



**THE EFFECTIVENESS  
OF USING “BRITISH COUNCIL ANIMATION”  
AS MEDIA TO IMPROVE STUDENTS’ WRITING SKILL  
IN NARRATIVE TEXT**

**(A Case of Eighth Grade Students of SMPN 2 Kendal  
in the Academic Year of 2010/ 2011)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

by

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FACULTY OF LANGUAGES AND ARTS  
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**2011**

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**THE EFFECTIVENESS OF USING “BRITISH COUNCIL ANIMATION”  
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Saya tulis sebagai salah satu syarat untuk memperoleh gelar sarjana, adalah sepenuhnya karya saya sendiri yang saya susun setelah menjalani proses penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah, Untuk itu, walaupun tim penguji dan dosen pembimbing telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya dan apabila terdapat pelanggaran terhadap konvensi tata ilmiah yang berlaku, saya siap bertanggung jawab.

Demikian, harap pernyataan ini digunakan seperlunya.

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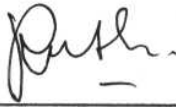


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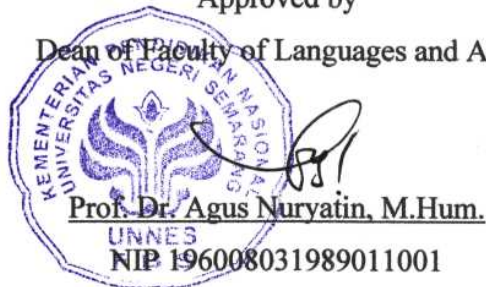
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If you listen to your fears, you will die never knowing what a great person you might have been (Robert H. Schuller)



To

My parents, Drs.Kusmuriyanto,M.Si.  
and Suhartati, my siblings Dian,  
Wiwid and Tanto, my “bebe”  
Supriadi, and also Cindil’s Family  
and all of my friends.

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Semarang, August 24, 2011

Kushardiyanti Novinda



## ABSTRACT

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**Key words:** British Council Animation, Writing, Narrative Text,

The students of junior high school are supposed to some short functional text, such as narrative text. Meanwhile, English teachers use teaching technique and use only simple media which is not appropriate with school-based curriculum (*KTSP*). The main objectives of this study were to determine the significant difference in improvement of students' skill in writing narrative text between the class who was taught by using British Council Animation as a media and the class without using the media.

The design used true experimental design (pre test-post test control group design). The subject of this research was eighth grade students of SMPN 2 Kendal in the academic year 2010/ 2011. It consisted of two cluster random sample group, they were experiment and control group. The experiment group was class VIII C, and the control group was class VIII B. The sampling technique was cluster random sampling.

Before conducting the research, a try-out test was held to class VIII A to get the validity, reliability, item of difficulty and item discrimination of the test instrument. Then, the research was begun by giving a pre test, treatment, and a post test to both groups above. The result of the test was analyzed by using *t*-test formula to know the difference in the students' writing result of narrative text between the group that was taught by British Council Animation and that was not. The normality and homogeneity of both pre-test and post-test were also used to support the result.

The result showed the pre test mean of the control group was 63.84 while the post test mean of the control group was 72.92. Whereas, the pre test mean of the experiment group was 61.81 while the post test mean of the experiment group was 82.74. Thus, it was obtained from the computation that the result of the *t*-test of the difference pre test post test between experimental and control group was 7.24

Since the *t*-test (7.24) is higher than *t*-table (1.68), it means that there is a significant difference in terms writing achievement between the students who were taught by using British Council Animation as a media in teaching and those who were taught without this media. Furthermore, the writer suggests that English teachers are expected to be communicative and creative when give the material and use some media that can help students to improve their skill.

## TABLE OF CONTENTS

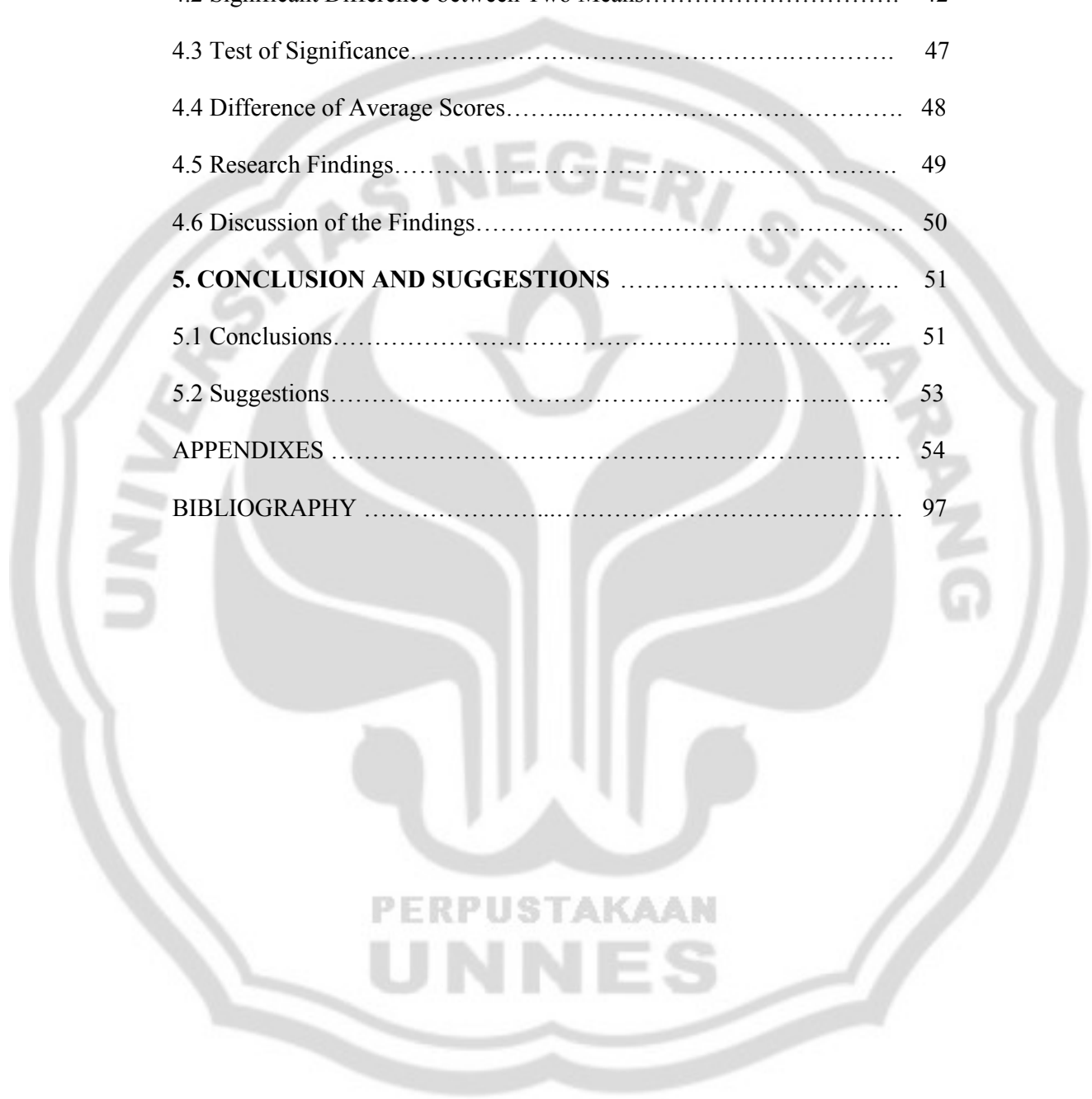
Acknowledgment .....	v
Abstract .....	vii
Table of Content .....	viii
List of Tables .....	xii
List of Appendixes .....	xiii
<b>CHAPTER</b>	
<b>1. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Identification of the Problems.....	3
1.3 Reason for Choosing the Topic .....	4
1.4 Research Problems .....	5
1.5 Research Question .....	5
1.6 Hypotheses .....	6
1.7 Objectives of the Study.....	6
1.8 Operational Definition of Variables.....	6
1.9 Significance of the Study.....	7
1.10 Limitation of the Research.....	8
1.11 Outline of the Report.....	8
<b>2. REVIEW OF RELATED LITERATURE.....</b>	<b>10</b>
2.1 General Concept of Media .....	10
2.2 The function of Media.....	12



