THE EFFECT OF USING PAIR CHECKLEARNING MODEL ON STUDENTS' WRITING SKILL

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penerapan pair check learning model pada pemahaman membaca siswa. Desain penelitian ini adalah eksperimental yang dilakukan dengan memberikan pre-test dan post-test ke kelas. Penelitian ini melibatkan 30 peserta SMP N 4 Pasir Penyu. Pertanyaan penelitian dalam penelitian ini adalah untuk mengetahui pengaruh signifikan penggunaan pair check learning model pada pemahaman membaca siswa dalam teks recount. Pretest dan posttest diberikan dalam penelitian ini dan sample t-test digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa ada pengaruh signifikan penggunaan pair check learning model pada pemahaman membaca siswa. Hal ini dapat dibuktikan bahwa model pembelajaran ini bias digunakan dalam mengajar teks recount, hasil akhir menunjukkan bahwa 30 orang siswa pada kelas eksperimen mendapat rata-rata 74,16 dan kelas control mendapat skor rata-rata 38,66. Berdasarkan data ini, hasil akhir dari penelitian adalah $t_{count} > t_{able}$, yakni 14.14 > 2.00. Ini artinya penelitian dapat diterima. Jadi, dapat disimpulkan bahwa model pembelajaran pair check dapat diterapkan dalam pengajaran pemahaman membaca teks recount terutama di SMP N 4 Pasir Penyu.
Kata Kunci: Keterampilan membaca, Model Pembelajaran Pair Check, Teks Recount

Absract: The purpose of this study is to find out the effectiveness of pair check learning model on students' writing skill of recount text. The research design was experimental by giving pre-test and post-test to the class. It involved 30 participants of SMPN 4 Pasir Penyu. The research question were posted in this study in order to find out the significant effect of using pair check learning model on students' writing skill of recount text. Pretest and posttest were administered in this study and sample t-test was used to analyze the data. The research finding shows that there was significant effect of using pair check learning model on students' writing skill of recount text. The data was analyzed by using t-test. It proved that this model can be used to teach recount text, the final test showed that from 30 students of experimental class, they got average 74.16 and S^2 was 96.69 then controlled class got the average 38.66 and S^2 was 92.44. Based on this data, it was done the t-test, and the result is $t_{count} > t_{able}$, it is 14.14 > 2.00. It means that this study is accepted. So, it can make inference that pair check learning model can be applied in teaching writing recount text especially at SMPN 4 Pasir Penyu.
Key Words: Writing Skill, Pair Check Learning Model, Recount Text.

A. Introduction
Writing is a form of thought. This means that writing is an activity of expressing ideas, problems, events, feelings, or thinking for others through written form.According to Tarigan (2008:3) "Writing skill is one of the language skill that is productive and expressive used to communicate indirectly and not face to face with other people."Writing is also an action, a process of discovering and organizingyour ideas, putting them on a paper and reshaping and revising them.Suparno and Yunus

(2006:129) states that "writing is communication activity in the form of delivery of a written massage to another party". Writing activities involve the author as a delivery of massage, massage or content, channels or media and readers as the massage.Based on the statement above, it canbe concluded that writing is expressing ideas, facts, feeling,experience, and thought in written form.

To write English well, the students should master all components of writing skill, namely grammar, vocabulary, content/ideas, mechanics, and organization. Through writing, the students can restate information that he/she understands from texts or articles as well as information that he listens to. Moreover, it is also a very useful language skill to deliver information through written communication. It is in line with Hughes (2003: 101-102)who points out five indicators of a good writing. The first indicator is grammar (language usage). In writing, the use of grammar must be used correctly based on the writing context. Secondly, vocabulary, the ability in choosing appropriate vocabulary in writing is strongly important, since it helps a writer write well. Next, it is mechanics. Mechanics cover several points such as punctuation, spelling, and capitalization. It helps the reader in understanding the content of the composition easily. Then, it is fluency (style and easy of communication). A paragraph is stated as fluent when the choice of the structure and vocabulary is consistently appropriate in order easily to be comprehended. Finally is organization (form), which is essential for a paragraph to have form (organization), which means that all the sentences in the paragraph discuss only one main idea.So that, in order to master writing, they have to be hard-working in doing it.

Dealing with the School-Based Curriculum (KTSP), for Junior High School as well as referring to the Basic Competence (BC) of writing skill for the third year students, it is expected that the students are able to express meaning and rhetorical steps of simple essay in daily life and knowledge usage accurately, fluently and understandably in the form of descriptive text and recount text . In brief, teaching writing for the students is intended to encourage them how to be able to express both meaning and rhetorical in the form of some texts.Recount text text is chosen by the researcher in conducting this research.It is a kind of text, which function is totells the events or experiences in the past or has passed so that the tenses used in the recount text is a past tense form. Recount text is a text whose contents relate to an event in the past that a person has experienced. Budiani (2013:58) states that "three main organization; orientation, event, and reorientation". Its characteristics can be seen through its language features, which include verb, adverb of place and time, and temporal sequence. It is generally written in simple past tense.

