



**THE EFFECTIVENESS OF *SET GOALS* AND *VISUAL CUED*
STRATEGIES USING AUDIO-VISUAL AND VISUAL MEDIA
TO IMPROVE STUDENTS' ACHIEVEMENT IN WRITING
NARRATIVE TEXT**

**(A Quasi Experimental Study of Eleventh Grade Students of SMA
Negeri 12 Semarang in the Academic Year of 2014/2015)**

a final project

submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

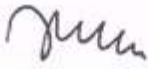



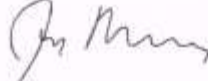
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DECLARATION OF ORIGINALITY

I Septi Ariani hereby declare that this final project entitled *The Effectiveness of Set Goals and Visual Cued Strategies Using Audio-visual and Visual Media to Improve Students' Achievement in Writing Narrative Text (A Quasi Experimental Study of Eleventh Grade Students of SMA Negeri 12 Semarang in the Academic Year of 2014/2015)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, September 2015

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a smaller, more complex signature.

Septi Ariani

MOTTO AND DEDICATION

“Everybody wants happiness nobody wants pain, but you can’t have a rainbow without a little rain.”

To my beloved father and mother
my brother’s family
my future husband
all of my teachers, lectures, and friends

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Firstly, I would like to say thank you very much yaa Allah yaa Rabbi, the only God, the all mighty for the blessing and mercy given to me during my study and my whole life. Then, shalawat and salaam are only given to ALLAH's messenger the prophet Muhammad SAW. The best person we should obey to and love to.

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I realize that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for betterment. I hope this final project will be useful for all of the readers especially for English teachers.

Semarang, Juni 2015

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ABSTRACT

Ariani, Septi. 2015. *The Effectiveness of Teaching Strategies Using Audio-visual and Visual Media to Improve Students' Achievement in Writing Narrative Text*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Dr. Yan Mujiyanto, M.Hum. Second advisor: Intan Permata Hapsari, S.Pd., M.Pd.

Keywords : Audio-visual strategy, Narrative Text, Writing Achievement

Writing is the one of four skills that needs complex way to master. However, writing is very important for English learners, and it is essential for English teachers to encourage and improve their students in writing achievement. This final project mainly aims at determining the effectiveness of using audio-visual strategy in teaching writing narrative text and also finding out the significant difference of writing improvement between the students who taught by using audio-visual strategy and the ones who taught by using visual strategy.

The subject of this study was the eleventh grade students of SMA Negeri 12 Semarang in the academic year of 2014/2015. The number of the subject was 70 students. The design of this study was experimental study. The data were gained by administering pre-test and post-test of writing test. By using purposive sampling, students of XI-IPA 3 were taken as the samples of the experimental group and the samples of control group were the students of XI-IPA 4.

In the pre-test, the mean score of the experimental group was 51.54 and the control group was 49.20. The result of post-test of the experimental group was 80.22 while the control one was 71.71. There was an improvement between the results of pre-test and post-test's score. That means that these strategies were effective enough to be used in teaching writing narrative text. The calculation of t-test by using SPSS, the result shows that the value of significant was 0.006. Since the value of significant was ($0.006 < 0.05$), it means in the H_0 rejection area, it is concluded that there was a significant difference on students' writing achievement between the students who were taught narrative text by using audio-visual strategy and those who are taught narrative text by using visual strategy.

I suggested that teachers should be creative in choosing strategy and media which are used in teaching learning process. It would make teaching learning process more interesting, enjoyable, and educative. For the students, audio-visual hopefully could be an interesting strategy or positive forces for obtaining higher achievement.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, and outline of the study.

1.1 Background of the Study

Communication is very important in our daily life. Language as the tool of communication has an important role and gives us the ease in communicating. In daily activities, language is a means to convey idea, concepts, inspiration, impression and other things in human's mind both in spoken and written languages. In this global era, English is the most important language because English is mostly used to communicate between people in the world. There are four skills in learning language, they are: listening, speaking, reading, and writing. Writing is the one of four language skills that needs very complex ways to master, and usually the one that last to learn. As stated by Straub in Hyland (2003:9), "Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic."

Based on my own experiences, most of the students get difficulties in writing. It happens because they feel confused how to start writing and are not interested in learning writing. However, writing is very important for English learners, and it is essential for English teachers to encourage their students to write. According to Ramelan (1992:3), "Although English is taught for so many

years, we find that most English classroom in our country is far from being satisfactory as far as communication is concerned.” Nowadays, teachers seem to have difficulties in deciding what methods, techniques, strategies, or media must be used and how to teach writing appropriately, but they must be able to find out the ways of how to make writing easier and be fun activities for their students to learn. In this case, teachers have to use media strategy to improve students’ English skill especially in writing.

Therefore, it needs more attention and carefulness to make the best writing. It becomes the hard way for the teacher to reach the better achievement in students’ writing. O’Malley and Chamot in Faridi (2012:70) state that learning strategies as special ways in processing information that enhance comprehension, learning, or retention of the information. Moreover, Murcia (2001:461) defines that media help teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Audio-visual and visual media can be used to teach writing. According to NSW Department of Education and Training (2007:66), the visual prompts the students develop become a constant source for students to revisit and utilize when jointly or independently constructing oral or written texts on the subject. Meanwhile, audio-visual is one of the visual aids that contain moveable pictures or activity and sounds. Putra (2004:13) emphasizes that audio-visual is learning media which able to give variation of stimulation in students’ brain. By seeing the audio-visual, it will help the audience to catch the information better than listening or reading only.

According to the curriculum (2006) or School-based Curriculum, texts which are given in eleventh grade students are analytical, spoof and narrative texts. Based on those types of text, I define that narrative text can be a good basic text for the eleventh grade students because they are in intermediate learners' level. Therefore, the students can use a narrative text more freely to practice in developing their writing skill based on their ideas than analytical which need scientific rules to do and spoof which need a high sense in humor. In this study, I use strategy of audio-visual and visual aid to teach writing narrative text to the eleventh graders of Senior High School because I am sure that it can stimulate the students' ideas to write a narrative text. I will divide the students into two groups. The experimental group is taught by using audio-visual strategy, and the control group is taught by using visual media strategy. From the reasons above, I carry out this research to find out whether audio-visual strategy is a better way to improve students' achievement in writing narrative text.

1.2 Reasons for Choosing the Topic

There are some reasons in choosing the topic of the study. They can be formulated as follows:

- (1) One of the basic competences which has to be mastered by students in the eleventh grade of Senior High School is writing.
- (2) I am curious whether audio-visual strategy can improve the students' writing skill.
- (3) The students get difficulties in writing a text.
- (4) Based on the School-based Curriculum for Senior High School, narrative text is one of the text types that the eleventh grade students have to master.

(5) Strategy and media help teachers in teaching and learning process.

1.3 Statement of the Problem

The problem investigated is stated as follows:

How is the difference in effectiveness between audio-visual strategy and visual media strategy when used to teach writing narrative text to the eleventh grade students in SMA Negeri 12 Semarang?

1.4 Objective of the Study

The purpose of the study can be stated as follows:

To explain if there is a difference in effectiveness between audio-visual strategy and visual media strategy when used to teach writing narrative text to the eleventh grade students in SMA Negeri 12 Semarang.

1.5 Significance of the Studies

The significance of the study is classified into three parts, for students, for teachers, and for the writer.

For the students, this research is expected to examine audio-visual strategy for improving the students' achievement in writing narrative text. Thus, audio-visual will interest them in writing narrative text. In addition, it will make the writing activity easier and fun. For the teachers, they will get a new experience in improving their teaching creativity. Those media strategies also can be applied in other materials. In short, the teachers' creativity will help their students in achieving better results. For the writer, this study makes her able to answer the

research problems scientifically. This research finding also enriches the previous theories and research about the English skill, especially writing skill.

1.6 Outline of the Study

This study is divided into five chapters. The first chapter deals with the introduction, which consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the report. Chapter II presents review of related literature, which presents the theoretical background in this study includes the explanation of the general concept of writing, teaching writing, narrative writing, set goals and visual cued strategies, and audio-visual and visual as media, the effectiveness and quasi experimental research. Chapter III reviews the methods of investigation, it deals with research design, subject of the study, variable, hypotheses of the study, instruments of the study, procedures of experiment, scoring technique, analysis of instrument, methods of data analysis. Chapter IV covers the details of data analysis (by statistical analysis) to find out the result of the study. Chapter V presents the conclusion of the investigation together with some suggestions based on the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains three main sub-chapters. The first is review of previous studies presenting some similar studies have been conducted before. Next, the second part is theoretical background which deals with all review of theories related to the study. The last is framework of the present study containing literature that will be used along the study.

2.1 Review of Previous Studies

There are many studies that have been done in this field related to this study. I choose some literature about previous research which is close to this research.

The first was a study conducted by Fisher (2002). The purpose of this research was to find out how the seven literacy strategies work in reading and writing. In this research, instruction strategies could help the teacher at school to give a way in reading and writing process which could improve the students' achievement. This was because the link between strategic teaching and students learning was the key stone of the professional development plan.

The second was a research conducted by Troia and Graham (2003). The purpose of this study was to apply the methods, techniques, and strategies to teach writing. In this study, they believe that by using techniques, methods, or strategies would be helpful to students in facilitating competence in writing. The teacher as the best model in writing instruction and gave the effective tactics to the students to solve problem in writing that they face.

The third was a research conducted by Olson and Land (2007). The purpose of the study was to assess the impact of this approach on the reading and writing abilities of English language learners (ELLs) in all 13 secondary schools in the district. Students receiving cognitive strategies instruction significantly out-gained person holistically scored assessments of academic writing for seven consecutive years. Treatment-group students also performed significantly better than control-group students on GPA, standardized tests, and high-stakes writing assessments.

The fourth was a research conducted by Monaghan (2007). A central finding of this study was that despite teachers' intentions to employ constructivist methods, pressure to meet state and federal goals influences their decisions to teach in a more traditional manner. Other conclusions were that effective teaching strategies include cohesive curricula, a collaborative social environment, connection to a student's personal life, and classroom discussion in which questions were open-ended, all hallmarks of constructivist teaching methods. Implications for teaching included consideration of the effect that preparing students for standardized testing had on choosing the most effective strategies for teaching writing.

The fifth was a research conducted by Mohammed (2011). The result of the study showed that there were significant differences between experimental and control participants in the study on pretesting/post-treatment testing comparisons at the end of one year of integrated skills teaching using video incorporated in the material. Though there were no purposes to measure some personality-related variables in this experiment such as motivation, attitude or interest level, the

researcher who was also the instructor of both research groups, noticed that the video-based experimental class was livelier, and the students were more interested in following the lessons attentively, contrary to the other video-less condition.

The sixth was a research conducted by Ranti (2012). The main purpose of this study was to find out how to improve students' skill in writing procedure text using video as an audio visual-aid. The result of the research showed that the students enjoyed writing procedure text after they had given a new treatment using an interesting medium. Moreover, the use of video as an audio-visual aid in teaching writing procedure text influences the students' behavior. They became more active than before the treatments. The students' participation and their motivation increased in the teaching learning process.

The seventh was a research conducted by Rahmah (2012). The aim of this study was to find out that the use of pictures as media in the guided writing class influenced and rose up the students' motivation in learning guided writing, especially for the sixth graders of SDN Cawitali 01 Tegal. Based on the writer' observation, students were very attracted with the use of some uncolored and color interesting pictures used as media in guided writing. Pictures as media can help students in mastering some vocabularies related to the material and improve the students' ability in writing skill.

The eighth was a research conducted by Sa'diyah (2012). The result of this research showed that the data from the questionnaire indicated that the majority of the students had a positive attitude toward the use of the picture-series to learn descriptive text writing. Moreover, it was found from the observation data that the

students participated actively in the learning process. Finally, the study also proved that the strategy improved the students' writing with their average score increased from 56.86 (0-100 scale) prior to the teaching-learning process to 77.87 at the end of the treatment.

The ninth was a research conducted by Nurani (2012). This study defines that the use of video was more effective to improve the students' writing skill on news item text. Based on the statistical analysis, it could be seen that the students' in the experimental group was improving higher than the control group. In this case, the experimental group taught by video and the control group taught without video or by conventional media.

The tenth was a research conducted by Permatasari (2013). This final project examined that the use of video as a medium to improve the students' ability in writing narrative texts in eighth grade. The result of the study showed that there was an improvement of the students' writing after the students were taught by using video.

In addition, the last reference is from Nirmala (2013). The purpose of this study was to help ESL learners at the High School level in regional medium schools of Andhra Pradesh to improve their writing skill in English through strategic use of picture stories. The poor proficiency level of these learners in English in general and in writing skill in particular poses a serious problem for their educational advancement, career choices and employment opportunities. Given the importance of English in the contemporary world, proficiency in English has become almost a prerequisite for a successful career.

Based on the previous studies above, those have explored the effects of strategies, visual aid or picture and audio-visual or video for teaching writing that is showing a high degree of motivation from students. Nonetheless, the use of strategy in using media is still rarely used in teaching writing and have never been researched yet. Therefore, I am interested in using media strategy in my study entitled “*The Effectiveness of Teaching Strategies Using Audio-Visual and Visual Media to Improve Students’ Achievement in Writing Narrative Text*”. This research determines whether there is a significant difference in the achievement before and after treatments by using of media strategy and finds out the effectiveness of using media strategy for teaching writing.

2.2 Review of the Related Literature

The theoretical background in this study includes the explanation of the general concept of writing, teaching narrative writing, teaching-learning strategy, and audio-visual and visual as media, the effectiveness and quasi experimental research.

2.2.1 General Concept of Writing

Writing ability is an important medium for self- expression and for the discovery of meaning. Therefore, practice and study of writing remain a significant part of the school curriculum. Today, the ability to write has become an indispensable skill in global literate community.

2.2.1.1 Definition of Writing

Writing is the one of the most complex literate activities in which children and adult engage. Among the four language skills taught in schools, writing is the most difficult skill to learn. It needs specialized skills that include the ability to express the writer's opinions or thoughts clearly and efficiently. As stated by Straub in Hyland (2003:9), "Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic." Meyers (2005:2) states that:

Writing is speaking to others on paper or on a computer screen. Writing is partly a talent, but it's mostly a skill and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing your ideas, putting them on paper, and reshaping and revising them.