2.3 British Council.....	14
2.4 Animation.....	15
2.5 Shockwave Flash Object (.swf) format file.....	16
2.6 British Council Animation as the Media .....	18
2.7 General Concept of Writing.....	19
2.8 General Concept of Narrative Text.....	20
2.8.1 Generic Structure of Narrative Text.....	21
2.8.2 Lexicogrammatical Features of Narrative Text.....	21
<b>3. RESEARCH METHOD.....</b>	<b>22</b>
3.1 Research Setting .....	22
3.2 Research Focus.....	22
3.2.1 Teacher.....	22
3.2.2 Students.....	23
3.2.3 Class situation and condition.....	23
3.3 Research Design .....	23
3.4 Object of Study.....	25
3.5 Sample and Population .....	25
3.6 Research Variables.....	26
3.6.1 Dependent Variable.....	27
3.5.2 Independent Variable .....	27
3.7 Instrument for Collecting Data .....	27
3.8 Procedure of the Experiment.....	28
3.9 Method of Collecting Data.....	29

3.10 Try-Out.....	29
3.10.1 Validity Analysis.....	30
3.10.2 Reliability Analysis.....	31
3.10.3 Level of Difficulty Analysis.....	32
3.10.4 Discriminating Power.....	33
3.11 Pre-Test .....	34
3.12 Treatment.....	35
3.13 Post-Test .....	35
3.14 Technique of Data Analysis .....	35
3.14.1 <i>t</i> -test statistical analysis.....	36
3.14.2 Normality .....	36
3.14.3 Homogeneity.....	36
<b>4. RESEARCH RESULT AND DISCUSSION.....</b>	<b>37</b>
4.1 Analysis of Each Meeting.....	37
4.1.1 Try-Out.....	37
4.1.1.1 Validity.....	38
4.1.1.2 Reliability.....	38
4.1.1.3 Difficulty Level.....	38
4.1.1.4 Discriminating Power.....	39
4.1.2 Pre-Test .....	39
4.1.3 Treatment.....	39
4.1.3.1 The Experimental Class .....	39
4.1.3.2 The Control Class .....	40

4.1.4 Post-Test.....	41
4.2 Significant Difference between Two Means.....	42
4.3 Test of Significance.....	47
4.4 Difference of Average Scores.....	48
4.5 Research Findings.....	49
4.6 Discussion of the Findings.....	50
<b>5. CONCLUSION AND SUGGESTIONS .....</b>	<b>51</b>
5.1 Conclusions.....	51
5.2 Suggestions.....	53
APPENDIXES .....	54
BIBLIOGRAPHY .....	97



## LIST OF TABLES

Table	Page
3.1 Criteria of Difficulty Level .....	33
3.2 Criteria of Discriminating Power .....	34
4.1 List of Experimental Class Activities .....	40
4.2 List of Control Class Activities .....	41
4.3 The table of control group .....	42
4.4 The table of experimental group .....	44

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## LIST OF APPENDIXES

Appendix	Page
1. Students' Name of Try Out Class .....	54
2. Students' Name of Experimental Class .....	55
3. Students' Name of Control Class .....	56
4. Lesson Plan.....	58
5. Material of Learning.....	70
6. Text and Exercises.....	71
7. Example of Outline.....	74
8. Try-Out Sheet.....	76
9. Pre- Test Sheet.....	77
10. Post-Test Sheet.....	78
11. Result of the Try-Out Test.....	79
12. Student's Whole Score.....	81
13. t-test Analysis.....	83
14. Normality.....	85
15. Homogeneity .....	88
16. Photograph.....	90
17. Sample of Try-Out.....	91
18. Sample of Pre-Test.....	93
19. Sample of Post-Test.....	95

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language as a means communication is used by human being to establish social relation. By using a language, people are able to convey their messages, to express their ideal in oral or written language so that they can communicate with each other.

English has accordingly been chosen as the first foreign language to be taught in some schools in Indonesia (Ramelan, 1985: 6). English became the first foreign language in Indonesia and has been included to Indonesian Educational System Curriculum because it is the most important language in international. It becomes compulsory subject from elementary school up to the university level.

English became one of difficult subject and tested in the school final examination and national examination. At junior high school, student had got the basic of English language. So, they should learn more and improve their English skills (listening, speaking, reading and writing).

In competency-based curriculum, the teaching of English at Junior High School has three purposes, those are to: (1) develop the competence to communicate in spoken and written form, (2) grow the awareness of the reality and importance of English as one of foreign languages to be a main instrument for

studying, (3) develop the comprehension of the culture and language interrelation and broaden the culture firmament.

Based on one of the aims above, the students should be able to develop their competence to communicate. The goals of teaching English at Junior high School are to prepare the students to be able to speak and write English communicatively. The main point of the goals is that students are able to have skills in listening, speaking, reading, and writing in various text and monologues such as narrative, recount, descriptive, report, procedure etc.

Writing is one of four skills that are taught by English teacher is very important for students. Writing is such a skill that demands lot of practice continuously under good guidance. Students may able to speak fluently but it doesn't mean that they are able to express their English well in the written form. For students, writing is difficult moreover if they should write a kind of text than write only a word, sentences, or a paragraph in English.

There are many kinds of text that is learned by students, one of them is narrative text. Narrative text is a story. Students of Junior High School had known a local or maybe international story when they are kids from their parents. Narrative becomes one of texts that include in curriculum. By studying to write narrative text, students are able to express their imagination and expression about story that they have heard or read before in their own opinion in written form.

In order to make the English teaching successful, we have to consider some factors, such as the quality of teachers, students' interest, motivation, school buildings, library and books which are involved together in teaching and learning

process. Besides, there are still other factors like teaching techniques and teaching media which also play important roles. The younger your pupils, the more physical activities they need (Scott and Ytreberg, 1996: 22).

The teachers are expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exciting. As stated by Allen (1983: 33), the teaching of English to the beginner should need the techniques to make the English lesson more exciting. They also should able to use some technology to follow technology's development.

British Council Animation is a media to improve students in writing narrative in modern way. Students will be more interest and motivate them to be active and creative to produce a written narrative text. Webster states that, "Teaching aids are many varieties of devices and materials, which rely on the sense of sight to inform" (Webster, 1972: 664). Without method or technique appropriate to students' level, they may feel bored and not interested in following the lesson.

As a result, I expect that the use of British Council Animation will motivate to actualize student's English ability, and they will be able to improve their writing skill especially in narrative text.

## **1.2 Identification of the Problems**

Junior High School students will have difficulty in writing a narrative text because they sometimes confuse with the grammatical of narrative text that use past tenses, the use of proper vocabulary and they rarely read an English story.



Reading for many students is a boring and tiring activity, moreover it's only a text without a picture. The problem is "How to make students interest to read a narrative text and able to write a narrative text?"

Students can read a narrative text/ short story easily by using British Council Animation. They can watch an animation story with English subtitle below. It's more interesting because it uses simple vocabulary and colorful story. They can also watch, read, and listen the story and also play a game before start the story.

Technology development demands teachers to be more creative and able to use technology when teaching their students. Using British Council Animation is a modern way to giving technology education for students in junior high school. By using this media, teaching learning process will be more interesting and fun.

### **1.3 Reasons for Choosing the Topic**

I have chosen topic "The Effectiveness of Using British Council Animation as a Media to Improve Students' Writing Skill in Narrative Text" for the following reasons:

- (1) Writing is a skill competence that will be used in final examination test. From their writing, we can know their ability in English especially their grammar and vocabulary.
- (2) Writing makes students active and creative to tell story in written form in their own opinion. Some 8<sup>th</sup> grade of Junior high school students

shies to speak in front of class or give their opinion orally. So, writing becomes a way to express their opinion.

- (3) Narrative text sometimes boring because students only read the text or picture story. If they watch a story, it will waste their time because it always has a long duration and they have to make the summary that is confusing.
- (4) Teacher should be creative and innovative to supporting a new media in learning and teaching process. British Council Animation becomes a modern media that will used to teach narrative text that is more interested than a book, picture and film, because they can watch, listen, and read a simple story with short duration.
- (5) As an English department students and an English teacher in the future, I want to know how effective the use of British Council Animation to improve students' writing skill in narrative text.

#### **1.4 Research Problems**

The research problem in this research is the fact that students in junior high school are difficult to write grammatically correct and confuse to write a story in English.

#### **1.5 Research Question**

- (1) Does using British Council Animation influence the students to improve their skill in writing narrative?

- (2) What the problem encountered by the teacher in teaching using British Council Animation?

### **1.6 Hypotheses**

H1: Junior High School students taught by British Council Animation gain significantly better mastery of writing skill in narrative text than before.

H0: Junior High School students taught by British Council Animation do not gain significantly better mastery of writing skill in narrative text than before.

### **1.7 Objectives of the Study**

The objectives of this study are:

- (1) To improve their skill in writing narrative text that can be done by the students by self using British Council Animation as one of the modern media to tell a story/ narrative text..
- (2) To investigate whether using British Council Animation is more effective in enhancing the mastery of writing skills in narrative text of 8<sup>th</sup> Grade of Junior High School.

