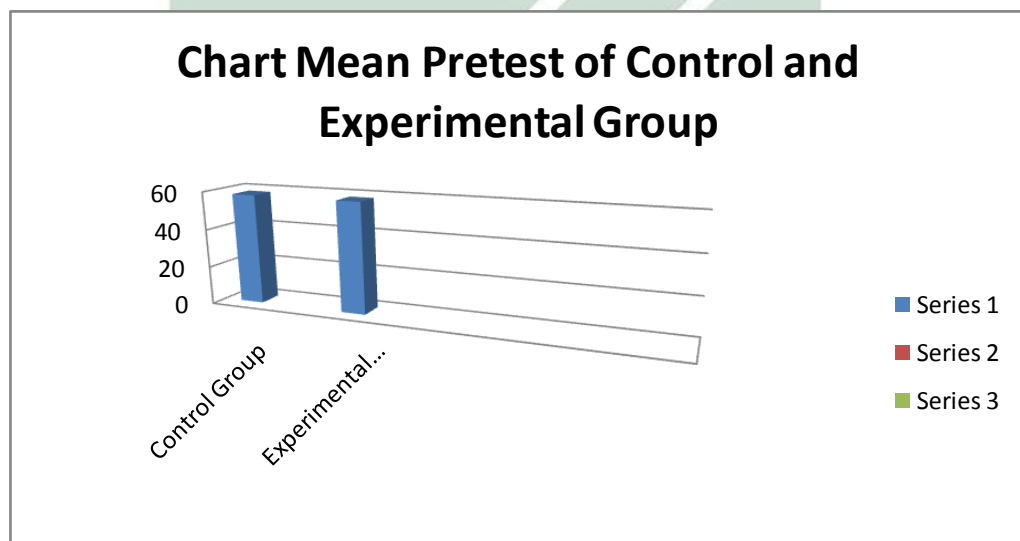


Chart 4.2

Chart Mean of pretest control group and experimental group



1.2 The Treatment

The treatments of this study were the use of timeline strategy for the experimental group. Timeline strategy would be a help for the students in investigating the question and it would direct students in order to choose, find and create the ideas of writing and then developing students' ideas into understand. The process of timeline strategy is very useful to help the students to generate and organize ideas into a good composition of writing. So, the product of writing can easier understand by the reader.

a) First Treatment

The first treatment was held on 16th March, 2016. In this time the students was taught used timeline strategy. The theme of this meeting was about "Unforgettable moment" The teacher ask the students to write their story be related to their experience and use timeline strategy.

The first treatment was started with the greeting and shared the purpose of the study. Then the teacher ordered the students to open the book and gave some explanation based on the subject. Teacher introduces the timeline strategy and starts explain how to use the timeline. Teacher gives picture kind of timeline strategy, then she explain the steps how to make a timeline. After the teacher gave the example, she asks students to write down their own timeline in the book. Then she give the students home work to do the recount text based on timeline strategies that have been make before.

b) Second Treatment

The second treatment was held on 21st March 2016. In this time the students was taught to use timeline strategy. The theme of this meeting was about “Last holiday”. Teacher asked the students to write about their last holiday and use timeline.

The second treatment was started with the greeting and shared the purpose of the study. Before teacher explains the second material she asks students to submit their home work. Then teacher asks the students to open the book and explains them about generic structure of recount text. After that, the teacher asks the students to write story about their last holiday and do they spent the holiday. In the end, students make story about their last holiday use timeline strategy and submit their work to the teacher. Then teacher asks one of their students to explain how to write and generating their ideas.

2. The Result of Posttest of Experimental and Control Group

After giving pretest, the teacher taught writing to the experimental and control groups. For the experimental group, the researcher presented the material of writing by using timeline strategy and for control group taught without using timeline strategy and directly taught and explained about recount text. The posttest was given to the 36 students. There were 18 students in control group and 18 students in experimental group. After giving pretest, the researcher gives treatment to the experimental and control groups twice. The

experimental group was given timeline strategy and the control group was taught use traditional method.

The posttest was conducted in 28th of March 2016. Posttest in experimental and control group was conducted on the third and fourth meeting, while the control and experimental group was given the posttest in the third and fourth meeting. Posttest was conducted to know the students' English writing ability of recount text after the implementation of timeline strategy.

a. The result of posttest in control group

Posttest was also given to the class X-1 at SMA Hidayatul Ummah as a control group. The control group was not given the treatment by timeline strategy. The teacher was taught students use traditional technique. In traditional technique teacher gives material to students besides on explanation and book. The posttest was attended by 18 students at the third and fourth meeting on 21st and 28th March 2016. The data of posttest of control group was analyzed based on the five components: Components, Style, Sentence Formation, Usage, and Mechanism. The result of posttest of control group can be seen in the following table.