Writing is much like speaking-a way to discover and communicate ideas. Unlike speaking, however, it does not happen all at once. Writing skill must be practiced and learned through experience, trial and error. In writing skill, it needs more attention and carefulness to make the best writing, which includes vocabulary, grammar, punctuation, organization, etc.

Writing is very important for English learners, and it is essential for English teachers to improve students' writing skill. As the same as the other skills in mastering English, writing consists of two skills, they are micro skills and macro skills. Brown (2004:221) provides that "Micro and macro skills of writing are important to define the ultimate criterion of an assessment procedure." Micro skills apply more appropriate to imitative and intensive to writing, while macro skills are essential for the mastery of responsive and intensive writing.

It contains several aspects of writing skills. The micro skills of writing consist of: (a) produce graphemes and orthographic patterns of English, (b) produce writing at an efficient rate of speed to suit the purpose, (c) produce an acceptable core of words and use appropriate word order patterns, (d) use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules, (e) express a particular meaning in different grammatical forms, (f) use a cohesive device in writing discourse. Meanwhile, macro skills consist of: (a) use the rhetorical forms and conventions of writing discourse, (b) appropriately accomplish the communicative function of writing to form and purpose, (c) convey links and connections between events, and communicate such relation, and exemplification, (d) distinguish between literal and implied meaning with writing, (e) correctly convey culturally specific reference in the context of written text, (f) develop to use a battery of writing strategies such as accurately assessing the audience's interpretations, using pre-writing device, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

From the definition above, I conclude that writing is one of the most important skills for the students which have to master. We can convey meaning to other people clearly by paying attention to the aspects of writing skill, they are micro and macro skills, in order to make a good product of writing.

2.2.2 Teaching Narrative Writing

Writing is the last skill in mastering English and it is the most difficult skill compared with others. English teachers have to concern on choosing the best technique, strategy, or media in teaching writing, especially narrative text.

2.2.2.1 Teaching Writing

There are four skills in learning language, they are: listening, speaking, reading and writing. Writing is the one of four language skills that needs very complex ways to master, and usually the one that last to learn. It is essential for English teachers to encourage their students in writing. Kroll in Murcia (2001:219), states that:

Teaching writing to both native and non-native speakers of English is an enterprise that unfolds in such a countless variety of settings and classrooms around the world that it's not hard to imagine considerable variation in how writing gets taught.

Teaching writing to the students is important to increase their writing ability, especially to the EFL students. The reason for teaching writing to students of English as a foreign language include reinforcement, language development, language style, and most importantly writing as a skill in its own right (Harmer, 1998:35).

In teaching writing every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. According to Nunan (2001:92), "There are four principles for teaching writing: (a) understand your students' reasons for writing (b) provide many opportunities for

students to write, (c) make feedback helpful and meaningful, (d) clarify for yourself, and for your students, how their writing will be evaluated.”

From the definition above, I conclude that to encourage and achieve the effective teaching in writing, the teachers have to consider the principles in teaching writing. It will help students understand the material deeply and it will help them write about it effectively.

2.2.2.2 Definition of Narrative

There are a lot of genres in English, one of them is narrative. Genre can help students in writing because when students are writing within not recognized a genre they will get difficulties to write a text. As stated by Hyland (2003:18), “The importance of genre orientation is to incorporate discourse and contextual aspects of language use that may be neglected when attending to structures, functions, or processes alone.”

Narrative text is a kind of story which is very familiar and very easy to find in daily life because the themes of this story have close relationship with human life and human characteristics. According to Gerot and Wignell (1994:204), “Narrative is a text which purposes to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution.”

It can be concluded that narrative involves imaginative thoughts and fictive stories to present a touchy story by showing sequence of events. It spreads the sequences one by one to get fascinating story.

2.2.2.3 Writing Narrative Text

Narration is one of the most powerful ways of communicating with others. A well written story lets the readers respond to some events in life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in the scene and make it happen for them. Meyers (2005:52) states that:

Narration is telling a story. And to be interesting, a good story must have their interesting content. It should tell about an event your audience would find engaging. You might even think of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in the order in which they happened or in some other effective ways.

A good narrative tells a story. It is focused on a certain controlling idea, usually involving some kind of conflict or problem to be resolved. It might be written to show the change in a character, it might be written to show the impact of a certain setting, it might be written to show the excitement or importance of a particular event. Vermont Standards and Assessment Consortium (2002:56) provide that “Narratives are writing that tells a story or recounts an event.”

Narrative writing, like speaking, has been found to be a mode of sense-making since the reporting of sequences of events in time or order engages even the youngest writer in making choices about which detail to include, how to sequence them, how to use language to mark their significance, and how to use grammar and punctuation in the service of these function. Martin, et. al.

(1985:129) mention that, there are three characteristics in narrative writing, they are: (1) it tells the story of an event or events, (2) the events are usually arranged in the chronological order-that is, in the order in which they occurred in time, (3) the narrator has a purpose in mind in telling the story. There is some point which the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for that purpose.

In Senior High School, written narrative is usually introduced through amusing story like tale, legend, fable or myth. At first the students are introduced to an amusing story that can make them interested in the genre. Later the students are introduced to the characteristics and aspects to achieve the aim in writing narrative text. Meyers (2005:54) mentions that, there are six aspects to achieve the goals in writing narrative text, (1) it's unified, (2) its interesting, (3) it introduces the four Ws of a setting, (4) its coherent, (5) it begins at the beginning and ends at the end, (6) it builds towards a climax.

Therefore, based on the explanation above, to achieve a good narrative story the writer of narrative has to observe the characteristics and aspects in narrative writing.

2.2.3 The Role of Strategy in Teaching-Learning

Nowadays, teachers seem to have difficulties in deciding what methods, techniques, strategies, or media must be used and how to teach writing appropriately, but they must be able to find out the ways of how to make writing easier and be fun activities for their students to learn. It becomes the hard thing for

the teacher to reach the better achievement in students' writing. As stated by Richard and Renandya (2002:124):

Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing second language skills. These strategies can facilitate the internationalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

Learning strategies can be an effective way to stimulate students to enable them and to become more proficient language learners. Strategies are specific means that learners use to learn or improve their language.

Chamot, et. al. (1999:166) state that, the difference between more effective learners and less effective learners are found in the number and range of strategies used, in how the strategies are applied to task, whether they were appropriate for the task. There are many different kinds of learning strategies, and it is depending on the context and tasks.

Learning strategies in fact are the issues of language learning which nowadays seem to be important to know and to do by language learners. Some strategies will be useful to some learners more than others, even give identical learning situation. Cohen (1998:29) provides that, "Language learning strategies are the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language." Different goals of learning also indicate different choices of strategies.

From the definition above, I conclude that learning strategies is an effective way for the teacher to teach and make the students easier in learning process,

especially writing. In this case, I use two kinds of strategy to improve students' achievement in writing narrative text.

2.2.3.1 Set Goals Strategy

There are a lot of strategies which can be used in teaching and learning process, one of the most powerful in planning strategies is set goals strategy. Set goals strategy is planning process or the first step which includes in metacognitive strategy. The model organizes learning strategies according to the metacognitive processes of planning, monitoring, problem-solving, and evaluating. Chamot, et. al. (1999:11) state that:

The metacognitive Model of Strategic Learning organizes learning strategies in such a way that they become manageable and helpful to students and teachers. It outlines the processes effective learners use to work through any challenging language learning task and describes ways to transfer strategy use to other subject areas, as well as to real-life situations.

Students can use these strategies for all of the modalities-reading, listening, writing, and speaking. This model consists of four metacognitive processes: Chamot, et. al. (1999:13), illustrates the recursive nature of the metacognitive model.

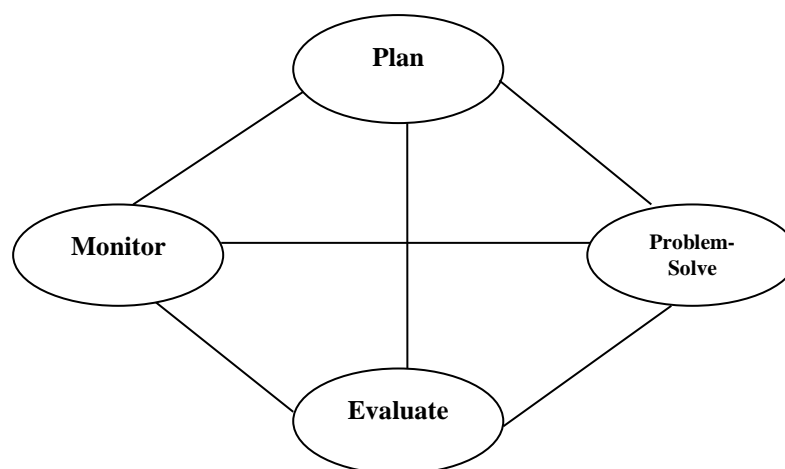


Figure 2.1

Metacognitive Model of Strategic Learning

Based on the diagram above, the four strategies processes are not strictly sequential but may be used a necessary depending on the demands of the task and the interaction between the task and the learner. According to Chamot, et. al. (1999:18), “Set goals strategy is goal setting involves understanding the task and deciding what you should get out of it.”

This is because this strategy identifying purpose, giving direction and allowing to plan appropriate and effective strategies, and this strategy can apply for all types of task. This is strategy can be used to develop personal objectives and identify the purpose of task. Further, Chamot, et. al (1999:14) explain that, “Planning is a crucial first step toward becoming a self-regulation learner. Planning strategies help people develop and use forethought.”

The teacher can use planning strategy to encourage thinking so that the students can reflect before beginning a task. Richard and Renandya (2002:125) state that, successful learners often use metacognitive strategies such as

organizing, evaluating, and planning their learning might be considered part of any definition of truly effective learning. This happens because during the planning process, good learners think about how they are going to approach and carry out the task.

In conclusion, the use of planning strategy, especially set goal strategy in teaching and learning process is an appropriate strategy that teacher can apply for all types of task.

2.2.3.2 Visual Cued Strategy

Another strategy that can be used in teaching and learning process especially writing is visual cued strategy. This strategy is a valuable tool for preparing students for writing as well as providing opportunities to practice writing for detail. Students of all ages can practice writing for specific information and then summarizing what they have seen using cue cards as a visual prompt. NSW Department of Education and Training (2007:69) states that:

Cue cards can also be useful in assisting students to remember and retell stories. Students can organize the main events of popular or familiar stories under headings such as Orientation, Complication or Resolution. The students can then use visual media as cues to retell the main events of a story in greater detail.

In addition, visual cued strategy makes the students easier to remember and interested in visual cues which provided by the teacher. Chamot, et. al (1999:82) define that, “Many students also benefit from visual and kinaesthetic cues to use learning strategies.” This strategy can use as simple aids for presenting strategy to students.

From the definition above, I conclude that visual cued strategy can be used to assist students as simple aids in writing.

2.2.4 The Role of Media in Teaching-Learning

Writing is the most difficult skill for the students to learn. This is because writing is used for the wide variety of purposes; it is produced in many different forms. Therefore, one of the ways to teach writing is by using media. As a tool for language learning/teaching, media have undoubtedly always facilitated the task of language learning for both instructed and non instructed learners.

Murcia (2001:463) states that, to select the media, the teacher must consider the characteristics of the students which directly relate to learning process such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills. The term of media at least related to the language teaching as technological or innovation in language teaching. It can be visual, audio, and audio-visual media which help teacher increasing students' skill. Further, Murcia (2001:464) states that:

Media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students' process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities.

In the English classroom, the extent to which media are used has varied widely, depending on the methodology selected. In some methods, media have figured prominently as a force that drives the curriculum. Media mean many different things to different people.

Based on the explanation above, the role of media in teaching-learning process is much important. Media can be an effective and innovative way as tool to facilitate language learning, especially writing.

2.2.4.1 Audio-visual Media (Video)

Sometimes students face some difficulties in the process of learning and improving writing skill. The difficulties that students face in writing surely make them lack of that skill. This condition needs a solution which can relieve students' boredom and help them in improving their writing skill. One way to make students more interested to learn English is to teach English by using media. There are a lot of media which can be classified into three kinds: audio, visual, and audio visual media. The use of audio-visual materials, especially video, can solve the problem in writing.

In teaching English, utilizing teaching media in the classroom plays a pivotal role for the teacher. Thus, the various teaching media designed by teachers are worthwhile and helpful in the teaching and learning process. As mentioned by Cahyono and Kusumaningrum (2011:11), video consists of two elements: audio and visual, that is a sophisticated thing that is widely spread and already known by everyone. The use of video is better than using audio-only material in the teaching of writing. Working on both the audio and visual elements help students to understand the content of the audio and visual elements in video then combine them to produce understanding. Richard and Renandya (2002:361) state:

With careful and systematic planning, video-based lessons can be highly stimulating, and provide a rich resource for language learning. Video is an extremely dense medium, one which incorporates a wide variety of visual

elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students.

Video is one of various teaching media which assumed to be effective to help the students to learn English in the classroom. It can present the students different learning experiences and can provide more benefits than other teaching media. Video offers the value of audio-visual aids to enhance the students' interest and motivation in the learning English.

According to Harmer (2003:283), audio-visual is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Audio-visual is one of the visual aids that can be used in a writing class and it makes lesson more enthusiastic. It is stated by Murcia (2001:445), "Audio-visual materials provide students with content, meaning and guidance. Thus they create a contextualized situation within which language item are presented and practiced." The use of audio-visual is a particularly exciting and lively way of exposing learners to language. In addition, Putra (2014:13) emphasizes that "Audio-visual is learning media which able to give variation of stimulation in students' brain."

Therefore, audio-visual as media is beneficial for both teachers and students in English language learning and teaching. It can be a medium to encourage and attract students in writing skill.

2.2.4.2 Visual Media (Pictures)

The teachers have to make a good atmosphere during the teaching and learning process. One way is by using media. Teachers always use pictures or graphics,

whether drawn, taken from books, newspapers and magazines, or photographed to facilitate learning. According to Harmer (2007:178), “Pictures are extremely useful for a variety of communication activities.”