In teaching writing, the teacher has to help students for better result. Here, the teacherchose a strategy "pair check learning model."According to Sohimin (2014:119) "pair check is a model of learning where students pair up and solve problems given". This learning model is also to train students' social sense of cooperation and ability to give an assessment. With pair check strategy allows Students to exchange ideas, opinions and give each other advice.Pair Check means that students change their partner. This model is learning process that prioritizes group cooperation. Pair checks is a learning model that can be used in teaching and learning by emphasizing the search for each other to discuss the assignment.

The implementation of pair check learning model offers many advantages for language learning. Istarani (2011:14) states that " there are several purposes of using pair check model that students get; students can train social taste, cooperation and ability to give assessment to other friend in learning process which is implemented".

Therefore, students will be able to train a sense of cooperation in group for the achievement of learning and more enjoy in class writing experience. Moreover, Mudasir (2013: 120) states that "pair check learning model can train the students to be patient, giving and receiving the motivation of their partners appropriately and effectively". It means that this model can train the students to be open to criticism or suggestion from their partner or partner others, give students the opportunity to guide others, and create mutual cooperation among students. These training will make students' writing class be better.

Based on the advantages of pair check learning model above, the researcher interest to apply pair check in teaching writing. By carrying out this research, the researcher expected that the implementation of pair check learning model in teaching writing recount text probably helps students to overcome their difficulties in writing and to achieve the improvement of their writing skill.Based on the explanation above, the purposes of this research is to find out if there is any significant Effect of using coursepair checklearning model onstudents' writing skill of recounttext at gradeVIII^2 SMPN 4 Pasir Penyu Indragiri Hulu.

B. Research Methodology

This research is quantitative research through experimental research design in which pretest/post-test were administered. The data were analyzed used T-test (independent samples tests). The participants of this study was the eighth grade of SMPN 4 Pasir Penyu in academic year 2018/2019 that consisted of five classes. The population were143 students. The researcher used simple random sampling to take a sample. According the Mundir (2013:17), "with simple random sampling, the researcher no more make interval class. The researcher just determines the total of population and the sample that they want." From five classes, the researcher took one random class as sample. The sample was VIII^2 (30 students). The following table was the details:

Table IPopulation and Sample

No	Students	Population	Sample
1.	VIII.1	30	VIII.2 (30 students)
2.	VIII.2	30	
3.	VIII.3	27	
4.	VIII.4	29	
5.	VIII.5	27	
	Total	143	

C. Results and Research

The data in this study were analyzed by using a descriptive statistics of finding frequency, percentages, and total scores; while the data were analyzed by using the statistical method. In this research, the researcher used independent sample test in SPSS 17 program.

The Data Presentation of the Pretest and Posttest

To know students' understanding before being given the treatment about recount text, the researcher gave the some topics about recount textand ask the students to answer it. The total number of the students was 60 students. Then from the both classes, the researcher took the average as follow:

Experimental class $= \frac{total\ score}{total\ students} = \frac{1055}{30} = 35.16$

Controlled class $= \frac{total\ score}{total\ students} = \frac{1065}{30} = 35.50$

Table IIMean Score of Pretest

Class	N	Mean Score
Experiment	38	35.16
Controlled	31	35.50

To know students' understanding recount text at grade VIII SMPN 4 Pasir Penyu in post test for both classes, the researcher delivered the recount text. After collecting the data and computing the test of the posttest. Then the researcher took the mean ofthose two classes in posttest.Then the researcher takes the result, and it can be seen in this following table:

Experimental class $= \frac{total\ score}{total\ students} = \frac{2225}{30} = 74.16$

Controlled class $= \frac{total\ score}{total\ students} = \frac{1160}{30} = 38.66$

Table IIIStudents' Mean in Post Test

Class	N	$\overline{\text{X}}$
Experiment	30	74.16
Control	30	38.66

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Based on table II and III above, it could be calculated that the total score of students' understanding recount text in pre-test was 1055. The highest was 65, and the lowest one was 20. The average score was 35.16. For the post-test the total score was 2225, with the highest score was 95, and the lowest one was 55. The average score was gotten 74.16. Based on the data, it could be calculated that the total score and the average is not too significant, in pretest, the total score is 1065 with the average is 35.50. And in posttest the total score is 1160 with the average is 38.66.

Data Analysis
The Data Analysis that the researcher got of this research from the students' post-test of experimental and controlledclass. After the data was obtained, the data were analyzed used T-test (independent samples tests). Before the data were analyzed used T-test, the data should be normal and homogeny.