### **1.8 Operational Definition of Variables**

According to Hartoyo's handout, there are two main variables, independent variable (X) and dependent variable (Y). The independent variable is a stimulus variable or input that affects behavior (of dependent variable), whereas the dependent variable is a response variable or output. Thus, the independent variable (X) affects the dependent variable (Y).

Therefore, in this research, the independent variable (X) is the use of British Council Animation and the independent variable (Y) is students' skill in writing narrative.

In this research, the constructing operational definitions are student's vocabulary and the use of British Council Animation. According to Hartoyo's handout, constructing operational definition aims to make the variables (and other terms) used in the research obvious prior to carrying out the research. This means stating variables in an observable and measurable form, making them available for manipulating, control, and examination.

This research has two groups, they are control group and experiment group. According to Hartoyo, "A control group is a group of subjects whose selection and experiences are identical in every way possible to the treatment or experimental group except that they do not receive the treatment (or the same treatment)". Experiment group is a of subjects whose selection and experiences are identical in every way possible to get the treatment, in this case is "British Council Animation" as a media in teaching learning process.

### **1.9 Significance of the Study**

The result of the study is expected to be able to give useful contribution to English teaching, especially:

- (1) The Junior High School students become interested in study narrative, and they can improve their writing skill in narrative text.

- (2) The teacher can use British Council Animation as an alternative media to teach narrative to Junior High School students.
- (3) The researcher can get knowledge and experience of using British Council Animation as a media to improve students' writing skill in narrative text.
- (4) The readers can obtain certain understanding about the application of using British Council Animation for Junior High School students.

### **1.10 Limitation of the Research**

This research is for Junior High School's students. This research tries to discuss the effectiveness of using "British Council Animation" as a media to improve student's writing skill in narrative text.

### **1.11 Outline of the Report**

In this final project the outline of the report will be divided into five chapters.

Chapter 1 is the introduction. This chapter consists of background of the study, identification of the problems, reasons for choosing the topic, research problem, research question, hypotheses, objectives of the study, operational definition of variables, significance of the study, limitation of the study and outline of the report.

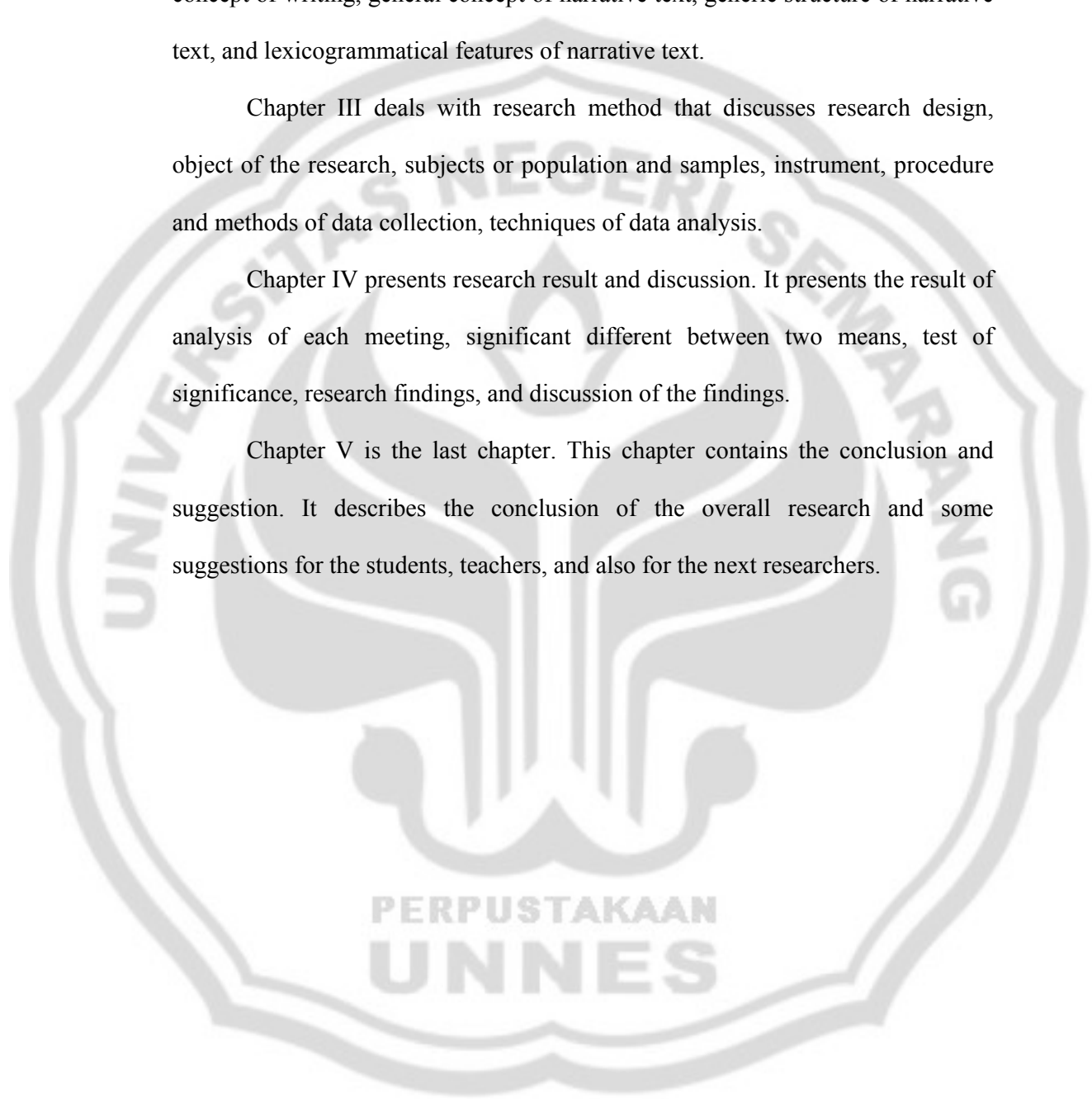
Chapter II is review of related literature that discusses the general concept of British Council, animation, .swf or Shockwave Flash Object, general concept

of media, the functions of media, British Council Animation as the media, general concept of writing, general concept of narrative text, generic structure of narrative text, and lexicogrammatical features of narrative text.

Chapter III deals with research method that discusses research design, object of the research, subjects or population and samples, instrument, procedure and methods of data collection, techniques of data analysis.

Chapter IV presents research result and discussion. It presents the result of analysis of each meeting, significant different between two means, test of significance, research findings, and discussion of the findings.

Chapter V is the last chapter. This chapter contains the conclusion and suggestion. It describes the conclusion of the overall research and some suggestions for the students, teachers, and also for the next researchers.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Visual aids as media play an important role in the teaching and learning process. By using media during the teaching learning process, it is hoped that the teacher will be able to motivate the students to learn and pay attention to the material. Finally, it will improve their achievement of the learning.

According to Harmer (2001: 134), as language teachers we use a variety of teaching to explain language meaning and construction, engage students in a topic or as basic of whole activity.

British Council Animation is one of audiovisual aids that can be used in a writing class. It is a modern media to teach writing narrative in more interesting and fun way. It also gives guidance.

#### **2.1 General Concept of Media**

Media will help to establish the condition for the learners *to* identify or describe something. The meaning of media according to *Oxford Learner's Dictionary* (1995: 259) is the main means of communicating with large numbers of people such as television, radio, and newspapers.

There are some classifications of media according to Geralch and Elly as quoted by Rumampuk (1988: 23), they are:

- (1) Permanent pictures  
Still pictures may be photographs or any objects or events.
- (2) Audio materials  
Audio materials could be used individually and played directly to audiences or over radio or central sound system.
- (3) Motion pictures  
Motion picture is used commonly with computers referring to images designed to move sequentially within a time frame (the fourth dimension). It can refer to the sequence of images drawn by an artist or a computer.
- (4) Television  
By using television, students will know about everything directly both of visual and audio.
- (5) Real materials  
Real materials can help students to identify the object of study. The examples of real material are people, models, and simulation.
- (6) Programmed and computer-assisted instruction  
Programs are sequences of information that are designed to elicit predetermined responses. The most common examples of these are programmed textbooks or instructional programs prepared for computers. The presentation of information is made through any one medium or combination of media.

Animation as the media in this research includes audiovisual media because it has sound and pictures. Sadiman (1968: 28-79) states that instructional media for teaching and learning process especially in Indonesia can be classified into five categories. They are:

- (1) Games and stimulation such as words, puzzle, and role-playing.
- (2) Visual media. It is the media that can be seen and the function is distributing the message from the sources to the receiver.
- (3) Audio media. It is connected to one of five senses (ears).
- (4) Audiovisual media. Audiovisual media are useful because of their sound and pictures, such as: Television, VCD, and DVD.
- (5) Still projected medium such as slide, filmstrip, overhead projector, and loop film.