Cahyono and Kusumaningrum (2011:41) mention that:

Although not all adult learners use only their imagination when learning a new thing as they prefer to use their logics in comprehending new knowledge that they have just got, applying the media is still worth to try by choosing the appropriate content of the visual media for the adult learners. Props, visuals, and realia stimulate visual and cultural interest in a lesson.

Visuals are pictures, drawings, photos or images. Nunan (2001:236) states that, visual for a lesson on vacations might include pictures of different vacation spots. Props, visuals and realia can be used both to prepare students for and to supplement or extend an activity.

Visual media can also be used for creative language use and it is very much a matter of personal taste in students’ writing skill. Fadel (2008:3) states as follows:

Recent technological advances through functional Magnetic Resonance Imaging (fMRI) scans confirm a dual coding system through which visuals and text/auditory input are processed in separate channels, presenting the potential for simultaneous augmentation of learning.

Based on the definition above, strategy by using media can help to organize teaching and learning strategies in such a way that they become manageable and helpful to students and teachers. Hence, teachers should provide various aids to support the material given. Media include such as print, graphics, photography, audio communications, television, simulations, and games and computers. Thus, media strategy are instructional aide which are used to get the students’ interest

and attention and also give more impression conveying and explaining information, messages, ideas, etc., in the learning and teaching process easily.

2.2.5 Definition of Effectiveness

The effectiveness of a strategy which used in teaching process can help the teacher to achieve the goal of learning. The effectiveness itself has some meanings as follows:

According to Schillinger (2010:20), “Effectiveness refers to the intervention’s ability to do more good than harm for the target population in a real world setting.” Next, Seiler, et. al. (2013:5) state that, “Effectiveness is the ability to achieve goals.”

From the definitions above, I conclude that effectiveness is a successful way in achieving the aim which has been settled before.

In the present study, I try to find out the effectiveness of media strategy to improve the students’ achievement in writing narrative text of senior high school. It is conducted to know which one is more effective between audio-visual strategy and visual media strategy in teaching writing narrative text.

2.2.6 Quasi Experimental Research

In order to answer and prove the research hypothesis whether using media strategy is significant for teaching writing or not, a quasi-experimental research design is chosen. I use quasi-experimental research design in the form of nonequivalent control group design. Nunan (1992:41) states, “Quasi experimental

study has both pre- and post- tests and experimental and control groups, but no random assignment of subjects.”

This study involves two groups: an experimental group and a control group. The first group is given the treatment by using audio-visual strategy and the last group is taught with visual media strategy. A pre-test is given to both groups before the treatment and the post-test given. The result of the tests in both groups is analyzed using *t*-test formula to see the influence of the treatment.

There are mentioned two variables: independent and dependent variables. The independent variable is parameter that will be changed or manipulated to reach the purpose of conducting research, proving the hypothesis, by measuring the dependent variable. Besides, the dependent variable is the one that measures the influence of the independent variable. In this study, the independent variable is the use of audio-visual and visual media strategy for teaching narrative writing, while the dependent variable is the students' achievement.

2.3 Theoretical Framework

In conducting the present study entitled, *The Effectiveness of Teaching Strategies Using Audio-Visual and Visual Media to Improve Students' Achievement in Writing Narrative Text*, I concern to students' achievement in writing narrative text. In this study, I use a quasi-experimental design. I divide the subject of the study into two groups, experimental group and control group. In experimental group, I teach students by using audio-visual strategy, while in control group, I teach the students by using visual media strategy.

When conducting the study, I design audio-visual test as a main instrument to collect the data between both groups and to compare the effectiveness of strategy using audio-visual and visual media to improve students' achievement in writing narrative text. Besides, to get more additional information on the students' perceptions and interests of the implementation of audio visual-strategy that could not be noted by the tests, I use questionnaire.

Before I give a treatment, the pre-test is given for both groups to measure students' basic ability on writing narrative text achievement. After giving the treatment, I give post-test in both groups to measure the significant differences of students' achievement in writing narrative text between experimental group and control group. The questionnaire is given to experimental group only.

After finding the result of the test, I calculate the computation of the mean score using the *t*-test formula. The mean scores are compared in order to know whether there is a significant difference between pre-test and post-test between the two groups or not and to know which strategy is more effective to teach writing narrative text.

The theoretical framework of the present study is visualized below:

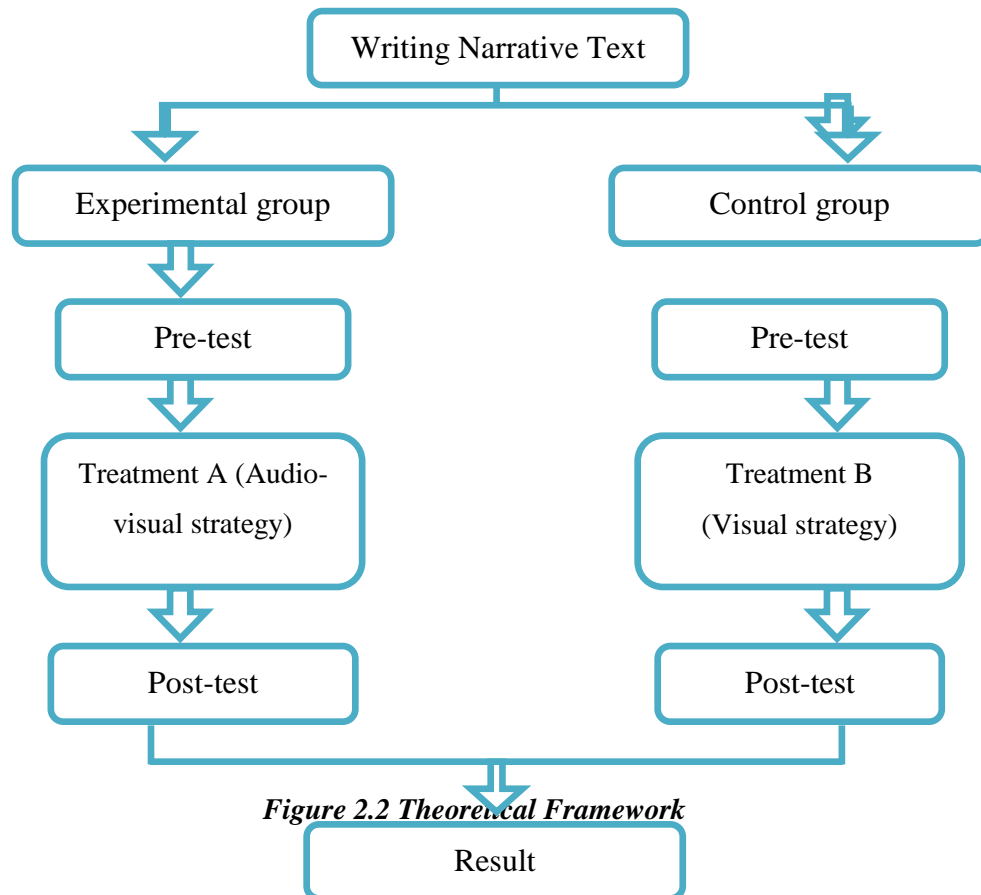


Figure 2.2 Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

In this chapter I am going to discuss research design, subject of the study, variable, hypotheses of the study, instruments of the study, procedures of experiment, scoring technique, validity, reliability, the analysis of instrument, and methods of data analysis.

3.1 Research Design

The design of the study was quantitative, so I used experimental research study. Experimental research is the way to find the causal relationship between two factors which are raised by the researcher. In doing an experimental research usually two groups are involved and compared to find the influence of a treatment. There are experimental and control groups. The experimental group receives a new treatment while the control group receives another treatment. In this research, I choose “Pretest Posttest Nonequivalent Groups”. Both groups are given pre-test then treatment. After treatment, the groups are given post-test. The post-test of the two groups is then compared statistically. According to Best (1981:151) the design of the experiment can be described as follows:

Table 3.1 Research Design for Experimental and Control Groups

Experimental Group	O ₁	X ₁ (Audio-visual strategy)	O ₂
Control Group	O ₁	X ₂ (Visual strategy)	O ₂

In which:

O₁ : pre-test

X₁ : treatment of experimental group

X₂ : treatment of control group

O_2 : post-test

Two classes were treated as experimental group and control group. Here, both of the groups received pre-test (O_1) to obtain first data. Then, a treatment was given to both groups. The experimental group received a treatment (X_1) while the control group received another treatment (X_2). The experimental group used audio-visual strategy and the control group used visual strategy to improve students' achievement in writing narrative text. Finally, both of the groups were given post-test (O_2) to obtain the second data. This post-test gave me the scores from both groups. These scores were which I used as the object of this study.

3.2 Subject of the Study

The subject provided in this study is the students in SMA Negeri 12 Semarang which is located on Jl. Raya Gunungpati, Kecamatan Gunungpati, Kota Semarang. The subject in this study is elaborated into population and sample.

3.2.1 Population

“A population is a set or collection of all elements possessing one or more attributes of interest” (Arikunto, 2006:130). The population that is used to conduct this study is the eleventh grade science students of SMA Negeri 12 Semarang. The total of population is about 210 students and all of them are the science eleventh grade students in SMA Negeri 12 Semarang year 2014/2015.

3.2.2 Sample

Baker and Schutz (1972:309) state, “A sample is a portion (usually a small fraction) of the population which has the same distribution of essential characteristics as the population.” In this study, I used purposive sampling in

choosing the sample. Streubert and Carpenter (1995:5) point out that, “There is no need to randomly select individuals because manipulation and control are not the purpose of the exercise.”

In conducting my research, I used purposive sampling. I was helped by the English teacher of eleventh science grade of SMA Negeri 12 Semarang to decide which classes to be my subject. The classes which I took as the research were class XI-IPA 3 as the experimental group and class XI-IPA 4 as the control group. Both classes were selected based on the consideration such as: (1) these classes are given the same English material by the same English teacher, and (2) the students of those classes are equal in level of English of SMA Negeri 12 Semarang.

3.3 Variables

Variable is a thing that is manipulated, controlled and observed by me in doing her research. Here, I just wanted to focus on two variables, they are dependent variable and independent variable as follows:

- (a) Independent variable is one conditions which is manipulated by the experimenter. The effectiveness of audio-visual and visual media strategy for teaching narrative writing is the independent variable.
- (b) Dependent variable is the one that measures the influence of the independent variable. Based on the definition, the dependent variable of this study is the students' achievement, which is indicated by the score of writing test.

3.4 Hypotheses of the Study

Based on the statement of the problem, the hypothesis of the study can be stated as follows:

- (1) The null hypothesis in this study is there is no difference between the use of audio-visual strategy and visual media strategy to improve the students' achievement in writing narrative text.
- (2) The alternative hypothesis in this study is the use of audio-visual strategy is better than visual media strategy to improve the students' achievement in writing narrative text.

3.5 Instruments of the Study

The instrument is used to gather the data. By using instruments, the researcher's work becomes easier and gets better result. In this study, I apply a test method to measure the students' achievement in writing narrative text.

(1) Test

Test is very important in teaching and learning process. Test is a tool to measure students' understanding. From the test, it could be seen the difference between students in control and experimental groups in their improvement before and after the treatment. The complete test could be seen in appendix 4 (p. 72), 9 (p. 81), 10 (p. 82), 19 (p. 116), and 20 (p. 117).

(2) Questionnaire

To support the research, I also make questionnaire. It is given to the students after they finish doing the post test. There are some questions used to analyze the students' interest, advantage, achievement, relevancy, and sustainability in teaching and learning process by using audio-visual strategy. This questionnaire is only given to the experimental group. The questionnaire could be seen in appendix 25 (p. 124).

3.6 The Analysis of instrument

I conducted the analysis of instrument after the try-out test. The way in analyzing the instrument is explained in validity and reliability.

3.6.1 Validity

Validity is the most important idea to consider when preparing or selecting instrument for use. Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes” (Fraenkel and Wallen, 2008:147).

To calculate the validity, I use the formula:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

In which:

r_{xy} : Coefficient of correlation between x and y variable or validity of each item.

n : The number of the students participating the test.

$\sum x$: The sum of score of each item.

$\sum x^2$: The sum of the square score of each item.

$\sum y$: The sum of total score of each item.

$\sum y^2$: The sum of the square score in each item.

$\sum xy$: The sum of essay of score from each student with the total score in each item.

(Arikunto, 2006:170)

The criteria of an item to be valid is that when the $r_{xy} > r_{table}$. The following is the computation of validity for the first aspect of writing based on the try out test's result:

By using the formula mentioned above, I obtained:

$$r_{xy} = \frac{(35 \times 3612) - (115 \times 1088)}{\sqrt{\{(35 \times 393) - (115)^2\} \{(35 \times 34442) - (1088)^2\}}}$$

$$= 0.383$$

For $\alpha = 0.05$ with N 35, the r_{table} is 0.334. Since the criteria of an item to be valid is $r_{xy} > r_{table}$, so the first aspect of writing is valid. It can be concluded that the item is valid because $0.383 > 0.334$ and it can be used as an item in this research. The counting for the other aspects could be seen in appendix 7 (p. 77).

3.6.2 Reliability

“Reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another” (Fraenkel and Wallen, 2008:147). In this research I used the formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

In which:

r_{11} = index reliability

n = number of item

σ_b^2 = item variance, and

σ_t^2 = total variance

To find out the variance of each item, the formula is:

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

And to find out the total variance, the formula is:

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

The item is reliable if $r_{\text{value}} > r_{\text{table}}$ (Arikunto, 2006: 171).

Hereby is the computation of the reliability test:

$$r_{11} = \left(\frac{10}{10-1} \right) \left(1 - \frac{4.466}{17.735} \right)$$

$$r_{11} = 0.831$$

For $\alpha = 0.05$ with $N = 35$, the r_{table} is 0.334. To be called a reliable test, the r_{11} must be greater than r_{table} . Since the r_{11} is greater than r_{table} ($0.831 > 0.334$), so the aspects of writing are reliable. The other aspects could be seen in appendix 8 (p. 79).

In conclusion, based on the analysis of validity and reliability the result shows that the item and aspects are valid and reliable. Therefore, the item and aspects can be used as question in this research.