Table 4.4**The Result of Posttest in Control Group**

No.	C	S	SF	U	M	Score
1.	10	10	10	15	15	60
2.	10	10	10	10	15	55
3.	10	15	10	15	10	60
4.	10	15	15	10	15	65
5.	10	15	15	15	10	65
6.	10	15	10	15	15	65
7.	10	15	10	15	10	60
8.	10	15	10	10	15	60
9.	10	15	10	10	15	60
10.	10	15	10	10	15	60
11.	10	15	10	10	20	65
12.	10	10	15	15	10	60
13.	15	10	10	15	10	60
14.	15	15	15	10	15	70
15.	10	20	10	10	10	60
16.	10	15	10	10	10	55

17.	10	10	10	15	15	60
18.	10	10	15	10	15	60
Σ	190	245	205	220	240	1100
Mean	10.6	13.6	11.4	12.2	13.3	61.1

On the contrary, the posttest of control had not improved significantly as the experimental group. From the table above it can be seen that the students' mean in their English writing score of pretest group was 61,1.

b. The Result of Posttest in Experimental Group

The data was gotten by giving posttest after implementation of timeline strategy in experimental group. Posttest on the experimental group was held on third and fourth meeting 28th of March. Before posttest was given, the treatments were done twice on 15th March and 21st March 2016. The first treatment used “Unforgettable moment” and “Last Holiday”.

The score of control group which was showed in five components: Composing (C), Style (S), Sentence Formation (SF), Usage (U), and Mechanism (M), then the score of posttest of control group was assessed based on ESL Composition. Score can be seen in the following table:

Table 4.5
Result of Posttest Experimental Group

No.	Score Criteria					Score
	1	2	3	4	5	
1.	15	15	15	15	15	70
2.	15	15	15	15	15	75
3.	15	15	10	15	15	70
4.	10	20	20	15	15	80
5.	15	10	15	15	15	70
6.	15	15	15	15	15	75
7.	15	20	15	20	10	80
8.	15	15	15	15	15	75
9.	15	15	15	15	15	75
10.	15	10	15	15	20	75
11.	15	20	15	15	15	80
12.	20	15	15	15	15	80
13.	15	20	15	15	15	80
14.	15	15	15	15	15	75
15.	15	15	15	15	15	75
16.	15	15	15	20	15	80

17.	20	15	10	15	15	75
18.	15	15	15	15	15	75
Σ	275	280	265	280	270	1365
Mean	15.3	15.6	14.7	15.6	15.0	75.8

Based on the table above, it can be conclude that scores of posttest in experimental group got some improvement. The mean of posttest of experimental group was 75,8. It means that mean score of experimental group increase about 14,7 points.

c. Analysis of posttest

Posttest is conducted to both of experimental and control groups in the same week after receiving the treatment. The purpose of posttest is to know whether there is improvement in the students' achievement of experimental group. The result of the posttest score and mean of the experimental and control groups are presented in following table:

Table 4.6

The Result of Total Score and Mean of Experimental And Control Group

Group	N	Total Score	Mean
Experimental Group	18	1365	75,8
Control Group	18	1100	61,1