## 2.2 The Functions of Media

There are so many functions of media to increase the student's motivation in the learning and teaching process. Based on Murcia's statement (2001: 461), 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.

Murcia (2001: 461) also states the rational for using media in the language classroom, they are:

- (1) Media serve as an important motivator in the language teaching process.
- (2) Media create a contextualized situation within which language items are presented and practiced.
- (3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- (4) Media provide us with a way of addressing the needs of both visual and auditory learners.
- (5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students becoming dependent on their teachers' dialect or idiolect, they can also enrich their language experiences.
- (6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- (7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and stimulating students' senses, thereby helping them to process information more readily.

On the other hand, Derek Rowntree quoted by Rumampuk, (1988: 12) states the rational function of using media in the language classroom, such as:

- (1) Engage the students' motivation.
- (2) Recall earlier learning.
- (3) Provide new learning stimuli.
- (4) Activate the student's responses.

- (5) Give speedy feedback.
- (6) Encourage appropriate practice

Media provides not only a density of information but also enrich the cultural input in the classroom. They can help students' process the information and free the teacher from excessive explanation. It can provide contextualization and make solid point classroom activities of some functions of media, as follows engage the student's motivation, and recall earlier learning.

### **2.3 British Council**

The British Council is an arm's length body based in the United Kingdom which specializes in international educational and cultural opportunities. It is incorporated by royal charter and is registered as a charity both in England and Wales, and in Scotland. Founded in 1934, it was granted a royal charter by King George VI in 1940. Its 'sponsoring department' within the United Kingdom Government is the Foreign and Commonwealth Office, although it has day-to-day operational independence.

There are 70 British Council Teaching Centers in 53 countries. They taught 1,189,000 class hours to 300,000 learners in 2006/07. The British council claims to be 'the world's largest English language teaching organization'. The Council jointly runs the global IELTS English language standardized test with University of Cambridge ESOL Examinations and IDP Education Australia.

The website of British Council is [www.britishcouncil.org](http://www.britishcouncil.org) . From this website we can learn English and more information to be a good teacher. We can

get so many games, stories, songs, pictures; etc in website <http://learnenglishkids.britishcouncil.org/en/short-stories> and it can be used as a media in teaching-learning process. It also has materials for adult and kids that make a children, parents and teachers easily get knowledge from it.

## **2.4 Animation**

Animation is the rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. The effect is an optical illusion of motion due to the phenomenon of persistence of vision, and can be created and demonstrated in several ways. The most common method of presenting animation is as a motion picture or video program, although there are other methods.

Computer animation encompasses a variety of techniques, the unifying factor being that the animation is created digitally on a computer.

### **(1) 2D animation**

It is created and/ or edited on the computer using 2D bitmap graphics or created and edited using 2D vector graphics. This includes automated computerized versions of traditional animation techniques such as of tweening, morphing, onion skinning and interpolated rotoscoping. For example: Analog computer animation, Flash animation, and Power Point animation.

## (2) 3D animation

3D animation are digitally modeled and manipulated by an animator. In order to manipulate a mesh, it is given a digital skeletal structure that can be used to control the mesh.

2D animation techniques tend to focus on image manipulation while 3D techniques usually build virtual worlds in which characters and objects move and interact. 3D animation can create images that seem real to the viewer.

The idea of media convergence is also becoming a major factor in education, particularly higher education. Everything that is defined as separate technologies such as *voice (and telephony features)*, *data (and productivity applications)* and *video that now share resources and interact with each other*, synergistically creating new efficiencies. Media convergence is rapidly changing the curriculum in universities all over the world.

## **2.5 Shockwave Flash Object (.swf) format file**

SWF (originally an abbreviation for "Shock Wave Flash" this was changed to the backronym "small web format" to eliminate confusion with Shockwave, from which it was derived) is a file format for multimedia, vector graphics and Action Script in the Adobe Flash environment. .swf files are completed, compiled and published files that cannot be edited with Adobe Flash. However, many 'swf decompilers' do exist. Attempting to import .swf files using Flash allows it to retrieve some assets from the .swf, but not all.

Originating with Future Wave Software, then transferred to Macromedia, and then coming under the control of Adobe, SWF files can contain animations or applets of varying degrees of interactivity and function. Currently, SWF functions as the dominant format for displaying "animated" vector graphics on the Web. It may also be used for programs, commonly browser games, using ActionScript.

SWF files can be generated from within several Adobe products: Flash, Flash Builder (an IDE) and After Effects, as well as through MXMLC, a command line application compiler which is part of the freely available Flex SDK. Other than Adobe products, SWFs can be built with open source Motion-Twin Action Script 2 Compiler (MTASC), the open source Ming library, the free software suite SWF Tools, the proprietary SWiSH Max2. There are also various third party programs that can produce files in this format, such as Multimedia Fusion 2, Captivate, Banner Snack or SWiSH Max.

SWF Object (originally Flash Object) is an open-source Java Script library used to embed Adobe Flash content onto Web pages, which is supplied as one small Java Script file. The library can also detect the installed Adobe Flash Player plug-in in all major web browsers, on all major operating systems (OS), and can redirect the visitor to another webpage or show alternate HTML content if the installed plug-in is not suitable.

With the multitude of Flash embedding Java Script libraries, SWF Object has emerged as the clear winner being used by over 350,000 modern websites as of 2010, including high-profile websites such as Ask.com, Windows.com, Time.com, Skype.com, Discovery.com and YouTube.

SWF Object provides the most reliable method of embedding Flash content into a webpage by internally handling the various practices that one must follow in order for different web browsers to display Flash content correctly, and isolating them from the web designer. The developer may interface with the library in a standardized manner, the minimum being a single line of JavaScript code. Therefore even inexperienced web designers without knowledge of the ideal HTML code to embed Flash content, can easily insert Flash content into web pages, and have them reliably work for the widest possible audience (excepting those with JavaScript disabled).

But, there is a limitation that this object has. The biggest disadvantage of relying on SWF Object to embed Flash content without using any compatible HTML markup, is that visitors with JavaScript disabled in their web browsers will not be able to view the Flash content, and will instead see alternate HTML content provided by the web page. For websites that aim to reach the widest possible audience an alternate method is available, by using standards-compliant HTML markup to embed the Flash movie (typically using the <object> tags for the best browser compatibility, and using the register Object function within the library's API to register the Flash content enabling usage of the other features that the library provides.

## **2.6 British Council Animation as the Media**

As a teacher, sometimes we need to use visual aids as a method in teaching and learning process because it can give new atmosphere in their class so that the students have a big enthusiasm in teaching and learning process.

Writing is one of language skills that is more complex and difficult than the others language skills such as listening, speaking and reading. The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write a concept that exist in our brain. It is important for teacher to find a method that can make students easily master the material and they can enjoy the writing class.

The English teacher can use any kinds of method that must be suitable with their classroom situation; it must be able to make them comfortable and enjoy the lesson so the students can easily master the material.

The function of using all kinds of method of opportunity in using English is a way that enables them to express their idea, interest, feeling and needs, clearly, correctly and confidently.

## **2.7 General Concept of Writing**

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. From its simplest one, writing can be conceived as the act of putting down in conventional graphic from something that had been spoken.

Harmer in *How to Teach Writing* states, "Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities" (2004: 86).

Randal Holmes states, "Writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down" (2004: 160).

Meanwhile, Meyers says that writing is a way to produce language when you do and when you speak. Writing is communicating with others in a verbal way.

Meyers states "Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, then patting them on a paper and reshaping and revising them" (2005: 2). From the definitions above, the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is written on a paper or a computer screen. It is influenced both by the personal attitudes and by social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities.



## 2.8 General Concept of Narrative Text

A narrative is a story that is created in a constructive format (as a work of speech, literature, pictures, song, motion pictures, television, video games, theatre, musical theatre, or dance) that describes a sequence of fictional or non-fictional events. (www.wikipedia.com)

The social function of narrative text is to entertain or amuse the reader or listener.

Parera (1993: 5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

### 2.8.1 Generic Structure of Narrative Text

According to Derewianka (1990: 32), narrative text consists of some parts. The generic structure of narrative text are consist of four parts, they are:

(1) Orientation

In which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens. (It can be a paragraph, a picture or opening chapter)

(2) Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward

them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

(3) Resolution

In a "satisfying " narrative, a resolution of the complication is brought about; the complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly type of narrative, which leave us wondering (how is the end?).