3.7 Procedures of the Experiment

In this subchapter, I present the order of the research activities I will hold. There are two phases of activities in this experiment. They are pre-test, four times treatment for each group, and post-test.

(1) Pre test

Starting the procedure of collecting data, I did the pre-test. The pre-test measured students' achievement in writing narrative text.

(2) Treatment

The treatments were given after conducting the pre-test to the experimental and the control group. The experimental group was taught with audio-visual strategy while the control group was taught with visual strategy.

(3) Post test

To know whether the treatment was effective or not, I conducted the post-test at the last meeting.

3.8 Methods of the Data Analysis

In analyzing the data, I use two methods. These are used to process the data of the research in order to establish valuable and meaningful information so that further analysis and interpretation can be done. I use statistical data analysis by SPSS and interpretation of the data. There were some steps in analyzing the data in this study, they are:

3.8.1 Scoring Technique

There are many techniques that can be used in scoring. Two kinds of the suitable scoring techniques for this study are test and questionnaire which are explained as follows.

3.8.1.1 Scoring Technique for Test

I used rating scale to score or evaluate the students' achievement in writing. In giving the score to the students' writing, I used the analytical scoring guidance taken from Heaton's grid and categories (1974:137). There were five aspects which were used as the consideration in giving scores. Those are:

- (1) Grammar refers to appropriate tenses and conjunction.
- (2) Vocabulary refers to diction and reference.
- (3) Mechanics refers to the use of capitalization and punctuation.
- (4) Relevance refers to the structure and content in relation to the task demand of the students.
- (5) Fluency refers to the style and quality of expression to make the communication of the text easily.

This scoring guidance was adopted from Heaton's Grid and Brown, the scoring guidance is as follows.

Table 3.2 Scoring Guidance

No.	Writing Components		Score	Description
1.	Grammar	Tenses	5	Tenses are correct. No errors.
			4	Tenses are generally correct, with few errors (1-3).
			3	A few errors in tenses (4-7).
			2	There are many errors in tenses (8-10).
			1	Distracting errors in tenses (more than 10).

		Conjunction	5	Conjunction is correct. No errors.
			4	Conjunction is generally correct, with few errors (1-3).
			3	A few errors in conjunction (4-7).
			2	There are many errors in conjunction (8-10).
			1	Distracting errors in conjunction (more than 10).
2.	Vocabulary	Diction	5	Diction is consistent and words well chosen.
			4	Diction is consistent.
			3	Diction is appropriate.
			2	Only few appropriate diction.
			1	Inappropriate diction.
		Reference	5	References are correct. No errors.
			4	References are generally correct, with few errors (1-3).
			3	A few errors in references (4-7).
			2	There are many errors in references (8-10).
			1	Distracting errors in references (more than 10).
3.	Mechanic	Capitalization	5	Capitalization is correct. No errors.
			4	Capitalization is generally correct, with few errors (1-3).
			3	A few errors in capitalization (4-7).
			2	There are many errors in capitalization (8-10).
			1	Distracting errors in capitalization (more than 10).
		Punctuation	5	Punctuation is correct. No errors.
			4	Punctuation is generally correct, with few errors (1-3).
			3	A few errors in punctuation (4-7).
			2	There are many errors in punctuation (8-10).
			1	Distracting errors in punctuation (more than 10).
4.	Relevance	Structure	5	Essay addresses the assigned topic.
			4	Essay addresses the issues but misses some points.
			3	Development of ideas not complete.

		Content	2	Ideas incomplete.
			1	Essay is completely inadequate.
			5	All sentences support the topic, clear progression of ideas, and well-linked.
			4	Ideas well organized and communication not impaired.
			3	Some lacks organization.
			2	Little or no attempt at connectivity and difficult connection ideas.
			1	Lack of organization and communication is seriously impaired.
5.	Fluency	Style	5	Writing is smooth, the sentences are strong and expressive with varied structure.
			4	Writing is clear, the sentences have varied structure.
			3	Writing is clear, but sentences may lack variety.
			2	Writing is clear, but there are no varied sentences structures.
			1	Writing is confusing and hard to follow.
		Quality of Expression	5	Precise vocabulary usage.
			4	Good vocabulary.
			3	Some vocabulary misused.
			2	Problems in vocabulary.
			1	Inappropriate use of vocabulary.

There are five categories that have to be scored. Each category has a point based on the criteria. Therefore, the formula will be:

$$(\text{score a} + \text{score b} + \text{score c} + \text{score d} + \text{score e}) \times 2$$

In which:

Score a : score of grammar

Score b : score of vocabulary

Score c : score of mechanic

Score d : score of relevance

Score e : score of fluency

In classifying the score, I used the measurement of students' achievement suggested by Harris (1969:134).

Table 3.3 Scoring Guidance by Harris

Grade	Criteria of Mastery	Level
A	91 – 100	Excellent
B	81 – 90	Very good
C	71 – 80	Good
D	61 – 70	Fair
E	51 – 60	Poor
Less than 50		Very poor

Finishing scoring the students, I calculated the mean of the students' score in writing a very simple functional text. The formula is as follows:

$$M = \frac{\text{the total score}}{\text{the number of participants}}$$

3.8.1.2 Scoring Technique for Questionnaire

In analyzing questionnaire I took some steps, firstly, I graded the items. For the answer *yes* I gave score 3, for the answer *doubt* I gave 2, and for the answer *no*, I gave score 1. Then, I tabulated the data and calculated the mean. I calculated the mean by using formula:

$$M = \frac{\text{the total score}}{\text{the number of participants}}$$

Then, I matched the mean to the criterion adopted from Heaton (1975:172).

The criterion is as follows:

Table 3.4 Mean Criterion of Questionnaires by Heaton

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0,00-1,00	Low	Not helpful	Low	Not relevant	Not necessary
1,01-2,00	Medium	Helpful	Medium	Relevant	Necessary
2,01-3,00	High	Very helpful	High	Very relevant	Very necessary

3.8.2 Data Analysis

As mentioned above, the data were obtained from the tests: pre-test and post-test. The result or the score then was used in data analysis. To know the result of this study, I used *t*-test. *t*-test is used to compare means of two groups of samples. It is to answer the problem that claimed whether there are any significant differences of students learning achievement in writing ability between the students who are taught by using the audio-visual strategy and those who are taught by using the visual strategy.

Before that, I computed the difference between two means of the group. I computed the mean, standard deviation, and variance students' scores of the experimental group and the control group in pre-test and post-test. The mean (M) was obtained by

dividing the total number of all students' score ($\sum s$) by the number of the subjects (N) that can be described as the formula that is stated by Arikunto (2006: 264):

$$M = \frac{\sum s}{N}$$

Then, I calculated the normality, the homogeneity, and *t*-test of the experimental group and control group in both pre-test and post-test. The normality was used to check whether the distribution of each group score in pre-test and post-test was normal or not. If the distribution score was normal, it can be said that the distribution of the test was valid.

According to Hartoyo (2008:58) the formula is as follows:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

In which:

χ^2 : chi square

k : the number of students

i : rating score given by a student to a subject

O_i : the frequency from observation of each class interval

E_i : the intended frequency

The homogeneity was used to measure the equality of two groups in pre-test and post-test. In order to check the data homogeneity, the following formula was used:

$$F = \frac{V_h}{V_s}$$

In which:

F : homogeneity

V_h : the higher variance

Vs : lower variance

Since $F_{\text{count}} < F_{\text{table}}$, it can be concluded that the data of both pre-test and post-test is homogeneous. Thus, the t -test was used to check whether there was a difference between the means of the experimental group and control group in both pre-test and post-test or not statistically.

Meanwhile, after collecting the data, I analyzed the data using the statistical analysis. I compared the pre-test and post-test in both of experimental and control groups. Second, the mean scores of the experimental group and the control group were determined by using the following formula.

$$\text{mean}(x) = \frac{\sum X}{N} \quad \text{and} \quad \text{mean}(y) = \frac{\sum Y}{N}$$

Notes:

$\sum X$: the sum of students' score of the experimental group

$\sum Y$: the sum of students' score of the control group

N : the number of students in the test

After the computation of two means was done, I computed the standard deviation square of the experimental group and the control group. And the last, I calculated the t -test formula to determine whether the difference between two means was statistically significant. The formula is as follows:

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

Notes:

$\sum \sigma_x^2$: the sum of standard deviation of the experimental group

$\sum x$: the sum of students' score of the experimental group

$\sum x^2$: the sum square of students' score in the experimental group

$\sum \sigma_y^2$: the sum of standard deviation of the control group

Σy : the sum of students' score of the control group

Σy^2 : the sum square of students' score in the control group

N : the number of students in the test

And then,

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum \sigma_x^2 - \sum \sigma_y^2}{N_x + N_y - 2} \right] + \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

t : t -obtained

M_x : the mean score of experimental group

M_y : the mean score of control group

$\sum \sigma_x^2$: total standard deviation of the experimental group

$\sum \sigma_y^2$: total standard deviation of the control group

N_x : the number of students of the experimental group

N_y : the number of students of the control group

(Arikunto, 1998:306)

CHAPTER V

CONCLUSION AND SUGGESTIONS

Chapter V gives the conclusion of this experimental research and some suggestions for the English teachers, the students, and the next researchers based on the result of the experimental research that I had conducted.

5.1 Conclusion

From the result of the experimental research that has been conducted, I draw a conclusion that teaching writing narrative text by using audio-visual strategy is effective. The result of the analysis showed that H_0 (the null hypothesis): “There is no significant difference on students’ writing achievement between the students who were taught narrative text by using audio-visual strategy and those who were taught narrative text by using visual strategy” is rejected because there is a significant difference on students’ writing achievement between the students who were taught narrative text by using audio-visual strategy and those who were taught narrative text by using visual strategy. Moreover, the study accepted the working hypothesis (H_1): “There is a significant difference on students’ writing achievement between the students who were taught narrative text by using audio-visual strategy and those who were taught narrative text by using visual strategy”. The use of audio-visual strategy is more effective to improve the students’ achievement in writing narrative text. It showed by the students’ writing narrative text after teaching by using audio-visual strategy has better result in grammar, vocabulary, mechanic, relevance, and fluency aspects than before. The most developed aspect in writing narrative text is relevance. Since the text of the post-

test is significance better than the pre-test, especially in relevance. The statistical analyses reinforce that founding. It could be seen that the students' in the experimental group was improving higher than the control group. The mean of the experimental group score was 80.22 while the control group 71.71. The calculation of *t*-test by using SPSS, we could see from the result that the value of significant was 0.006. Since the value of significant was ($0.006 < 0.05$), it means there is a significant difference in the achievement between experimental and control groups.

5.2 Suggestions

Based on the result of the experimental research that I had conducted, I would like to offer some suggestions that can be some consideration to the readers.

For the English teachers, the teachers should be able to be a good guide for the students in writing class; should be creative in choosing strategy and media used in the teaching and learning process; should make the teaching learning process more interesting, should be enjoyable and educative; and must be able to choose a good writing materials for the students so that the students can improve their writing achievement. I suggest the audio-visual as a strategy to teach writing.

For the students, the result of this study may help the students to improve their achievement in writing narrative text. Hopefully, by using audio-visual strategy, it could be an interesting way for obtaining higher achievement.

For other or next researchers, I expect there will be many other or next researchers do some research about how to use some techniques, strategies, or media in improving students' writing achievement.

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APPENDICES

Appendix 1**LIST OF THE STUDENTS
TRY-OUT GROUP (XI IPA 1)**

No.	Name	Students' Code
1.	ABELL ARYAWAN ADHE SAPUTRA	TO-1
2.	ADE AULIA DWI SEPTIANA	TO-2
3.	ADHISTANA NOVIAR RAKASIWI	TO-3
4.	AHMAD RANU BINTORO HERNOWO	TO-4
5.	AKHYAS HERI MAULANA	TO-5
6.	ALFU LAILA	TO-6
7.	AMALLIA RONA PUSPITASARI	TO-7
8.	ANISA LAILATUL FITRI	TO-8
9.	AURA GISTANIWAYA MEDIATRI	TO-9
10.	BIMO HANNI PRAKOSO	TO-10
11.	DESVIKA RESTU SETYANING	TO-11
12.	DEWI MAYA KUSUMANINGTYAS	TO-12
13.	DHITA SAGITANIA MUNAWARTI	TO-13
14.	DIAH AYU RAHMAWATNINGTYAS	TO-14
15.	DILLA AYU FATMAWATI	TO-15
16.	DWI ANDRI SISTYANI	TO-16
17.	ERICA SEPTIANA DEWI	TO-17
18.	HANIFAH HAPPY FINDIASARI	TO-18
19.	IHZA MARINDHA SATRIO WIRABUANA	TO-19
20.	INDRAWAN BAYU PRATAMA	TO-20
21.	ISHMET DZORIF ARKAAN	TO-21
22.	ISLAKHUL GRACE SA' ADAH	TO-22
23.	ISTIANA LAILAULFA	TO-23
24.	LIA MINDAWATI	TO-24
25.	MARSA HASNA SUDA'A	TO-25
26.	MONICA JUANMITA	TO-26
27.	MONICA SURYANINGRUM	TO-27
28.	NURFITRI ARI DEWANTI	TO-28
29.	PANJI SUKMA KRISTIA PUTRA	TO-29
30.	PRADHIPTA AYUNINGTYAS	TO-30
31.	PUTRI MILLATI	TO-31
32.	RAHMADHAN ARITULLAH	TO-32
33.	RIZAL CAHYA NUGROHO	TO-33
34.	TRIA HANDAYANINGRUM	TO-34
35.	VITO SETIAWAN	TO-35