Chart 4.3

Chart total score posttest of experimental and control group

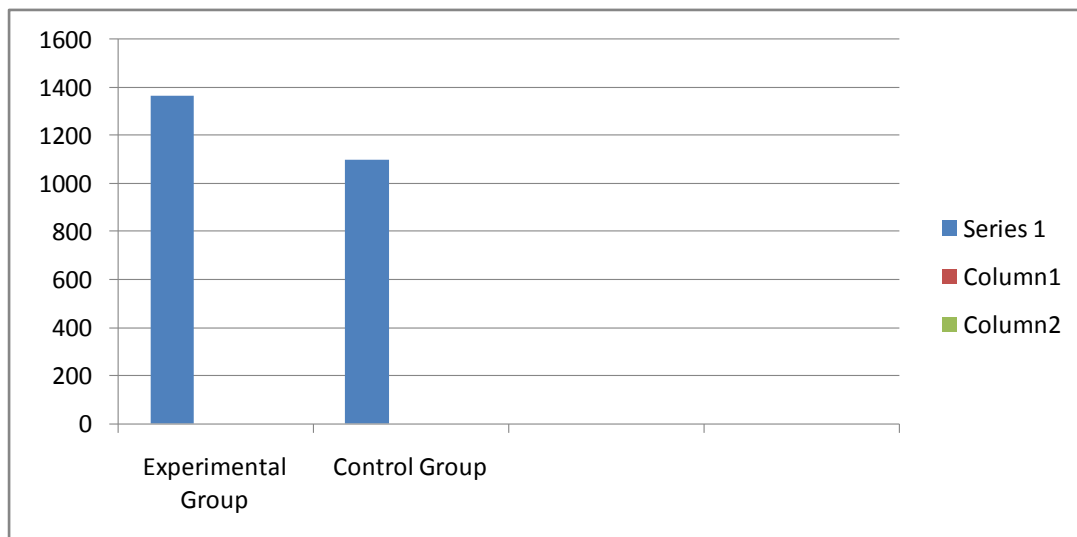
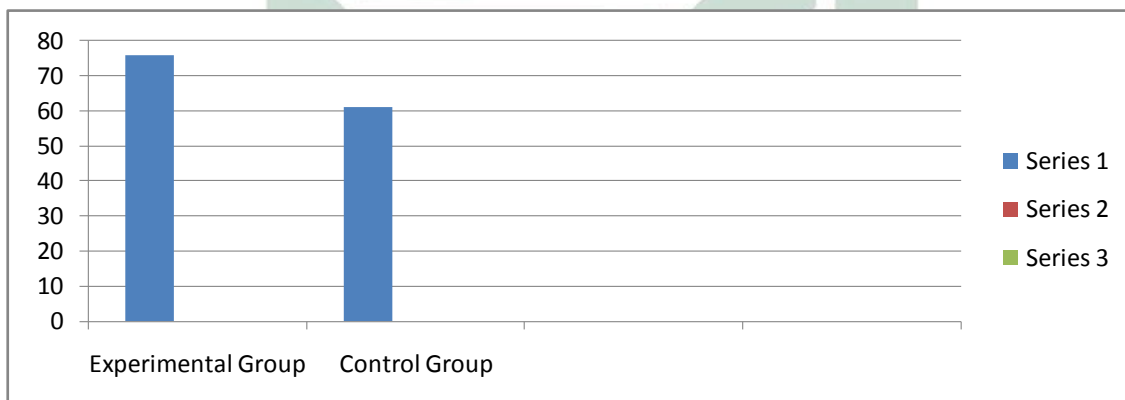
**Chart 4.4**

Chart mean posttest of experimental and control group



The chart shows that the sum of the posttest is 1365 for experimental groups and 1100 for control groups. While the mean of posttest score of the experimental group is 75,8 and the control group is 61,1.

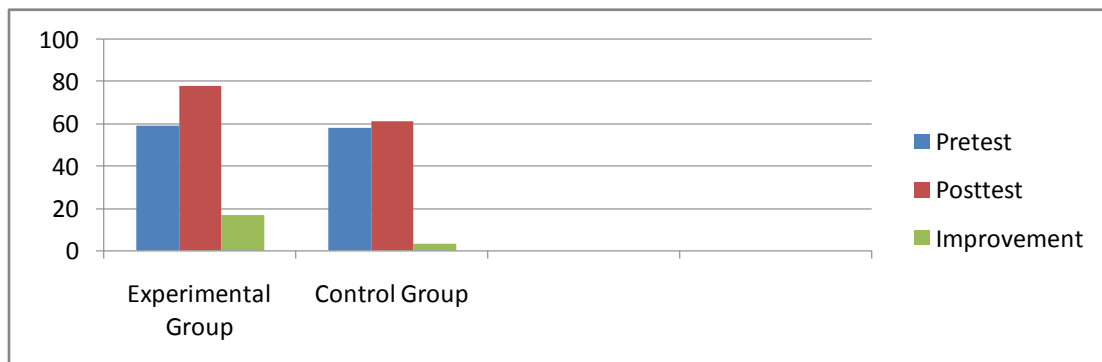
From the result of pretest and posttest scores of experimental group, we could see that the posttest score is higher than pretest. It would be compared with pretest to find out the improvement. The improvement can be seen through the following:

Table 4.7

The improvement of Experimental and control Group

Group	Mean		
	Pretest	Posttest	Improvement
Experimental Group	58,9	75,8	16,9
Control Group	58,1	61,1	3

Chart 4.5 the improvement of experimental and control group



From the table above, it shows that the mean difference of experimental class is higher than control class. The score of experimental group mean difference is 16,9, whereas in control group is mean difference is 3. It can be concluded that the treatment given by timeline strategy has more influence than traditional technique.

Overall improvement between pretest and posttest score of experimental group is higher than the control group. Then the researcher calculates the two mean posttest score by using t-test formula to know whether the improvement is significant or not.

d. Analysis of Significance

After the researcher gives the pretest, treatments and posttest then the researcher calculates the different mean of pretest and posttest score between experimental and control groups to know whether the result of timeline strategy is significant or not between both of groups. Then the result is analyzed using t-test formula. Before it is done, the standard deviation of the two groups is calculated first.