(4) Re-orientation

Optional-closure of events.

### 2.8.2 Lexicogrammatical Features of Narrative Text

(1) Focus on specific and usually individualized participants.

Example: *Once upon a time there was a little girl. Her name was Goldilocks.*

(2) Use of material processes refers to the "doings" the actions and happening we observe taking place around us. For example: *Goldilocks was walking in the forest. She saw and knocked the door.*

(3) The use of verbal processes refers to the "talking" (saying verbs). For example: *"Someone's been eating my porridge!" said daddy bear.*

(4) Use of temporal conjunctions and time connectives to put events in the right order. For example: *Once upon a time, one day and soon.*

(5) Use of past tense. Example: *The bears came home.*

## CHAPTER III

### RESEARCH METHOD

This chapter deals with the object of the research. There are population and sample of the study. In gathering the data to complete this study, the writer conducted a true experimental research. The instrument was used test method. In addition, research design, variable of the research and object of research will also present in this chapter.

#### **3.1 Research Setting**

The research setting in this study consists of location and research object. The research will be done in SMP Negeri 2 Kendal located at Jl. Soekarno-Hatta no.187 Kendal. The objects in this research are students grade eighth in 2<sup>nd</sup> semester at SMP Negeri 2 Kendal year 2010/2011 consisting of 186 students.

#### **3.2. Research Focus**

The focus that will be observed in this research involve factor of teacher, students, and class situation and condition.

##### **3.2.1 Teacher**

Teacher is aimed to be creative and use technology in teaching learning process by using media. In some case, teacher is not able to use modern media that can

make student interest, and use conventional method in teaching learning process. British Council Animation can become a good media for teacher to teach student in young age (pre-school - Junior High School).

### **3.2.2 Students**

Factor of students that observed is the activity of students in joining learning process, the students' attitude, and the evaluation after joining learning process using *British Council Animation* learning model.

### **3.2.3 Class situation and condition**

The factor of situation and condition that observed is the class cleanness and convenient as the learning place that should conducive for the students to study. On the other hand, concerning the availability of class facilities support teaching learning process which appropriate to the amount of the students in it.

## **3.3 Research Design**

Experimental research involves two groups, an experimental and control group in which the experiment group typically receives new treatment, while the control group either receives the different treatment, or treated as usual. There are two main variables, independent variable (X) and dependent variable (Y). The independent variable is a stimulus variable or input that affects behavior (of dependent variable), whereas the dependent variable is a response variable or output. Thus, the independent variable (X) affects the dependent variable (Y). In

this research, the independent variable (X) is using British Council Animation as a media and the dependent variable (Y) is student's mastery in writing narrative.

The design used in this research is true experimental (pre-test-post-test control group design). According to Nunan (1993: 73), if the procedures already described, that is, randomly assigning the subjects either the control or experiment group, and administering a pre- and post- treatment test. The reason is that the writer wants to know the effectiveness of using British Council Animation as a media to improve students' writing skill in narrative text.

The design of the research is as follows:

E	O <sub>1</sub>	x	O <sub>2</sub>
C	O <sub>3</sub>	y	O <sub>4</sub>

Explanation:

E : Experimental group

C : control group

O<sub>1</sub>: pre-test for the experimental group

O<sub>2</sub>: post test for the experimental group

O<sub>3</sub>: pre-test for the control group

O<sub>4</sub>: post-test for the control group

X: treatment using British Council Animation

Y: treatment without British Council Animation

The initial ability of two groups will be found by giving the pre-test (O<sub>1</sub> and O<sub>3</sub>), then give the experimental group, in this case, is taught by using British

Council Animation while for the control group is taught by conventional technique. After both groups were given the treatment, then they are supposed to have post-test to know the improvement in simple past tense.

### **3.4 Object of study**

The object of study is grade eighth of SMP Negeri 2 Kendal in the academic year 2010/ 2011.

### **3.5 Sample and Population**

Nunan (1993: 25) states that "population is all cases, situation or individuals who share one or more characteristics". Similarly, Sugiyono states that "population is generalization area that consist of object or subject which has quality and certain characteristics which has determined by the researcher for being learned and drew and conclusion from it".

Population is all the member of group living together in one place and will be a target the final result of research. According to Saleh (2001 : 17), population is a group of people, object, items, or phenomenon, a group of which the researcher would like the results of the study to be generalized, a group from which information is collected. The objects in a population are investigated, analyzed, concluded and then the conclusion is valid to whole population. The population that was used to conduct the experiment in this study is the eighth grade students of SMP Negeri 2 Kendal year 2010/ 2011. The numbers of students is (186) which divided into (6) classes.

After I defined the population, a sample was selected because the population was too large to be observed. Sample is a subset of individuals from a given population (Nunan, 1993: 25). According to Mursid Saleh (2001: 33), sample is a group of people, goods, or about place of data is taken. Sample is a part that is assumed to represent a population. A good sample is one that representatives the condition of population which is selected.

However, if the population is too big to investigate, reaching the purpose by investigating the sample is sufficient. He also says that there are many techniques in taking the sample. They are simple random sampling, systematic random sampling, stratified random sampling and cluster random sampling.

Cluster random sampling will be used in this study because it saves time to analyze the data obtained from the whole population. After gaining the population, the sample in this research is two classes in SMP Negeri 2 Kendal, one as the control group and the other one as the experimental class

### **3.6 Research Variables**

Most research is conducted in order to explore the strength relationship between variables. Nunan (1993: 25) states that a variable is anything doesn't remain constant. In this research, the variables of *British Council Animation* learning model towards students' mastery in writing narrative. Hence, the variables here are dependent and independent variable.

### **3.6.1 Dependent Variable**

Dependent variable which is the independent variable is acting (Nunan, 1993: 25). Based on the definition, dependent variable in this research is the students' achievement score in the writing test.

### **3.6.2 Independent variable**

Nunan (1993: 25) states that "independent variable is variable that experimenter expects to influence the other. Based on the definition above, the independent variable of this research is the use of British Council Animation techniques in teaching writing narrative".

### **3.7 Instrument for Collecting Data**

In this study, the writer presented some procedures to carry out the research as follows. The data is collected by doing some test.

A test is group of questions or exercises or other instruments used to measure skill, knowledge, inelegancy, talent belonged to individual or group (Arikunto, 2006: 150). According to Aqib (2008: 96-97), test requirements belong to good quality that is the questions should valid and reliable. Valid means every instrument only measure a dimension or aspect. It must measure what it is supposed to measure. Reliable means every instrument could give exact and accurate result of measurement. In order to produce a valid and reliable material exam, the questions maker should formulate the latticework and write the question based on its principal of writing questions



In this study the tests will use to measure the student's mastery in writing narrative. The test will divide into two sections, they are pre test and post test. Here the pre-test will used to see the students' mastery in writing narrative before the treatment and the post test will use to see the students' achievement in writing narrative after the treatment.

### **3.8 Procedure of the experiment**

The explanation procedures in experimental design are:

- (1) Choosing the population of the research that was the eighth year of SMP Negeri 2 Kendal in the academic year 2010/ 2011.
- (2) Taking two groups as the control group and experimental group.
- (3) Conducting the experiment. The experiment class was given treatment by using British Council Animation toward students' mastery in writing narrative. Otherwise, the control class, they were taught by delivering the conventional technique for the whole material by the teacher.
- (4) Comparing both difference between pre-test and post-test result of both experimental group and control group by applying t-test formula.
- (5) Making conclusion of the research result.

### **3.9 Method of Collecting Data**

There were some steps to do research; one of the most important was collecting data. It would influence the result of the research. Before the test item was used as an instrument to collect the data, it had been tried out first to the student in other

class. After the result of the try out had been scored, an analysis was made to find out the validity and reliability of the try out item. All of them were used to decide which items should be tested in making the instrument.

### **3.10 Try Out**

Saleh (2001: 33) says that “the data of the students’ achievement cannot be collected by questionnaire”. Therefore, test is used to measure students’ achievement. The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in the class. After scoring the result of the try out, the writer made an analysis to find out the validity and reliability of the items of the test. All of them were used to decide which items should be used in collecting the data.

The arranged instrument will be tried out in another class with same grade. From the result of tryout then analyzed to determine the questions which proper to be used in research instrument. The purpose is to know whether the test have good requirements test or not. The data analysis that will be used in measuring tryout test involve: Validity analysis, Reliability analysis level difficulty analysis, and discriminating power.

### 3.10.1 Validity Analysis

Test validity, that is, the relevance of the examination, is the area on which many of testing controversies have centred: objective tests are criticized for their failure to measure this or that aspect of a subject.