Appendix 2

**LIST OF THE STUDENTS
EXPERIMENTAL GROUP (XI IPA 3)**

No.	Name	Students' Code
1.	AGUSTINA PUJI LESTARI	E-1
2.	AL KHOERIYAH	E-2
3.	ANGGI RIZKI WICAHYANI	E-3
4.	ANNISA PRATIWI HENDRANINGSIH	E-4
5.	ARUM INDAH NURROCHMAH	E-5
6.	AYUK SRI PURWANINGSIH	E-6
7.	BINTI CHOLIFAH	E-7
8.	DAFFA YUSRIL DARMASAPUTRA	E-8
9.	ELI MUHIMATUL ROHMAH	E-9
10.	ELSA NOVIANA	E-10
11.	FAISAL FANI IRAWAN	E-11
12.	FAIZAL CHABIB	E-12
13.	FREDI SARIYANTO	E-13
14.	IKHWAN NURUL HUDHA	E-14
15.	KHALIDA RAHMAWATI	E-15
16.	M. SURYA ALAM APRILIMA	E-16
17.	MARDIYANI PUSPITA ARUM	E-17
18.	MUBASARA WURSITA SARI	E-18
19.	MUHAMMAD AFIF NASHRULLAH	E-19
20.	MUHAMMAD RIZKI RAMADHANI	E-20
21.	NUGRAHENI DWI YULIASARI	E-21
22.	OKTAVIANI CAHYA NINGRUM	E-22
23.	REGITA SANTIARINI	E-23
24.	RENI SETYANINGRUM	E-24
25.	RIZKY BUDI SANTOSO	E-25
26.	RIZKY MULIAWAN BUDIARTO	E-26
27.	RIZKY ULUL AZMI	E-27
28.	ROSIANA PUTRI UTAMI	E-28
29.	SELVY KUSUMANINGRUM	E-29
30.	TIKA RETNOWATI	E-30
31.	WIDYA NURMALYA	E-31
32.	WISNU ARI NUGROHO	E-32
33.	YAN AMRU ABDILAH	E-33
34.	YUNICA NILAM SAFITRI	E-34
35.	YUNINDA IKE MURI SAPUTRI	E-35

Appendix 3

**LIST OF THE STUDENTS
CONTROL GROUP (XI IPA 4)**

No.	Name	Students' Code
1.	AJENG DWI MATURINSIH	C-1
2.	ARUM SEKARSARI	C-2
3.	AZIZ SIDIQ INDRAWAN	C-3
4.	BAGAS ARUNA YUDHATAMA	C-4
5.	BUDI AHMAD GANESHA	C-5
6.	CHINDY DHIA TSABIT NURMASARI	C-6
7.	CINTYA DEWI HAPSARI	C-7
8.	DANUR JATI SEFTIAWAN	C-8
9.	DIKA ZANUAR VIRGANTARA	C-9
10.	FADHILA REFI ASTUTI	C-10
11.	FAUZAN MAULANA AZIZ	C-11
12.	FEBRIANTI PUSPITASARI	C-12
13.	FIDYA ADE RIYANI	C-13
14.	GANJAR CAHYO SEJATI	C-14
15.	IF'VADA MAHESTIA	C-15
16.	KHILMA KUMALA	C-16
17.	KIDHUNG ADHE SANDHIKA PUTRA	C-17
18.	LISTIANA FIA NURLAILY	C-18
19.	M. KELVIN BAGASKARA	C-19
20.	MOCHAMAD ANUGRAH TRI NURHASAN	C-20
21.	MUHAMMAD MISHBAHUL HUDA	C-21
22.	NADHIFA HASNA FAUZIYAH	C-22
23.	NINANTYA SEKARBELLA CAMELIA	C-23
24.	PENI ANDAMARI NINGTYAS	C-24
25.	PUJI WAHYU LESTARI	C-25
26.	RETNO PENI CAHYANINGTYAS	C-26
27.	RIZKY NUR ISNAINI	C-27
28.	SEPTIANA PRIMADEWI AMBARWATI	C-28
29.	SEVI ROSITA DWI LESTARI	C-29
30.	SILVIA DWI IRAWATI	C-30
31.	TAHSYA AINNUR UMASARI	C-31
32.	TAUFIK HIDAYAT	C-32
33.	TEGAR SURYA RAHARJA	C-33
34.	YOAN DESVIDHONIA	C-34
35.	ZULFA DARIL MAGHFIROH	C-35

Appendix 430th March 2015**TRY-OUT TEST**

Writing Test

Class : XI-IPA 1

Genre : Narrative Text

Time Allotment : 50 minutes

School : SMA Negeri 12 Semarang

Instructions:

1. Write your name, student number, and class on the top corner of your answer sheet.
2. Make a narrative text from the video given (minimal 150 words).
3. Your writing time is 50 minutes.

Video: Screen shoots video of Chef Donald: A Donald Duck.



Appendix 5

SCORING RUBRIC

No.	Writing Components		Score	Description
1.	Grammar	Tenses	5	Tenses are correct. No errors.
			4	Tenses are generally correct, with few errors (1-3).
			3	A few errors in tenses (4-7).
			2	There are many errors in tenses (8-10).
			1	Distracting errors in tenses (more than 10).
		Conjunction	5	Conjunction is correct. No errors.
			4	Conjunction is generally correct, with few errors (1-3).
			3	A few errors in conjunction (4-7).
			2	There are many errors in conjunction (8-10).
			1	Distracting errors in conjunction (more than 10).
2.	Vocabulary	Diction	5	Diction is consistent and words well chosen.
			4	Diction is consistent.
			3	Diction is appropriate.
			2	Only few appropriate diction.
			1	Inappropriate diction.
		Reference	5	References are correct. No errors.
			4	References are generally correct, with few errors (1-3).
			3	A few errors in references (4-7).
			2	There are many errors in references (8-10).
			1	Distracting errors in references (more than 10).
3.	Mechanic	Capitalization	5	Capitalization is correct. No errors.
			4	Capitalization is generally correct, with few errors (1-3).
			3	A few errors in capitalization (4-7).
			2	There are many errors in

				capitalization (8-10).
			1	Distracting errors in capitalization (more than 10).
		Punctuation	5	Punctuation is correct. No errors.
			4	Punctuation is generally correct, with few errors (1-3).
			3	A few errors in punctuation (4-7).
			2	There are many errors in punctuation (8-10).
			1	Distracting errors in punctuation (more than 10).
4.	Relevance	Structure	5	Essay addresses the assigned topic.
			4	Essay addresses the issues but misses some points.
			3	Development of ideas not complete.
			2	Ideas incomplete.
			1	Essay is completely inadequate.
		Content	5	All sentences support the topic, clear progression of ideas, and well-linked.
			4	Ideas well organized and communication not impaired.
			3	Some lacks organization.
			2	Little or no attempt at connectivity and difficult connection ideas.
			1	Lack of organization and communication is seriously impaired.
5.	Fluency	Style	5	Writing is smooth, the sentences are strong and expressive with varied structure.
			4	Writing is clear, the sentences have varied structure.
			3	Writing is clear, but sentences may lack variety.
			2	Writing is clear, but there are no varied sentences structures.
			1	Writing is confusing and hard

				to follow.
		Quality of Expression	5	Precise vocabulary usage.
			4	Good vocabulary.
			3	Some vocabulary misused.
			2	Problems in vocabulary.
			1	Inappropriate use of vocabulary.

Appendix 6

TRY-OUT RESULT

No.	Students' Code	Xi (Item of Aspects)										Y (Total score)
		T-1a	C-1b	D-2a	R-2b	C-3a	P-3b	S-4a	C-4b	S-5a	Q-5b	
1	TO-1	2	3	3	3	3	3	3	2	2	1	25
2	TO-2	4	4	3	3	4	3	3	3	3	3	33
3	TO-3	3	3	3	4	4	5	3	3	3	2	33
4	TO-4	3	3	3	4	3	4	3	3	3	2	31
5	TO-5	3	3	3	3	2	2	2	3	3	2	26
6	TO-6	4	3	2	4	4	4	3	3	2	1	30
7	TO-7	2	3	3	4	3	4	4	4	3	3	37
8	TO-8	5	4	5	5	3	5	4	4	3	3	41
9	TO-9	4	3	2	4	4	4	3	3	2	2	31
10	TO-10	3	4	3	3	3	3	3	3	3	2	30
11	TO-11	3	4	3	5	4	4	3	4	3	3	36
12	TO-12	4	3	2	4	4	4	3	3	2	2	30
3	TO-13	3	4	3	4	4	5	3	4	3	3	36
14	TO-14	3	4	3	4	3	3	3	3	2	2	30
15	TO-15	3	2	2	3	4	3	2	3	2	1	25
16	TO-16	4	4	4	5	3	4	4	4	3	3	41
17	TO-17	3	3	3	4	3	4	3	3	3	3	32
18	TO-18	4	4	3	4	4	4	3	3	2	2	33
19	TO-19	3	4	3	4	3	3	4	4	3	3	38
20	TO-20	3	4	5	3	3	3	4	4	4	3	41
21	TO-21	2	3	3	3	3	3	2	3	2	1	25

22	TO-22	4	4	4	4	4	3	4	3	3	3	36
23	TO-23	3	4	3	4	4	4	3	3	3	3	30
24	TO-24	4	4	5	2	4	4	3	2	2	1	31
25	TO-25	4	4	5	2	3	4	3	2	1	1	29
26	TO-26	3	3	3	4	3	4	3	3	2	2	30
27	TO-27	4	4	3	4	4	4	3	3	3	3	35
28	TO-28	3	4	3	4	4	4	3	3	3	2	37
29	TO-29	3	3	2	4	3	3	3	3	2	2	28
30	TO-30	3	4	2	4	4	4	3	2	2	1	29
31	TO-31	4	3	2	3	5	4	3	2	1	1	28
32	TO-32	3	3	3	3	2	3	3	4	3	3	30
33	TO-33	3	2	2	3	3	3	2	3	2	1	24
34	TO-34	3	4	3	4	4	4	3	3	3	2	37
35	TO-35	3	4	3	4	5	4	3	3	3	3	35

Note:

1. Grammar: T-1a = Tenses
C-1b = Conjunction
2. Vocabulary: D-2a = Diction
-2b = Reference
3. Mechanic: C-3a = Capitalization
P-3b = Punctuation
4. Relevance: S-4a = Structure
C-4b = Content

5. Fluency: S-5a = Style
Q-5b = Quality of expression

Appendix 7

VALIDITY RESULT

No.	Students' Code	Item of Aspect										Sum (Y)	y ²
		T-1a	C-1b	D-2a	R-2b	C-3a	P-3b	S-4a	C-4b	S-5a	Q-5b		
1	TO-1	2	3	3	3	3	3	3	2	2	1	25	625
2	TO-2	4	4	3	3	3	3	3	3	3	3	32	1024
3	TO-3	3	3	3	4	3	5	3	3	3	2	32	1024
4	TO-4	3	3	3	4	3	4	3	3	3	2	31	961
5	TO-5	3	3	3	3	2	2	2	3	3	2	26	676
6	TO-6	4	3	2	4	3	4	3	3	2	1	29	841
7	TO-7	2	3	3	4	4	4	4	4	3	3	34	1156
8	TO-8	5	4	5	5	4	5	4	4	3	3	42	1764
9	TO-9	4	3	2	4	3	4	3	3	2	2	30	900
10	TO-10	3	4	3	3	3	3	3	3	3	2	30	900
11	TO-11	3	4	3	5	3	4	3	4	3	3	35	1225
12	TO-12	4	3	2	4	3	4	3	3	2	2	30	900
13	TO-13	3	4	3	4	3	5	3	4	3	3	35	1225
14	TO-14	3	4	3	4	3	3	3	3	2	2	30	900
15	TO-15	3	2	2	3	2	3	2	3	2	1	23	529
16	TO-16	4	4	4	5	4	4	4	4	3	3	39	1521
17	TO-17	3	3	3	4	3	4	3	3	3	3	32	1024
18	TO-18	4	4	3	4	3	4	3	3	2	2	32	1024
19	TO-19	3	4	3	4	4	3	4	4	3	3	35	1225
20	TO-20	3	4	5	3	4	3	4	4	4	3	37	1369
21	TO-21	2	3	3	3	2	3	2	3	2	1	24	576

Appendix 8

RELIABILITY RESULT

No.	Students' Code	Item of Aspects										Sum (Y)	y ²
		T-1a	C-1b	D-2a	R-2b	C-3a	P-3b	S-4a	C-4b	S-5a	Q-5b		
1	TO 1	2	3	3	3	3	3	3	2	2	1	25	625
2	TO 2	4	4	3	3	3	3	3	3	3	3	32	1024
3	TO 3	3	3	3	4	3	5	3	3	3	2	32	1024
4	TO 4	3	3	3	4	3	4	3	3	3	2	31	961
5	TO 5	3	3	3	3	2	2	2	3	3	2	26	676
6	TO 6	4	3	2	4	3	4	3	3	2	1	29	841
7	TO 7	2	3	3	4	4	4	4	4	3	3	34	1156
8	TO 8	5	4	5	5	4	5	4	4	3	3	42	1764
9	TO 9	4	3	2	4	3	4	3	3	2	2	30	900
10	TO 10	3	4	3	3	3	3	3	3	3	2	30	900
11	TO 11	3	4	3	5	3	4	3	4	3	3	35	1225
12	TO 12	4	3	2	4	3	4	3	3	2	2	30	900
13	TO 13	3	4	3	4	3	5	3	4	3	3	35	1225
14	TO 14	3	4	3	4	3	3	3	3	2	2	30	900
15	TO 15	3	2	2	3	2	3	2	3	2	1	23	529
16	TO 16	4	4	4	5	4	4	4	4	3	3	39	1521
17	TO 17	3	3	3	4	3	4	3	3	3	3	32	1024
8	TO 18	4	4	3	4	3	4	3	3	2	2	32	1024
19	TO 19	3	4	3	4	4	3	4	4	3	3	35	1225
20	TO 20	3	4	5	3	4	3	4	4	4	3	37	1369
21	TO 21	2	3	3	3	2	3	2	3	2	1	24	576

22	TO 22	4	4	4	4	4	3	4	3	3	3	36	1296
23	TO 23	3	4	3	4	3	4	3	3	3	3	33	1089
24	TO 24	4	4	5	2	3	4	3	2	2	1	30	900
25	TO 25	4	4	5	2	3	4	3	2	1	1	29	841
26	TO 26	3	3	3	4	3	4	3	3	2	2	30	900
27	TO 27	4	4	3	4	3	4	3	3	3	3	34	1156
28	TO 28	3	4	3	4	3	4	3	3	3	2	32	1024
29	TO 29	3	3	2	4	3	3	3	3	2	2	28	784
30	TO 30	3	4	2	4	3	4	3	2	2	1	28	784
31	TO 31	4	3	2	3	3	4	3	2	1	1	26	676
32	TO 32	3	3	3	3	3	3	3	4	3	3	31	961
33	TO 33	3	2	2	3	2	3	2	3	2	1	23	529
4	TO 34	3	4	3	4	3	4	3	3	3	2	32	1024
35	TO 35	3	4	3	4	3	4	3	3	3	3	33	1089
sigma x		115	122	107	129	107	129	107	108	89	75	1088	
variant		0.4326	0.3641	0.7395	0.5012	0.2824	0.4441	0.2824	0.3641	0.4196	0.6367	17.74	

sigma var x 4.4669
 39
 sigma var y 17.735
 51

 r11 0.831262
 r tabel 0.334

Appendix 91st April 2015**PRE-TEST EXPERIMENTAL GROUP**

Writing Test

Class : XI-IPA 3

Genre : Narrative Text

Time Allotment : 50 minutes

School : SMA Negeri 12 Semarang

Instructions:

1. Write your name, student number, and class on the top corner of your answer sheet.
2. Make a narrative text from the video given (minimal 150 words).
3. Your writing time is 50 minutes.