1.1 Standard Deviation and variance of Experimental and Control Group

a. Experimental group

- Variance

- $$S_e^2 = \sum \frac{(X_e - \bar{X})^2}{n_e - 1}$$

$$= \frac{212,52}{17}$$

$$= 12,50$$

- Standard Deviation

$$S_e = \sqrt{12,5}$$

$$= 3,53$$

b. Control group

- Variance

$$S_c^2 = \sum \frac{(X_c - \bar{X})^2}{n_c - 1}$$

$$= \frac{227,78}{17}$$

$$= 13,40$$

- Standard Deviation

$$S_e = \sqrt{13,40}$$

$$= 3,66$$

Table 4.8

The result of calculation is presented in this table:

Group	N	Mean	Variance
Experimental Group	18	3,53	12,50
Control Group	18	3,66	13,40

1.2 T-test

After the researcher knows the different between mean and variance from both groups then, the researcher calculates the t-test.

$$t = \frac{\bar{X}_e - \bar{X}_c}{\sqrt{\left(\frac{(n_e-1)S_e^2 + (n_c-1)S_c^2}{n_e + n_c - 2}\right) \left(\frac{1}{n_e} + \frac{1}{n_c}\right)}}$$

$$t = \frac{75,8 - 61,1}{\sqrt{\left(\frac{(18-1)12,50 + (18-1)13,40}{18+18-2}\right) \left(\frac{1}{18} + \frac{1}{18}\right)}}$$

$$t = \frac{14,7}{\sqrt{\left(\frac{212,5+227,8}{34}\right) \left(\frac{2}{18}\right)}}$$

$$t = \frac{14,7}{\sqrt{\left(\frac{440,3}{34}\right) \left(\frac{2}{18}\right)}}$$

$$t = \frac{14,7}{\sqrt{(12,95)(0,11)}}$$

$$t = \frac{14,7}{1,19}$$

$$t = 12,35$$

$$t_{value} > t_{table} (\alpha/2)$$

$$12,35 > 2,04$$

1.3 Determining Alpha (α)

$$\alpha = 0,05$$

1.4 After all data calculates, the number of degree of freedom calculates.

The formula is:

$$\begin{aligned} df &= (N1+N2)-2 \\ &= (18+18)-2 \\ &= 36-2 \\ &= 34 \end{aligned}$$

From the calculation of the data above, it was found that standard deviation of the experimental group was 3,53 While the control group was 3,66. T-value is comparing with t-table distribution with significant 0.05 and degree of freedom (34). It was found that t-table was 2,04 While the result of t-value was 12,35.

So it was clear that there was significant different between the students' English writing achievement who were taught by timeline strategy and who were taught by timeline strategy. In other words, the effect of timeline strategy to improve students; writing ability in recount text at first year of SMA Hidayatul Ummah in experimental group was effected that the control group who were not taught by timeline strategy.

B. Testing Hypothesis

To check whether or not the difference between two means of the experimental group and the control group is statistically significant, the obtained t-value should be consulted with the critical value in the t-table.

The hypothesis of this research states that :

Ha : There is a significant difference in students' English writing recount text taught by timeline strategy and traditional technique at the first year of SMA Hidayatul Ummah Surabaya.

Ho : There is no significant difference in students' English writing recount text taught by timeline strategy and traditional technique at the first year of SMA Hidayatul Ummah Surabaya.

Before the experiment is conducted, the level of significance should have been decided first, so the decision making would not be influenced by the result of the experiment.

In this experiment, there are 18 students as experimental group and 18 students as control group. The number of the both groups is 36 students.

From the number we can know that degree of freedom is 34, which is obtained from the formula $n_1+n_2-2=34$. Then the score of db was assessed on table by significance level 5%. T-table score was 2.00.

It can be seen that $t\text{-value} < t\text{ table}$ at a significance level of 5%. It was mean that alternative hypothesis was accepted and approved or

rejected the null hypothesis. So, there was improvement English writing achievement between experimental group was taught by timeline strategy and control group who was taught by traditional technique. The obtain t value is 12,35 so the t value is higher than t table 2,04. It is concluded that “there is significance effect of timeline strategy on improving students’ writing skill in recount text”.

C. Discussion

This section is intended to discuss the research findings. All data collected from the research instrument provides information about the object in this research. This research was about the effect of timeline strategy to improve students’ writing ability.

Timeline strategy is one of the ways to improve students’ writing ability in recount text. Sue Palmer stated that timeline was chosen to represent recount because it is simple, clear indicator of chronological order (using left→ right) as an indicator of time passing), and visually to remember.⁴⁵ Timeline strategy is also able to re-organize student event in one line, it easier to understand and to write into a piece of writing text. While teaching through timeline strategy, the teacher let students to write their ideas in one line, it helps students to brainstorm their ideas then develop their ideas into their own writing.

⁴⁵ Palmer Sue, How to Teach Writing