Validity is not measured, but inferred from the evidence. The degree of test validity is not derived from a statistical analysis of test performance, but from a meticulous analysis of the content of each item and of the test as a whole.

A threat to validity means that design issues may threaten the experiment so that reached from data may provide a false reading about probable cause and effect between the treatment and outcome. Although threats is identified such as not having good measures or using inappropriate statistics, they are internal and external validity.

In this case, a number of types of validation are applied to the tests, they are:

#### (1) Content Validity

We should expect the best to be based upon a careful analysis of the skill or an outline of the course, and we would further expect the items to represent adequately each portion of the analysis, not just those aspects which lend themselves most readily to a particular kind of test question. It may be said to have content validity if the analysis accords with the views of recognized authorities in the skill area and the test reflects such an analysis.

## (2) Empirical Validity

To determine how test scores are related to some independent, outside criterion such as marks given at the end of a course or instructors' or supervisors' rating. If the evidence shows that there is a high correlation between test scores and a trustworthy external criterion, we are justified in putting our confidence in the empirical validity of the test. Empirical validity depends in the large part on the reliability of both test and criterion measure.

## (3) Face Validity

It means simply the way the test looks- to the examinees, test administrators, educators and the like. This is not validity in the technical sense and it can never be permitted to take the place of empirical or content validity. Yet, if the content of the test appear irrelevant, silly or inappropriate, knowledgeable administrators will hesitate to adopt the test and examinees will lack the proper motivation.

### 3.10.2 Reliability analysis

To measure reliability of question object used alpha formula as follows:

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

In which

$$\sigma^2 = \frac{\sum x^2 - \frac{(x)^2}{N}}{N}$$

Explanation:

$r_{11}$  = the reliability

$\sum \sigma_i^2$  = the sums of score variants every items

$\sigma_i^2$  = total of variant

### 3.10.3 Level of Difficulties Analysis

Considered from difficulty aspect, the good question is neither too easy nor difficult. The very easy question not reinforce the students to the make their effort higher in finishing the question. The very difficult question will cause the students give up and don't have spirit to try again because the question is out of their ability. The level of difficulties could be measured by the formula:

$$P = \frac{\sum x}{N \cdot S_m}$$

Explanation:

P : level difficulties of the question

$\sum x$  : The sum of students answer correct

$S_m$  : maximum score

N : The sum of students

**Table 3.1**

Criteria

Interval P	Criteria
$0.00 < P \leq 0.30$	Difficult
$0.30 < P \leq 0.70$	Medium
$0.70 < P < 1.00$	Easy

**3.10.4 Discriminating Power**

The discriminating power will measure how well the test items arranged to identify the differences in the student's competence.

The formula is :

$$DP = \frac{RU - RL}{\frac{1}{2} n}$$

Where,

DP : The Discriminating Index

RU : The number of students in upper group who answered the item correctly

RL : The number of students in lower group who answered the item correctly

$\frac{1}{2} n$  : The number of students in one group

The criteria of discriminating power of the test in the try out are;

**Table 3.2**

**Criteria of Discriminating Power**

Interval	Criteria
$DP \leq 0.00$	Very Poor
$0.00 \leq DP \leq 0.20$	Poor
$0.20 < DP \leq 0.40$	Satisfactory
$0.40 < DP \leq 0.70$	Good
$0.70 < DP \leq 1.00$	Excellent

After the value of  $r$  compared to value of  $r_{\text{tabel}}$ . If  $r_{\text{hitung}} > r_{\text{tabel}}$  so the test item that already tried out is reliable.

### 3.11 Pre Test

The quality of data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been pre tested first to the students in the class. After scoring the result of the pre test, the writer made an analysis to find out the validity and reliability of the items of the test. All of them were used to decide which items should be used in collecting the data.

### 3.12 Treatment

The two groups are given different treatment. The experimental group got a treatment by using British Council Animation in teaching writing narrative. On the other hand, the control group was taught by using conventional technique. It means that the students of control group got the explanation about the material of writing narrative orally.

### 3.13 Post Test

As stated by Brown (2004: 3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. After the try out and pre test is collected, then it will be measured by the post test. The aim of conducting post test was to know the result of the students' achievement after the treatments. Then the data of post test were analyzed to see whether there was significant difference of students' result in writing narrative achievement between those who were taught using British Council Animation and those who were taught without this media.

### 3.14 Technique of Data Analysis

#### 3.14.1 *t*-test statistical analysis

In doing this research the *t*-test table is used to interpret the *t* obtained. If the *t* value is higher than *t* table, it means that there is no significant difference between the two means. We can use the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$



In which,

$$s = \sqrt{\frac{(\mathbf{n}_1 - 1)\mathbf{s}_1^2 + (\mathbf{n}_2 - 1)\mathbf{s}_2^2}{\mathbf{n}_1 + \mathbf{n}_2 - 2}}$$

If the value of  $t_{\text{value}} > t_{\text{table}}$  it is concluded that  $t_{\text{value}}$  is significant, there is a difference between experimental and control group.

### 3.14.2 Normality

In order to prove the pre test / post test of each group to be normally distributed, it is used the normality methods. We can use the following formula:

$$\chi^2 = \sum_{i=1}^k \frac{(\mathbf{O}_i - \mathbf{E}_i)^2}{\mathbf{E}_i}$$

If the value of  $\chi^2_{\text{value}} < \chi^2_{\text{table}}(\alpha)$ , the pre test / post test for each group is said to be normally distributed.

### 3.14.3 Homogeneity

To find out homogeneity of data. The writer uses the “homogeneity formula” as follows:

In which :  $F = \frac{Vb}{VK}$

Vb : variant of the pre test/ post test of experimental group

Vk : variant of the pre test/ post test of controlled group

If the  $F_{\text{value}} < F_{\text{table}}$ , we can conclude that data of the pre test / post test is homogeny

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

This chapter presents the activities of experiment, result of try-out, pre-test, and post-test, significance difference between two means of pre-test and post-test, test of significance, result of questionnaire, and discussion of the result. It deals with both writing achievement of the students who were given British Council Animation as the media and who were given conventional technique. It also deals with the difference in writing achievement between the two groups of the students.

#### **4.1 Analysis of Each Meeting**

In this section, will be discussed and analyzed the process of the experiment since the two groups were in the same level of writing comprehension.

##### **4.1.1 Try Out**

The students were given a try out before the pre test was conducted. Try out was given neither for group of experimental nor control group. It was done to class VIII A of SMPN 2 Kendal. It was conducted on 30 April 2011. The test was a written test. The students have to write a narrative text based on the picture given. The complete analysis of try-out can be seen in appendix 13. The following are the data interpretation of the try-out test

#### **4.1.1.1 Validity**

It was taken from the students' test result of writing that consist of five aspect. They are (I) Organization: introduction, body and conclusion, (II) Logical development of ideas (content), (III) Grammar, (IV) Punctuation, spelling, and mechanics, and (V) Style and quality of expression

The test is valid because from content validity, the test is used to measure students' writing skill and it is kind of writing test that has an aim to know the students' skill that is measured by these 5 aspect. From the empirical validity, this test is valid because the reliability is more than 0.5 and means that there is a good correlation between the two measures group. From face validity the test is valid because the test is acceptable to be looked by the examinees, researcher, etc.

#### **4.1.1.2 Reliability**

The computing of reliability of the try-out instrument was 0.99. Since the result of computation value was higher than the critical value, it was concluded that the instrument used in this research was reliable. The computation can be seen in appendix 11.

#### **4.1.1.3 Difficulty Level**

The computation of the difficulty level of five item were easy it meant that the item was not too easy either difficult for the students to do. It was shown by the  $P_{value}$  that is based on the criteria in table 3.1. It could be seen that the aspect I and II was easy because  $0.70$  and  $0.74 \geq 0.70$ . The aspect III, IV and V was medium

because 0.67; 0.63; and 0.64 was  $< 0.70$ . The computation can be seen in appendix 11.

#### ***4.1.1.4 Discriminating Power***

From the computation of discriminating power of the five items of writing, it was obvious that all items were significance. It was shown by the DP that based on the criteria in table 3.2 .The aspect I was satisfactory because  $0.22 \leq 0.40$ . The aspect II , III , IV, and V was poor because  $\leq 0.20$ . The result are 0,180 for aspect II, 0.14 for aspect III, 0.12 for aspect IV and 0.12 for aspect V. The computation can be seen in appendix 11.

#### **4.1.2 Pre-test**

The Pre-test was conducted on Saturday, May 7, 2011 for class VIII C as the experimental group, and class VIII B as the control group. The purpose of this test was to know the students' ability in writing a narrative text before the treatments were given.