Video: Screen shoots video of Chef Donald: A Donald Duck.



Appendix 101st April 2015**PRE-TEST CONTROL GROUP**

Writing Test

Class : XI-IPA 4

Genre : Narrative Text

Time Allotment : 50 minutes

School : SMA Negeri 12 Semarang

Instructions:

1. Write your name, student number, and class on the top corner of your answer sheet.
2. Make a narrative text from the pictures given (minimal 150 words).
3. Your writing time is 50 minutes.

Pictures: Pictures of Chef Donald: A Donald Duck.



1. A Donald Duck listened to the radio of cooking program.

4. The dough was so sticky.



2. He tried to cook waffle from the 5. He threw the dough, but it came cooking
program recipe. back and destroyed his house.



3. He made a mistake by pouring 6. He felt angry, and then visited
rubber cement in to his dough. and scolded the radio announcer.

Appendix 11

**INITIAL DATA OF
THE STUDENTS PRE-TEST SCORE OF SMA N 12
SEMARANG IN ACADEMIC YEAR 2014/2015**

EXPERIMENTAL GROUP (XI-IPA 3)				CONTROL GROUP (XI-IPA 4)			
No.	Students' Code	Score	Level	No.	Students' Code	Score	Level
1	E-1	60	Poor	1	C-1	80	Good
2	E-2	44	Very poor	2	C-2	48	Very poor
3	E-3	68	Fair	3	C-3	48	Very poor
4	E-4	50	Very poor	4	C-4	40	Very poor
5	E-5	58	Poor	5	C-5	34	Very poor
6	E-6	34	Very poor	6	C-6	64	Fair
7	E-7	52	Poor	7	C-7	60	Poor
8	E-8	52	Poor	8	C-8	40	Very poor
9	E-9	80	Good	9	C-9	36	Very poor
10	E-10	50	Very poor	10	C-10	40	Very poor
11	E-11	54	Poor	11	C-11	50	Very poor
12	E-12	66	Fair	12	C-12	44	Very poor
13	E-13	34	Very poor	13	C-13	54	Poor
14	E-14	36	Very poor	14	C-14	40	Very poor
15	E-15	44	Very poor	15	C-15	64	Fair
16	E-16	46	Very poor	16	C-16	50	Very poor
17	E-17	44	Very poor	17	C-17	52	Very poor
18	E-18	54	Poor	18	C-18	54	Poor
19	E-19	48	Very poor	19	C-19	34	Very poor
20	E-20	50	Very poor	20	C-20	34	Very poor
21	E-21	66	Fair	21	C-21	48	Very poor

22	E-22	56	Poor	22	C-22	48	Very poor
23	E-23	58	Poor	23	C-23	60	Poor
24	E-24	64	Fair	24	C-24	48	Very poor
25	E-25	36	Very poor	25	C-25	50	Very poor
26	E-26	38	Very poor	26	C-26	36	Very poor
27	E-27	40	Very poor	27	C-27	60	Poor
28	E-28	40	Very poor	28	C-28	52	Poor
29	E-29	64	Fair	29	C-29	60	Poor
30	E-30	48	Very poor	30	C-30	44	Very poor
31	E-31	50	Very poor	31	C-31	60	Poor
32	E-32	58	Poor	32	C-32	48	Very poor
33	E-33	50	Very poor	33	C-33	52	Poor
34	E-34	52	Poor	34	C-34	54	Poor
35	E-35	60	Poor	35	C-35	36	Very poor
Average		51.54		Average		49.20	
Highest Score		80		Highest Score		80	
Lowest Score		34		Lowest Score		34	

Appendix 12

SPSS OUTPUT FOR PRE-TEST

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.090	70	.200*	.957	70	.018

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Independent Samples Test

		Levene's Test for Equality of Variances		<i>t</i> -test for Equality of Means						
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>df</i>	<i>Sig. (2- tailed)</i>	<i>Mean Differ- ence</i>	<i>Std. Error Differ- ence</i>	95% Confidence Interval of the Difference	
									<i>Lower</i>	<i>Upper</i>
Pre- test	<i>Equal variances assumed</i>	.285	.595	.912	68	.365	1.171	1.285	-1.392	3.735
	<i>Equal variances not assumed</i>			.912	67.731	.365	1.171	1.285	-1.393	3.736

Appendix 13

LEARNING SYLLABUS (Experimental Group)

School : SMA Negeri 12 Semarang

Class : XI

Subject : English

Semester : II (two)

Standard Competence : 12. Writing expressing the meaning in the form of written test and simple essay in the form of *narrative*, *spoof*, and *hortatory exposition* in daily life context.

Basic Competence	Learning Material	Learning Activities	Indicators	Assessment		Time Allotment	Source and Media
				Technique	Type		
12.2 Expressing the meaning and generic structures in simple essay	Writing texts: Narrative text	Activity 1: The teacher plays a narrative video, and then students write the information on the board. They correct it together. Activity 2: The teacher introduces the narrative words.	1. Students are able to answer some questions about the content of the video. 2. Students are able to make some	Written test	Guided writing	8 x 45 minutes	1. Video. 2. Laptop and LCD. 3. Text books which are relevant to the material.

<p>accurately fluently, and acceptable in daily live context in the form of <i>narrative</i>, <i>spoof</i>, and <i>hortatory exposition</i>.</p>		<p>Students discussing the schematic structures, language features and the tense from the narrative text. Then they do exercise and discuss it together.</p> <p>Activity 3: Students work in group to write a narrative text based on the video given and then discuss it together.</p> <p>Activity 4: Showing a narrative video, then they write a narrative text individually. After that, the teacher correcting and reviewing material.</p>	<p>sentences using past tense.</p> <p>3. Students are able to use narrative words correctly.</p> <p>4. Students are able to write a narrative text.</p>				
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Appendix 14

**LEARNING SYLLABUS
(Control Group)**

School : SMA Negeri 12 Semarang

Class : XI

Subject : English

Semester : II (two)

Standard Competence : 12. Writing expressing the meaning in the form of written test and simple essay in the form of *narrative*, *spoof*, and *hortatory exposition* in daily life context.

Basic Competence	Learning Material	Learning Activities	Indicators	Assessment		Time Allotment	Source and Media
				Technique	Type		
12.2 Expressing the meaning and generic structures in simple	Writing texts: Narrative text	Activity 1: The teacher shows the pictures related to narrative, and then students write the information on the board. They correct it together. Activity 2: The teacher	1. Students are able to answer some questions about the content of the pictures. 2. Students are able	Written test	Guided writing	8 x 45 minutes	1. Pictures. 2. Laptop and LCD. 3. Text books which are relevant to the

<p>essay accurately fluently, and acceptable in daily live context in the form of <i>narrative, spoof, and hortatory exposition.</i></p>		<p>introduces the narrative words. Students discussing the schematic structures, language features and the tense from the narrative text. Then they do exercise and discuss it together.</p> <p>Activity 3: Students work in group to write a narrative text based on the pictures given and then discuss it together.</p> <p>Activity 4: Showing the pictures related to narrative, and then they write a narrative text individually. After that, the teacher correcting and reviewing material.</p>	<p>to make some sentences using past tense.</p> <p>3. Students are able to use narrative words correctly.</p> <p>4. Students are able to write a narrative text.</p>				<p>material.</p>
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Appendix 15

LESSON PLAN
(Teaching and Learning – Treatment – Experimental Group)

School : SMA Negeri 12 Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 12 X 45' (6 meetings)

Standard Competence

12. Writing expressing the meaning in the form of written text and simple essay in the form of *narrative*, *spoof*, and *hortatory exposition* in daily life context.

Basic Competence

12.2 Expressing the meaning and generic structures in simple essay accurately fluently, and acceptable in daily live context in the form of *narrative*, *spoof*, and *hortatory exposition*.

Purpose of the Study

In the end of the learning, 75 % of the students are able to:

1. Identify the information in the narrative video.
2. Identify the functional and rhetoric language in narrative text.
3. Make some sentences using simple past tense.
4. Write a narrative text.

Material: Contextual Teaching and Learning (CTL)

1. Short video in the form of narrative.
2. Grammatical system related to the text.
3. Functional and rhetoric language of narrative.

Narrative text usually has this generic structure, which consists of:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight (bad situation or events).

3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional.

Some significant lexico grammatical features. They are:

1. Focus on specific and usually individualized participant.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.

Grammar of the news item text

Simple Past Tense → S + V2

For example: Snow White saw a little cottage in the jungle.

Method of the Study

1. Set Goals Strategy
2. Question and answer
3. Exercise

Learning Activities

Meeting 1

A. Opening Activities

1. Opening the activity by greeting the students.
2. Checking students' presence.
3. Ask the students to do the pre-test.

B. Main Activities

1. The students are given the instructions before doing their writing.
2. Giving the video to the students.
3. Then the students are asked to write a narrative text by watching the video which are given.

C. Closing the lesson activities

Meeting 2

A. Opening Activities

1. The lesson begins with greeting.

2. Checking students' presence.

B. Main Activities

a) Exploration

1. Telling students about what will be discussed in the classroom.

b) Elaboration

1. Showing the narrative video entitled "The Story of Tiger and Mouse Deer."

2. Asking the students to mention the information they got from the video as much as possible.

3. Showing the video again.

4. Students write the info on the white board.

5. Teacher and students correcting the grammar, spelling and punctuation of sentences.

c) Confirmation

1. Reviewing the general material to make sure students understood the material given.

2. Asking the students' questions or problems.

3. Teacher solves the student's problem by discussing it together.

4. The students pay attention to the summary and conclusion about what the teacher have taught.

C. Closing the lesson activities

Meeting 3

A. Opening Activities

1. The lesson begins with greeting.

2. Checking students' presence.

B. Main Activities

a) Exploration

1. Asking the students about the previous material.

2. Telling students about what will be discussed in the classroom.

3. Introducing narrative words.

b) Elaboration

1. Showing the example of narrative text.

2. Students discussing the schematic structures, language features and the tense used in the text.

- c) Confirmation
 1. Do the exercise (fill in the blank).
 2. Discussing it together.
 3. Asking the students' questions or problem.
 4. Teacher solves the students' problem by discussing it together.
 5. Reviewing the general material to make sure students understood the material given.
- C. Closing the lesson activities

Meeting 4

- A. Opening Activities
 1. The lesson begins with greeting.
 2. Checking students' presence.
- B. Main Activities
 - a) Exploration
 1. Asking the students about the previous material.
 2. Telling students about what will be discussed in the classroom.
 - b) Elaboration
 1. Dividing the students into some groups.
 2. Showing the video entitled "Gaps!-A Mickey Mouse."
 - c) Confirmation
 1. Students in group are asked to write a narrative text.
 2. Asking the students' questions or problem.
 3. Teacher solves the students' problem by discussing it together.
 4. Reviewing the general material to make sure students understood the material given.
- C. Closing the lesson activities

Meeting 5

- A. Opening Activities
 1. The lesson begins with greeting.
 2. Checking students' presence.
- B. Main Activities
 - a) Exploration
 1. Asking the students about the previous material.
 2. Telling students about what will be discussed in the classroom.

b) Elaboration

1. Showing the video entitled “Mickey Monkey-A Mickey Mouse.”
2. Students are asked to mention the info that they get from the video.
3. Showing the video again.

c) Confirmation

1. Students are asked to write a narrative text based on the video individually.
2. Teacher correcting the students’ task.
3. Teacher explains the mistakes which are often made by the students.
4. Reviewing all of the material given to make sure students understood the material.
5. Asking the students’ questions or problem.
6. Teacher solves the students’ problem by discussing it together.
7. Informing the students about the Post-test.

C. Closing the lesson activities

Meeting 6

A. Opening Activities

1. Opening the activity by greeting the students.
2. Checking students’ presence.
3. Ask the students to do the post-test.

B. Main Activities

1. The students are given the instructions before doing their writing.
2. Giving the video to the students.
3. Then the students are asked to write a narrative text by watching the video which are given.
4. After doing the post-test, the teacher asks to the students to fill the questionnaire which given by the teacher.

C. Closing the lesson activities

Sources and Media:

1. Video.
2. Laptop and LCD.
3. Text books which are relevant to the material.

Assessment:

- a. Type : Guided Writing

b. Technique : Written test

c. Instrument :

Indicator (s)	Evaluation	
	Type	Test Item
1. Students are able to answer some questions about the content of the video.	Written test	Directed Questions
2. Students are able to make some sentences using past tense.	Written test	Guided writing
3. Students are able to use narrative words correctly.	Written test	Fill in the blank
4. Write a narrative text.	Written test	Guided writing

Scoring System: Rubric

No.	Writing Components		Score	Description
1.	Grammar	Tenses	5	Tenses are correct. No errors.
			4	Tenses are generally correct, with few errors (1-3).
			3	A few errors in tenses (4-7).
			2	There are many errors in tenses (8-10).
			1	Distracting errors in tenses (more than 10).
		Conjunction	5	Conjunction is correct. No errors.
			4	Conjunction is generally correct, with few errors (1-3).
			3	A few errors in conjunction (4-7).
			2	There are many errors in conjunction (8-10).
			1	Distracting errors in conjunction (more than 10).
2.	Vocabulary	Diction	5	Diction is consistent and words well chosen.
			4	Diction is consistent.
			3	Diction is appropriate.
			2	Only few appropriate diction.
			1	Inappropriate diction.
		Reference	5	References are correct. No errors.
			4	References are generally correct, with few errors (1-3).