Normality Test
Normality test is done to see whether the data from sample is normal or not so that the *Lilliefors* test has to be done. Lilifors is the method that used basic data is not processed in the frequency distribution tabel. This is the normality test that was done and the result is in this following table:

Table IVNormality Test Result

Class	N	L_{count} (L_0)	L_{table}	Explanation
Experiment	30	0.1538	0.161	Normal
Control	30	0.081	0.161	Normal

Based on table above, it can be seen that the both samples are normal. From 30 students in the experimental class, it got that the L_{count} (L_0) = 0.1538 and L_{table} = 0.161. And from 30 students in controlled class, it got that the L_{count} (L_0) = 0.081 and L_{table} = 0.161. The result is normal if L_{count} (L_0) < L_{table} . It can be concluded that data from both classes were normal.

Homogenity Test

The sample should not only be normal, but also homogenous. The homogenity of the test can be gotten from the this explanation :

Experimental class:
S^2 = 96.69with n = 30

Controlled class:
S^2 = 92.44with n = 30

$$F_{count} = \frac{S_1^2}{S_2^2} = \frac{the\ biggest\ learning\ result\ variant}{the\ smallest\ learning\ result\ variant}$$

$$= \frac{96.69}{92.44} = 1.04$$

F_{table} = dk (n_1 − 1) (n_2 − 1)

$\quad$ = (30 − 1) (30 − 1)

$F_{(0,05)}$ = (29) (29)

$F_{(0,05)}$ = 1.88

And then, the conclusion of those explanations can be seen in this table:

Tabel VThe Price of F_{count} and F_{table} Learning Result Test

Class	N	S^2	F_{count}	F_{table}	Explanation
Experiment	30	96.69	1.04	1.88	Homogeny
Control	30	92.44			

From that table it can be seen that F_{count}< F_{table}, it is 1.04<1.88. It means that the both samples are homogenity.

The Hypothesis Test

Based on the normality and homogeneity test, both samples were normal and homogeny, the t-test was needed to test the hypothesis and the explanatios as follows:

$\overline{X_1}$ = 74.16n = 30

$\overline{X_2}$= 38.66 $\quad$ n = 30

$S_1^2 = 96.69$ $S_2^2 = 92.44$

$$S^2 = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}$$

$$= \frac{(30-1)96.69 + (30-1)92.44}{30+30-2} = 94.565$$

S $\quad$ =9.72

$$t_{count} = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} = \frac{74.16-38.66}{9.72\sqrt{\frac{1}{30}+\frac{1}{30}}} = 14.14$$

$$t_{table} = \left(1 - \frac{1}{2}\alpha\right)(n_1 + n_2 - 2)$$

$$= \left(1 - \frac{1}{2} \cdot 0{,}05\right)(30 + 30 - 2)$$

$= (0{,}975)\ (58)\ 2.5819889$

$= \mathbf{2.00}$

And the result can be seen in this following table:

Table VIHypothesis Test Result

Class	N	$\overline{X}$	S^2	S	t_{count}	t_{table}
Experiment	30	74.66	96.69	9.72	14.14	2.00
Control	30	38.66	92.44			

Based on table above, it can be seen that t_{count} is 14.14 and the price of t_{table} in real standard 0,05 or real standard 95% with dk = 58 is $1 - \frac{1}{2}\alpha = 2.00$. It is cleared that t_{count} is in rejected H_0 or in out between -2.00 and 2.00 so, it can be concluded that H_0 is rejected and H_a is accepted. In the other words, this method has an effect on the students' understanding in recount text.

D. Conclusion

After finishing and conducting this research with the title "The Effect of Using Pair Check Learning Model on Students' Writing Skill of Recount Text at Grade VIII[2] SMPN 4 Pasir Penyu Indragiri Hulu", the researcher finally got the result of this research. This model is effective to be implemented, because in pretest of experiment class the mean is 35.16 and in controlled class the mean in pretest is 35.50.In posttest the mean score of experimental class is 74.16, and in controlled class is 38.66. Best on statistic analysisthat t_{count} is 14.14 and t_{table} is on the level real 0,05 or the level confidence 95% with dk = 58 is $1 - \frac{1}{2} \square = 2.00$, it is between -2.00 and 2.00. It means that Ho is rejected and Ha is accepted.There is a significant effect of using pair check learning model on Students' writing skill of recount text at grade VIII[2] SMPN 4 Pasir Penyu Indragiri Hulu. Therefore, this strategy can be implemented for teaching writing to the students. However, teachers should be more creative to prepare a suitable material. Teacher also has to facilitate the students to make the class enjoyable and comfortable by using pair check model. At last, it can be concluded that the research findings can be implemented to other junior high schools.

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