#### **4.1.3 Treatment**

After conducting the pre-test, the treatment was conducted. The procedure of the treatment between the experimental and control group can be seen below.

#### 4.1.3.1 The Experimental Class

The treatment was conducted on May 12, 14, and 19, 2011 for the class VIII C as the experimental group. This class consists of 25 students. The students were taught using British Council Animation as a media to improve their writing comprehension. Below is the table of each meeting.

**Table 4.1**

**List of Experimental Class Activities**

No	Activities	Materials	Time
1	First Treatment	It's given an example of narrative text, the definition and all structure and also some exercise.	It was held on May 12, 2011
2	Second Treatment	Students were watching British Council Animation story and had discussion	It was held on May 14, 2011
3	Third Treatment	Students had to write a narrative text based on the outline and used their own sentences.	It was held on May 19, 2011

#### 4.1.3.2 The Control Class

The treatment was conducted on May 13, 14 and 20 2011 for the class VIII B as the control group. This class is consist 25 students. The students were taught using conventional technique to improve their reading comprehension. Below is the table of each meeting.

**Table 4.2**

#### List of Control Class Activities

No	Activities	Materials	Time
1	First Treatment	The students were given the definition of narrative text, past tense, structure.	It was held on May 13, 2011
2	Second Treatment	Student was given an example of narrative text	It was held on May 14, 2011
3	Third Treatment	Students had to write a narrative text based on their own sentences.	It was held on May 20, 2011

#### 4.1.4 Post-test

After conducting the experimental treatment, the writer conducted the post-test. The aim of conducting post-test was to know the result of the students' achievement after the treatments. The post-test was conducted on Tuesday, May

21, 2011 for class VIII C and VIII B. The data of post-test were analyzed to see whether there was significant difference of students' result in writing achievement between those who were taught using the treatments and without that.

## 4.2 Significant Difference between Two Means

In this section, it determined the different effectiveness of treatment given to both groups, which was reflected on the means gathered. *t*-test formula would be applied to count the difference. The value of the *t*-test is calculated and the result of the calculation that shows the significance different is attached in the appendices.

There are three steps in computing the statistical analysis. First is calculating the mean scores of the experimental and the control groups. Second is calculating the deviation of each group and finally applying the *t*-test formula.

For the first step, the writer tried to find the increase of the score in control group between pre-test and post-test.

**Table 4.3**

**The table of control group**

CODE	PRE TEST	POST TEST	IMPROVEMENT(y)	$y^2$
C-01	61	68	7	49
C-02	58	71	13	169
C-03	70	78	8	64
C-04	63	68	5	25
C-05	65	71	6	36

C-06	61	78	17	289
C-07	62	76	14	196
C-08	63	70	7	49
C-09	63	68	5	25
C-10	59	84	25	625
C-11	64	71	7	49
C-12	63	70	7	49
C-13	61	70	9	81
C-14	72	70	-2	4
C-15	61	70	9	81
C-16	59	66	7	49
C-17	61	90	9	81
C-18	75	84	9	81
C-19	69	66	-3	9
C-20	64	74	10	100
C-21	66	66	0	0
C-22	62	84	22	484
C-23	59	66	7	49
C-24	70	74	4	16
C-25	65	70	5	25
□	1596	5469	207	2685
M	63,84	218.76	8	107.4

The Mean of the control group is

$$M_y = \frac{\sum y}{N_y}$$

$$= \frac{207}{25}$$



$$M_y = 8.28$$

From the calculation above, it could be known that the mean of increases in the control group is 8.28.

Next, the increase of scores of the experimental group is calculated

**Table 4.4**  
**The table of experimental group**

Code	PRE TEST	POST TEST	X	X <sup>2</sup>
E-01	54	74	20	400
E-02	60	84	24	576
E-03	62	81	19	361
E-04	72	94	22	484
E-05	56	88	32	1024
E-06	65	76	11	121
E-07	61	80	19	361
E-08	59	76	17	289
E-09	54	94	40	1600
E-10	59	75	16	256
E-11	65	91	26	676
E-12	63	82	19	361
E-13	65	87	22	484
E-14	62	79	17	289
E-15	63	91	28	784
E-16	61	76	15	225
E-17	70	87	17	289
E-18	62	84	22	484
E-19	60	76	16	256

E-20	62	84	22	484
E-21	62	86	24	576
E-22	64	86	22	484
E-23	69	89	20	400
E-24	63	76	13	169
E-25	58	89	31	961
∑	1551	2085	534	12394
M	62,04	83,4	21,36	495,76

The Mean of the experimental group is:

$$M_x = \frac{\sum X}{N_x}$$

$$= \frac{534}{25}$$

$$M_x = 21.36$$

From the calculation above, it could be known that the mean of increases in the experimental group is 21.36

### t-test Analysis

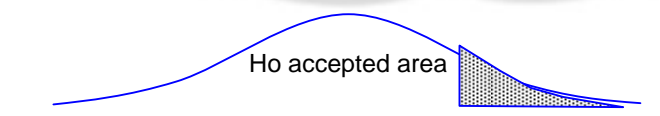
Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if  $t_{table} > t_{value (1-\alpha)(n_1+n_2-2)}$

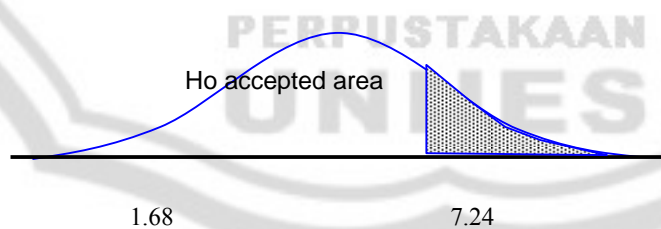


	Experimental	Control
Sum	534	207
N	25	25
$\bar{X}$	21.36	8.28
Variance ( $s^2$ )	41.1567	40.4600
Standart deviation (s)	6.42	6.46

$$S = \sqrt{\frac{(25 - 1) \cdot 41.16 + (25 - 1) \cdot 40.46}{25 + 25 - 2}} = 6$$

$$t = \frac{21.36 - 8.28}{6.388140053 \cdot \sqrt{\frac{1}{25} + \frac{1}{25}}} = 7.24$$

For  $\alpha = 5\%$  and  $df = 27 + 23 - 2 = 48$ ,  $t_{(0.95)(65)} = 1.68$



Since  $t_{value} > t_{table}$  mean there is a significant difference between experimental and control class on gain, the test the experimental is higher than the control one

After finishing making the data of the result of the pre-test and post-test, the writer calculate the value of  $t$ -test of the research. The result of calculation shows  $t_{value} = 7.24$  and  $t_{table} = 1.68$ . It means that the  $t$  value is significant, there is difference between experimental and control group.

### 4.3 Test of Significance

To check whether the difference between the means of the control and experimental group is statistically significant, the  $t$ -value obtained should be consulted with the critical value in the  $t$ -table. Before the experiment was conducted, the level of significance should have been decided so that the decision-making would not be influenced by the result of experiment.

Best (1981: 271) suggested that “for the subject which requires computation such as mathematics or physics the 1%  $\alpha$  level of significance can be used, whereas for the psychological and education circle is 5%  $\alpha$  level of significance can be used as a standard for rejection of a null hypothesis. Since the study is education consideration, the level of significance is 5%. In the research, the number of subjects of both experimental and the control groups was too large. The degree of freedom (df) was 48 which was obtained from the formula  $\square N_x + \square N_y - 2$ . The critical value with the degree of freedom 48 at the 5 percent alpha level of significance ( $t$ -table) is 1.68. The obtained  $t$ -value is 7.24; it means that  $t$ -value is higher than  $t$ -table ( $7.24 > 1.68$ ). It can be concluded that the differences is statically significant.

Thus, the hypothesis about there is no significant different between students taught using treatments and without it was refused.

#### 4.4 Difference of Average Scores

The experimental class and the control one were used to extent that British Council Animation as a media was more effective than the conventional one. Considering the result of the test gained by two classes, we can see which class got better achievement.

The average of the control group on Pre-test

$$M_c = \frac{\sum X_c}{N_c}$$

$$M_c = \frac{1596}{25}$$

$$M_c = 63.84$$

The average of the control group on Post-test

$$M_c = \frac{\sum X_c}{N_c}$$

$$M_c = \frac{1823}{25}$$

$$M_c = 72.92$$

The rise of the average scores:  $72.92 - 63.84 = 9.08$

For the control group, the average after the treatment increased is about 9.08 points.