			3	A few errors in references (4-7).
			2	There are many errors in references (8-10).
			1	Distracting errors in references (more than 10).
3.	Mechanic	Capitalization	5	Capitalization is correct. No errors.
			4	Capitalization is generally correct, with few errors (1-3).
			3	A few errors in capitalization (4-7).
			2	There are many errors in capitalization (8-10).
			1	Distracting errors in capitalization (more than 10).
		Punctuation	5	Punctuation is correct. No errors.
			4	Punctuation is generally correct, with few errors (1-3).
			3	A few errors in punctuation (4-7).
			2	There are many errors in punctuation (8-10).
			1	Distracting errors in punctuation (more than 10).
4.	Relevance	Structure	5	Essay addresses the assigned topic.
			4	Essay addresses the issues but misses some points.
			3	Development of ideas not complete.
			2	Ideas incomplete.
			1	Essay is completely inadequate.
		Content	5	All sentences support the topic, clear progression of ideas, and well-linked.
			4	Ideas well organized and communication not impaired.
			3	Some lacks organization.
			2	Little or no attempt at connectivity and difficult connection ideas.
			1	Lack of organization and communication is seriously impaired.
5.	Fluency	Style	5	Writing is smooth, the sentences are strong and expressive with

				varied structure.
			4	Writing is clear, the sentences have varied structure.
			3	Writing is clear, but sentences may lack variety.
			2	Writing is clear, but there are no varied sentences structures.
			1	Writing is confusing and hard to follow.
		Quality of Expression	5	Precise vocabulary usage.
			4	Good vocabulary.
			3	Some vocabulary misused.
			2	Problems in vocabulary.
			1	Inappropriate use of vocabulary.

English Teacher



Tulus Widodo, S.Pd.
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Semarang, April 2015

Researcher



Septi Ariani
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The Screen shoot of the Videos

Video 1: The Story of Tiger and Mouse Deer.



Video 2: Gaps!-A Mickey Mouse.



Video 3: Mickey Monkey-A Mickey Mouse.



Appendix 16**LESSON PLAN****(Teaching and Learning – Treatment – Control Group)**

School : SMA Negeri 12 Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 12 X 45' (6 meetings)

Standard Competence

12. Writing expressing the meaning in the form of written text and simple essay in the form of *narrative*, *spoof*, and *hortatory exposition* in daily life context.

Basic Competence

12.2 Expressing the meaning and generic structures in simple essay accurately fluently, and acceptable in daily life context in the form of *narrative*, *spoof*, and *hortatory exposition*.

Purpose of the Study

In the end of the learning, 75 % of the students are able to:

1. Identify the information from the pictures.
2. Identify the functional and rhetoric language in narrative text.
3. Make some sentences using simple past tense.
4. Write a narrative text.

Material: Conventional Technique

1. Authentic Materials
2. Question and Answer
3. Pictures
4. Narrative text

Narrative text usually has this generic structure, which consists of:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight (bad situation or events).

3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional.

Some significant lexico grammatical features. They are:

1. Focus on specific and usually individualized participant.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use of temporal conjunctions and temporal circumstances.
5. Use of past tense.

Grammar of narrative text

Simple Past Tense → S + V2

For example: Snow White saw a little cottage in the jungle.

Method of the Study

1. Visual Cued Strategy
2. Question and answer
3. Exercise

Learning Activities

Meeting 1

A. Opening Activities

1. Opening the activity by greeting the students.
2. Checking students' presence.
3. Ask the students to do the pre-test.

B. Main Activities

1. The students are given the instructions before doing their writing.
2. Giving the pictures to the students.
3. Then the students are asked to write a narrative text by using the pictures which are given.

C. Closing the lesson activities

Meeting 2

A. Opening Activities

1. The lesson begins with greeting.
2. Checking students' presence.

B. Main Activities**a) Exploration**

1. Telling students about what will be discussed in the classroom.

b) Elaboration

1. Showing the pictures about “The Story of Tiger and Mouse Deer.”
2. Asking the students to mention the information they got from the pictures as much as possible.
3. Students write the info on the white board.
4. Teacher and students correcting the grammar, spelling and punctuation of sentences.

c) Confirmation

1. Reviewing the general material to make sure students understood the material given.
2. Asking the students’ questions or problems.
3. Teacher solves the student’s problem by discussing it together.
4. The students pay attention to the summary and conclusion about what the teacher have taught.

C. Closing the lesson activities***Meeting 3*****A. Opening Activities**

1. The lesson begins with greeting.
2. Checking students’ presence.

B. Main Activities**a) Exploration**

1. Asking the students about the previous material.
2. Telling students about what will be discussed in the classroom.
3. Introducing narrative words.

b) Elaboration

1. Showing the example of narrative text.
2. Students discussing the schematic structures, language features and the tense used in the text.

c) Confirmation

1. Do the exercise (fill in the blank exercise).
2. Discussing it together.

3. Asking the students' questions or problem.
4. Teacher solves the students' problem by discussing it together.
5. Reviewing the general material to make sure students understood the material given.

C. Closing the lesson activities.

Meeting 4

A. Opening Activities

1. The lesson begins with greeting.
2. Checking students' presence.

B. Main Activities

a) Exploration

1. Asking the students about the previous material.
2. Telling students about what will be discussed in the classroom.

b) Elaboration

1. Dividing the students into some groups.
2. Showing the pictures about "Gaps!-A Mickey Mouse."

c)Confirmation

1. Students in group are asked to write a narrative text.
2. Asking the students' questions or problem.
3. Teacher solves the students' problem by discussing it together.
4. Reviewing the general material to make sure students understood the material given.

C. Closing the lesson activities.

Meeting 5

A. Opening Activities

1. The lesson begins with greeting.
2. Checking students' presence.

B. Main Activities

a) Exploration

1. Asking the students about the previous material.
2. Telling students about what will be discussed in the classroom.

b) Elaboration

1. Showing the pictures about "Mickey Monkey-A Mickey Mouse."

2. Students are asked to mention the info that they can get from the pictures.
- c) Confirmation
1. Students are asked to write a narrative text based on the pictures individually.
 2. Teacher correcting the students' task.
 3. Teacher explains the mistakes which are often made by the students.
 4. Reviewing all of the material given to make sure students understood the material.
 5. Asking the students' questions or problem.
 6. Teacher solves the students' problem by discussing it together.
 7. Informing the students about the Post-test.
- C. Closing the lesson activities

Meeting 6

- A. Opening Activities
4. Opening the activity by greeting the students.
 5. Checking students' presence.
 6. Ask the students to do the post-test.
- B. Main Activities
1. The students are given the instructions before doing their writing.
 2. Giving the pictures to the students.
 3. Then the students are asked to write a narrative text by using the pictures which are given.
- C. Closing the lesson activities

Sources and Media:

1. Pictures.
2. Laptop and LCD
3. Text books which are relevant to the material.

Assessment:

- a. Type : Guided Writing
- b. Technique : Written test
- c. Instrument :

Indicator (s)	Evaluation
---------------	------------

	Type	Test Item
1. Students are able to answer some questions about the content of the pictures 2. Students are able to make some sentences using past tense. 3. Students are able to use narrative words correctly. 4. Write a narrative text.	Written test	Directed Questions
	Written test	Guided writing
	Written test	Fill in the blank
	Written test	Guided writing

Scoring System: Rubric

No.	Writing Components		Score	Description
1.	Grammar	Tenses	5	Tenses are correct. No errors.
			4	Tenses are generally correct, with few errors (1-3).
			3	A few errors in tenses (4-7).
			2	There are many errors in tenses (8-10).
			1	Distracting errors in tenses (more than 10).
		Conjunction	5	Conjunction is correct. No errors.
			4	Conjunction is generally correct, with few errors (1-3).
			3	A few errors in conjunction (4-7).
			2	There are many errors in conjunction (8-10).
			1	Distracting errors in conjunction (more than 10).
2.	Vocabulary	Diction	5	Diction is consistent and words well chosen.
			4	Diction is consistent.
			3	Diction is appropriate.
			2	Only few appropriate diction.
			1	Inappropriate diction.
		Reference	5	References are correct. No errors.
			4	References are generally correct, with few errors (1-3).
			3	A few errors in references (4-7).
			2	There are many errors in references (8-10).

			1	Distracting errors in references (more than 10).
3.	Mechanic	Capitalization	5	Capitalization is correct. No errors.
			4	Capitalization is generally correct, with few errors (1-3).
			3	A few errors in capitalization (4-7).
			2	There are many errors in capitalization (8-10).
			1	Distracting errors in capitalization (more than 10).
		Punctuation	5	Punctuation is correct. No errors.
			4	Punctuation is generally correct, with few errors (1-3).
			3	A few errors in punctuation (4-7).
			2	There are many errors in punctuation (8-10).
			1	Distracting errors in punctuation (more than 10).
4.	Relevance	Structure	5	Essay addresses the assigned topic.
			4	Essay addresses the issues but misses some points.
			3	Development of ideas not complete.
			2	Ideas incomplete.
			1	Essay is completely inadequate.
		Content	5	All sentences support the topic, clear progression of ideas, and well-linked.
			4	Ideas well organized and communication not impaired.
			3	Some lacks organization.
			2	Little or no attempt at connectivity and difficult connection ideas.
			1	Lack of organization and communication is seriously impaired.
5.	Fluency	Style	5	Writing is smooth, the sentences are strong and expressive with varied structure.
			4	Writing is clear, the sentences have varied structure.

			3	Writing is clear, but sentences may lack variety.
			2	Writing is clear, but there are no varied sentences structures.
			1	Writing is confusing and hard to follow.
		Quality of Expression	5	Precise vocabulary usage.
			4	Good vocabulary.
			3	Some vocabulary misused.
			2	Problems in vocabulary.
			1	Inappropriate use of vocabulary.

English Teacher



Tulus Widodo, S.Pd.
NIP. 197506262008011010

Semarang, April 2015

Researcher



Septi Ariani
NIM. 2201411029

Pictures

Pictures 1: The Story of Tiger and Mouse Deer.



1. There was a tiger in the jungle. 4. There was a python slept tightly.



2. The tiger looked for the mouse deer 5. The python starched and wrapped -
the tiger's body.



3. The tiger met the mouse deer to 6. The tiger felt anger to the mouse-demand the
king belt. deer to revenge.

Pictures 2: Gaps!-A Mickey Mouse.



1. The Mickey Mouse had a fish name Gubbles.

4. The fish fell in to a hot pan.



2. There was a cat want to eat Gubbles.

5. There were dog bones snacks.



3. Gubbles's aquarium break by the cat it tried to search water.

6. The Mickey's house became like. and an aquarium

Pictures 3: Mickey Monkey-A Mickey Mouse



1. Mickey and friends prepared to go to picnic by boat



4. Mickey tried to chase their boat.



2. Mickey changed his clothes, but his clothes got accidentally exchanged with a monkey.



5. They aware that Mickey was back.



3. They fell weird with Mickey's attitude. 6. When they passed a swamp, they also got accidentally exchanged with a crocodiles.



Appendix 17**NARRATIVE TEXT EXAMPLE****Snow White****(Orientation)**

Once upon a time, there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

(Complication)

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

(Resolution)

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

Appendix 18**EXERCISE**

A. Fill the blank the text below with the appropriate words given.

The Fly and the Bull

There was once a little fly that thought he (1) _____ cry very important. Once sunny morning, he (2) _____ around looking for someone to talk to. He (3) _____ a bull grazing in a field. He decided to fly down to talk to him.

The little fly flew down and (4) _____ around the bull's head. The bull did not bother with him. He (5) _____ on chewing grass. The fly then buzzed right inside the bull's ear. The bull (6) _____ chewing grass.

Now the fly (7) _____ to land on one of the bull's horns to make the bull notice him. He (8) _____ for the bull to say something, but the bull (9) _____ quiet. The fly then shouted angrily, "Oh bull, if you find that I am too heavy for you, let me know and I'll fly away!"

The bull (10) _____ and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

Buzzed	Kept
Flew	Waited
Was	Went
Laughed	Continued
Decided	Saw

B. Answer the question based on the text above.

1. Why did the bull just keep silent when the fly decided to land on one of its horns?
2. What can we learn from the story of “the fly and the bull”?
3. Mention the participants of the story!
4. Complete the following generic structure of “The Fly and The Bull”.

Orientation	
Complication	
Resolution	
Reorientation	

5. What kind of story is that?

Appendix 1927th April 2015**POST-TEST EXPERIMENTAL GROUP**

Writing Test

Class : XI-IPA 3

Genre : Narrative Text

Time Allotment : 50 minutes

School : SMA Negeri 12 Semarang

Instructions:

1. Write your name, student number, and class on the top corner of your answer sheet.
2. Make a narrative text from the video given (minimal 150 words).
3. Your writing time is 50 minutes.

Video: Screen shoots video of Chef Donald: A Donald Duck.



Appendix 2027th April 2015**POST-TEST CONTROL GROUP**

Writing Test

Class : XI-IPA 4

Genre : Narrative Text

Time Allotment : 50 minutes

School : SMA Negeri 12 Semarang

Instructions:

1. Write your name, student number, and class on the top corner of your answer sheet.
2. Make a narrative text from the pictures given (minimal 150 words).
3. Your writing time is 50 minutes.

Pictures: Pictures of Chef Donald: A Donald Duck.



1. A Donald Duck listened to the radio of cooking program.

4. The dough was so sticky.



2. He tried to cook waffle from the 5. He threw the dough, but it came cooking program recipe. back and destroyed his house.



3. He made a mistake by pouring 6. He felt angry, and then visited rubber cement in to his dough. and scolded the radio announcer.

Appendix 21

**FINAL DATA OF
THE STUDENTS POST-TEST SCORE OF SMA N 12
SEMARANG IN ACADEMIC YEAR 2014/2015**

EXPERIMENTAL GROUP (XI-IPA 3)				CONTROL GROUP (XI-IPA 4)			
No.	Students' Code	Score	Level	No.	Students' Code	Score	Level
1	E-1	78	Good	1	C-1	90	Very good
2	E-2	82	Very good	2	C-2	86	Very good
3	E-3	94	Excellent	3	C-3	64	Fair
4	E-4	68	Fair	4	C-4	64	Fair
5	E-5	84	Very good	5	C-5	60	Fair
6	E-6	76	Good	6	C-6	84	Very good
7	E-7	86	Very good	7	C-7	74	Good
8	E-8	76	Good	8	C-8	66	Fair
9	E-9	86	Very good	9	C-9	60	Poor
10	E-10	94	Excellent	10	C-10	66	Fair
11	E-11	86	Very good	11	C-11	68	Fair
12	E-12	86	Very good	12	C-12	72	Good
13	E-13	82	Very good	13	C-13	70	Fair
14	E-14	72	Good	14	C-14	76	Good
15	E-15	76	Good	15	C-15	72	Good
16	E-16	88	Very good	16	C-16	68	Fair
17	E-17	68	Fair	17	C-17	82	Very good
18	E-18	80	Good	18	C-18	76	Good
19	E-19	82	Very good	19	C-19	60	Poor
20	E-20	84	Very good	20	C-20	64	Fair
21	E-21	84	Very good	21	C-21	76	Good

22	E-22	86	Very good	22	C-22	86	Very good
23	E-23	76	Good	23	C-23	74	Good
24	E-24	78	Good	24	C-24	72	Good
25	E-25	78	Good	25	C-25	76	Good
26	E-26	76	Good	26	C-26	66	Fair
27	E-27	76	Good	27	C-27	76	Good
28	E-28	86	Very good	28	C-28	82	Very good
29	E-29	84	Very good	29	C-29	74	Good
30	E-30	80	Good	30	C-30	68	Fair
31	E-31	80	Good	31	C-31	64	Fair
32	E-32	84	Very good	32	C-32	60	Poor
33	E-33	68	Fair	33	C-33	68	Fair
34	E-34	72	Good	34	C-34	76	Good
35	E-35	84	Very Good	35	C-35	70	Fair
Average		80.22		Average		71.71	
Highest Score		94		Highest Score		90	
Lowest Score		72		Lowest Score		60	

Appendix 22

SPSS OUTPUT FOR POST-TEST

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Post-test	.097	70	.099	.967	70	.064

a. Lilliefors Significance Correction

Independent Samples Test

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.667	.417	2.837	68	.006	3.457	1.219	1.025	5.889
	Equal variances not assumed			2.837	64.940	.006	3.457	1.219	1.023	5.891

Appendix 23

SPSS OUTPUT FOR $M_1 : M_2$ *t*-TEST

Independent Samples Test

	<i>Levene's Test for Equality of Variances</i>		<i>t-Test for Equality of Means</i>						
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
$M_1 :$ <i>Equal variances assumed</i>	9.194	.003	-13.311	68	.000	-28.686	2.155	32.986	-24.385
$M_2 :$ <i>Equal variances not assumed</i>			-13.311	53.902	.000	-28.686	2.155	33.007	-24.365

Appendix 24

SPSS OUTPUT FOR $M_3 : M_4$ *t*-TEST*Independent Samples Test*

	<i>Levene's Test for Equality of Variances</i>		<i>t-Test for Equality of Means</i>						
	<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
								<i>Lower</i>	<i>Upper</i>
$M_3 : M_4$ <i>Equal variances assumed</i>	1.254	.267	-10.147	68	.000	-22.514	2.219	26.942	-18.087
<i>Equal variances not assumed</i>			-10.147	63.793	.000	-22.514	2.219	26.947	-18.081

Appendix 25

QUESTIONNAIRE RESULT

Jawablah pertanyaan-pertanyaan dibawah ini dengan memberi tanda checklist (√).
Pilih jawaban berdasarkan pendapat anda sendiri.

No.	Pertanyaan	Jawaban		
		Ya	Ragu- Ragu	Tidak
1.	Apakah anda menyukai pelajaran bahasa Inggris?	✓		
2.	Apakah anda menyukai pelajaran menulis dalam bahasa Inggris?	✓		
3.	Apakah anda berpikir bahwa menulis dalam bahasa Inggris susah untuk dipelajari?			✓
4.	Apakah anda berpikir bahwa menulis teks narrative itu susah?			✓
5.	Apakah guru anda pernah menggunakan media dalam mengajar menulis?	✓		
6.	Apakah anda suka menonton video?	✓		
7.	Apakah anda setuju jika video digunakan sebagai salah satu media mengajar?	✓		
8.	Apakah anda setuju bahwa video adalah sebuah media yang menarik?	✓		
9.	Apakah anda berpikir bahwa video dapat membuat anda lebih santai dalam pembelajaran?	✓		
10.	Apakah video dapat membantu anda untuk menyampaikan ide-ide anda?	✓		
11.	Apakah gambar-gambar yang berwarna di dalam video membuat anda lebih untuk mengikuti cerita di dalamnya?	✓		
12.	Apakah video membuat anda lebih mudah untuk memahami berbagai macam ekspresi?	✓		
13.	Apakah video membuat motivasi anda untuk		✓	

	belajar bahasa Inggris meningkat?			
14.	Apakah video dapat membantu anda untuk memahami semua penjelasan dari guru anda?	✓		
15.	Apakah anda suka belajar bahasa Inggris dengan video?	✓		
16.	Apakah media ini dapat membantu anda dalam menulis teks narrative?	✓		
17.	Apakah media ini dapat membantu anda dalam menguasai tatabahasa dan perbendaharaan kata?	✓		
18.	Apakah anda menyukai video-video menarik yang disediakan sebagai media belajar?	✓		
19.	Apakah anda mengalami peningkatan prestasi menulis bahasa Inggris setelah penggunaan video-video sebagai media belajar?	✓		
20.	Apakah video-video sebagai media belajar dapat membantu anda dalam belajar menulis bahasa Inggris?	✓		
21.	Apakah media ini dapat membantu anda lebih mudah dalam menangkap cerita yang diberikan?	✓		
22.	Apakah situasi kelas menjadi lebih menyenangkan setelah menggunakan video?	✓		
23.	Apakah anda merasa bosan dengan metode dari guru anda dalam pengajaran menulis bahasa Inggris?			✓
24.	Apakah anda sudah merasa menguasai pelajaran menulis dalam bahasa Inggris saat ini?	✓		
25.	Apakah anda mengharapkan penggunaan media yang lebih menarik untuk mengajar menulis dalam bahasa Inggris?	✓		

Appendix 26**THE RESULT OF ANALYZING QUESTIONNAIRE**

Students' interest

Item	Yes	Doubt	No	Score	Max. score	Mean	Range
1	15	9	11	74	315	2.352381	High
2	15	8	12	73			
3	19	10	6	83			
4	15	11	9	76			
5	10	5	20	60			
6	35	0	0	105			
13	25	10	0	95			
15	25	10	0	95			
23	17	11	7	80			

Advantage

Item	Yes	Doubt	No	Score	Max. score	Mean	Range
10	23	12	0	93	210	2.709524	Very helpful
11	35	0	0	105			
12	26	7	2	94			
14	21	10	4	87			
20	22	13	0	92			
21	28	7	0	98			

Achievement

Item	Yes	Doubt	No	Score	Max. score	Mean	Range
16	22	11	2	90	140	2.507143	High
17	15	18	2	83			
19	22	10	3	89			
24	24	6	5	89			

Relevance

Item	Yes	Doubt	No	Score	Max. score	Mean	Range
7	29	6	0	99	105	2.914286	Very relevant
8	32	3	0	102			
9	35	0	0	105			

Sustainability

Item	Yes	Doubt	No	Score	Max. score	Mean	Range
18	26	8	1	95	105	2.819048	Very necessary
22	30	5	0	100			
25	31	4	0	101			

Number of Question	Students' Opinion	Result
1,2,3,4,5,6,13,15,23	Students' interest	High
10,11,12,14,20,21	The advantage	Very helpful
16,17,19,24	The students' achievement	High
7,8,9	The relevancy	Very relevant
18,22,25	Sustainability	Very necessary

Appendix 27

THE EXAMPLE OF STUDENT'S NARRATIVE TEXT

1. The pre-test result of the students' narrative text.

Elsa Noriana
X1-IPA-3
10

No. _____
Date _____

Chef Donald

One day, Donald listening a radio, cooked recipe
donald followed the words from this radio. Then he prepare
the ingredient of a made waffle.

He followed step by step from this radio. Then he
put the ingredients in a bowl. But, he false put a ingredient,
he put a rubber powder. So, the dought is very sticky and
can't out from a bowl. A donald trying take out the dough
and put to oven. But dough can't out. Then donald very
annoyed with a dough.

Finally, Donald hear a radio say "How are of your
waffle?". Then he was come in the station radio and
he annoyed from this Radio.

Tenker : 2
Coj. : 4
Drc. : 2
Ref. : 3
Csp. : 2
punc : 4
Itre. : 2
Cont. : 2
Style. : 2
Q.B. : 2

~~25~~ x 2 = 50

No pain no gain

VISION

2. The post-test result of the students' narrative text which taught by using audio-visual strategy.

Elsa Noviana
XI-IPA-3
10

English Lesson

Page: _____
Date: _____

Chef Donald


Once upon a time, Donald duck made a recipe book with a cement powder. Suddenly, he heard someone in radio talked about recipe for make waffle. Of course, he intererced to follow that, because he imagined how delicious waffle. So, he prepared the ingredients as fast as he could.

Now, he started to make waffle. He poured milk into a bowl, then a powder and two eggs. So, he stir the dough. Then, the woman in radio said, "you have to add a baking powder". Donald duck heard with his concentrate, he didn't know if he took a cement powder, what in side a baking powder. He was wrong.

He stir the dough, but as long as he stir, the dough was sticky. He tried to pour the dough into waffle machine, but of course it could not. He never knew if his waffle very sticky. He did anything to set out the dough. He tried to cut the dough, but it didn't work. He really angry. His house became messy. The roof and floor broke because of that.

But last, the radio announcer said, "Did you enjoy with your waffle?". Of course donald duck upset because his waffle failed. So, he visited

Never put off till tomorrow what you can do today



3. The pre-test result of the students' narrative text.

M. Surya Alam
XI IPA 3/16

No. _____
Date: _____

Chef Donald

One day, Donald was listening to the radio broadcast of the recipe to make waffle. Donald tries to follow step by step discussed. Then, Donald prepare all the necessary ingredients. When he will include baking powder, Donald wrong turns take glue. Become very sticky dough.

He tried to pull out the dough, but still he lock. He tried to put out the dough using the ax it makes the axe it throws the axe throw into the roof of the house. The roof and walls of his house into a crack. Donald was very angry. He think that the wrong prescription. Donald went and visited people who read waffle recipe. Donald scolded.

Tense	: 2	Num.	: 4
Conj.	: 3	Att.	: 2
Prp.	: 2	Conj.	: 1
Ref.	: 3	Style	: 2
Cap.	: 3	Q.E.	: 1

$23 \times 2 = 46$

No pain no gain

VISION

4. The post-test result of the students' narrative text which taught by using audio-visual strategy.

M. Surya Alam
XI IPA 3/16

No. _____
Date: _____

Chef Donald

One day, Donald was listened the radio and stucked some recipe. But after Donald read it, the title of the recipe was "Roasted Duck", so he felt angry and threw the recipe. Then, in the radio he heard recipe how to make waffle. Donald said, "what an interesting! I want to make it."

So, he prepared the equipments and the ingredients such as milk, flour, egg and baking powder.

After that, Donald started make a dough. But, when he wanted to pour a baking powder, he made a mistake because he pour a cement powder in the dough. So, the dough was sticky and couldn't put into the mod waffle. Various ways had been conducted by Donald but failed. And infact, it made his house messy. "whoa! what displeasure!", said Donald. He threw it but the dough was coming back again.

Finally, the announcer was said, "Did you enjoy your waffle?" Donald was annoying. So, he leaved his house and went to the radio station. He shouted and scolded the announcer because he failed to make a waffle and he annoyed with the dough.

A beginning is difficult

VISION

No. _____
Date _____

<input type="checkbox"/>	Tenses	: 4
<input type="checkbox"/>	Conj.	: 4
<input type="checkbox"/>	Pic.	: 4
<input type="checkbox"/>	Ref.	: 5
<input type="checkbox"/>	Cap.	: 5
<input type="checkbox"/>	plur.	: 5
<input type="checkbox"/>	Strc.	: 4
<input type="checkbox"/>	Cont.	: 5
<input type="checkbox"/>	style	: 4
<input type="checkbox"/>	Q-E.	: 4

$42 \times 2 = 88$

A pen mightier than a sword

VISION

Appendix 28**DOCUMENTATION**

I showed a video as media in teaching narrative text to the students.



The students paid attention to the video.



The students wrote a narrative text based on the story showed in the video.

Appendix 29

RESEARCH LICENSE



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMA 12 SEMARANG
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SURAT KETERANGAN
 Nomor : 070/471/2015

Yang bertanda tangan di bawah ini Kepala SMA 12 Semarang, menerangkan bahwa :

N a m a : Septiariani
N I M : 2201411029
Program Studi : Pendidikan Bahasa Inggris

Sesuai dengan Surat Ijin dari UNNES Nomor : 2342/UN37.1.3/LT/2015 Tanggal 3 Maret 2015 yang bersangkutan telah melaksanakan Penelitian dalam rangka penyusunan Skripsi dengan judul " THE EFFECTIVENESS OF TEACHING STRATEGIES USING AUDIO VISUAL AND VISUAL MEDIA TO IMROVE STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT "

(A Quasi Experimental Study of Eleventh Grade Students of SMA Negeri 12 Semarang)
 Yang dilaksanakan pada tanggal 30 Maret s.d 27 April 2015 di SMA 12 Semarang .

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 25 Mei 2015
 Kepala Sekolah



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