The average of the experimental group on Pre-test

$$M_e = \frac{\sum X_e}{N_e}$$

$$M_e = \frac{1551}{25}$$

$$M_e = 62.04$$

The average of the experimental group on Post-test

$$M_e = \frac{\sum X_e}{N_e}$$

$$M_e = \frac{2085}{25}$$

$$M_e = 83.4$$

The rise of the average scores:  $83.4 - 62.04 = 21.36$

For the experimental group, the average after the treatment increased 21.36 points.

For the experimental group, the average between two classes, there is a different achievement. The experimental class got better achievement because the average increased 21.36 points, whereas the control class only increased 9.08 points

#### 4.5 Research Findings

The aim of the test was to know the students' achievement in writing a narrative text after getting the treatment compared with those without treatment in eighth grade students of SMPN 2 Kendal in academic year 2010/ 2011. The result of the

students' writing skill in writing narrative text of the experimental group is higher than the result of the control group, the means are 82.74 for the experimental group and 72.92 for the control group.

The result indicates that the experimental group scored in post test is significantly higher than the control group. Based on the result above, it can be concluded that the experimental group performance is better than the control group. The research result reveals that the use of British Council Animation as a media are more effective than conventional technique to improve students' writing skill in narrative text to the Junior High School students.

#### **4.6 Discussion of the Findings**

This research result shows that using British Council Animation as media to improve students' skill in writing narrative text is effective and gives good impact in students score. Media is important in teaching English as foreign language especially for children and teenager because the study will be more interesting. According to Murcia, (2001: 461), media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world. It also provides us with a way of addressing the needs of both visual and auditory learners".

British Council Animation is 2D animation that combine video, audio and games. It can be used to improve students' skill among listening, speaking, reading and writing based on the purpose. The teachers have to be more creative and able to use many media such as from internet to improve their students' skill.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

Based the result of the research and the discussion in the previous chapters, it can be concluded that this result will be useful for readers in making generalization of the study. It offers some suggestion that useful for both teacher and students of English study.

#### 5.1 Conclusions

The main objectives of this study were to determine whether there is significant difference in improvement of students' achievement in writing narrative text between the class who was taught by using British Council Animation as a media and the class without using the media.

The two groups were in the same level of grade and had taught by the same teacher. Meanwhile, the results show that the students in the experimental group got a better result in the average scores than the students in the control group in writing a narrative test. It was shown by the difference of the mean score of the experimental group. The experiment group increased 20.93 points (from 61.81 to 82.74), whereas the control class only increased 9.08 points ( from 72.92 to 63.84)



. It can be concluded that the use of British Council Animation as a media is effective to improve students' writing skill in narrative text .So, the teaching learning process of writing become more interesting and enjoyable for students.

The statistical computation result  $t_{value} = 7.24$  is higher than  $t_{table}$  (1.68). Since  $t_{value} > t_{table}$ , it means that there is a significant difference between experimental and control class on gain. It shows that the students' test of the experimental group is better than the students' of the control group. So, it can be said that the use of British Council Animation as a media in teaching narrative text can improve students' skill in writing different by only reading the text, and it's effective to be used as alternative media to support the text that is given to the eighth grade students of Junior High School.

It can be concluded that the use of British Council Animation as a media based on schema theory can increase students' writing skill in ways:

- (1) The British Council Animation can be used to support students' knowledge about the story we had given. They can imagine first, and then see the real audio-visual from this media. They can among watch the moving act, listen the story also read the text in the story. The story is interesting and easy to be understood by children and the young teenager especially in Elementary and Junior High.
- (2) British Council Animation can be used to teach a narrative text and also the other short functional text, such as descriptive, recount, report, etc. It also a multifunction media that can be used to check all skill they are listening, speaking, reading and writing based on our needs.

## 5.2 Suggestions

In this study, I as the writer would like to offer some suggestions to improve the students' writing skill in order to get better result.

(1) For the students

Students are expected to read more continually outside the class as habit to enrich their knowledge. They should brave try to write a story using their own words and more imaginative to make their writing interesting to be read.

(2) For the teacher

A teacher is expected to be communicative and creative when give the material and use some media that can help students to improve their skill. The teacher should support our students and help to correct their work.

(3) For the next researcher

The next researcher is expected to conduct the research in other aspects of language related to speaking, writing, and listening. It is really possible because there is much other ways to teach other aspects of English, methods, and media for Junior High School level.

### Appendix 1

#### STUDENTS' NAME

#### TRY OUT CLASS

No	Name	Code
1	A.R.M	T-01
2	A.I.P	T-02
3	A.T.I	T-03
4	A.N	T-04
5	A.I.P	T-05
6	A.S.M	T-06
7	C.F	T-07
8	D.S.K	T-08
9	H.C.P	T-09
10	H.K	T-10
11	L.P	T-11
12	L.W.S	T-12
13	M.N.A	T-13
14	M.A.D.	T-14
15	M.I.M.	T-15
16	M.S	T-16
17	N.S	T-17
18	N.H.H	T-18
19	N.W.R	T-19
20	N.G.R	T-20
21	N.R.M	T-21
22	R.A	T-22
23	R.E.H	T-23
24	R.B.P	T-24
25	R.N.R	T-25
26	S.G.P	T-26

**Appendix 2****STUDENTS'NAME  
EXPERIMENTAL CLASS**

No	Name	Code
1	A.M.B.	E-01
2	A.I.H.S	E-02
3	A.P.	E-03
4	A.A	E-04
5	A.I.S	E-05
6	A.K	E-06
7	D.O.N	E-07
8	D.K	E-08
9	D.A	E-09
10	E.C.A	E-10
11	F.S	E-11
12	G.C.T.K.	E-12
13	G.H.W	E-13
14	G.N.C	E-14
15	H.P.S	E-15
16	H.W. P	E-16
17	H.H.W	E-17
18	M.Y.Y	E-18
19	M.H.U	E-19
20	M.A.K	E-20
21	M. A	E-21
22	N.G.A	E-22
23	S.A.	E-23
24	V.R.A	E-24
25	Y.A.A	E-25

### Appendix 3

#### STUDENTS' NAME CONTROL CLASS

No	Name	Code
1	A.D	C-01
2	A.D.P	C-02
3	A.A.F	C-03
4	A.Y	C-04
5	A.N.R	C-05
6	A.L.N.	C-06
7	D.C.Y	C-07
8	E.B. P.S.	C-08
9	F.A.B.P	C-09
10	G.L.S	C-10
11	H.Z.H.	C-11
12	I.M	C-12
13	L.S	C-13
14	M.B. P.	C-14
15	M.I.K	C-15
16	M.I.S	C-16
17	N.P	C-17
18	N.K	C-18
19	N.M	C-19
20	N.R	C-20
21	N.Y.S.	C-21
22	N.K.W	C-22
23	P.L.P	C-23
24	P.P.M	C-24
25	R.M.P	C-23

**Appendix 4****LESSON PLAN**

SMP/ MTs : SMPN 2 Kendal  
Subject : English  
Class/ Semester : VIII/ 2  
Time : 8 x 40' (4 meetings)

**Competence Standard**

**Writing** : 1.To understand the meaning of short narrative text to interact with the around environment.

**Basic Competence**

1.1 To response the meaning and rhetorical text of simple essay accurately, fluently and acceptable to interact with closest environment related to the around environment in the form of descriptive and recount.

**I. Indicators:**

- Definition and function of narrative text
- generic structure of narrative
- language feature of narrative text
- write narrative text

**II. Learning Objectives**

At the end of the learning, the students are able to;

1. find the explicit and implicit information of narrative text curiously and confidently,
2. identify various information in narrative text thinking logically, critically, and innovatively.

3. identify generic structure of narrative text thinking logically, critically, and innovatively
4. identify language feature of narrative thinking logically, critically, and innovatively.  
text,.
5. write the narrative text using the students' sentences thinking logically, critically, and innovatively.

### III. Character Building

- curious
- courteous and confident
- thinking logically, critically, and innovatively

### IV. Material of Learning

- Example of narrative text

#### **Goldilocks and the Three Bears**

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl. Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover the poor

baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!"

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

(Source: Dit. PSMP, 2006)

- Vocabulary and difficult words
- Grammar: Past tense : Simple Past Tense : S + V2 + O  
Past Continuous Tense: S + was/were +V-ing + O

#### **V. Method of study/ Technique**

1. Discussion
2. Question and answer
3. Exercise

#### **VI. Teaching and Learning Activities**

##### **Opening Activities**

- Responding greeting from teacher about various things related to the students' condition.
  - Good morning class.
  - *Good morning Mam..*
  - How are you today?
  - *I am very well, thank you.*
  - I am fine too, thank you.
  - Before we start the lesson, let's say a prayer together. Budi, will you lead the prayer, please!
- Responding teacher question about students present.
 

First, let's see. Is everyone here?/ I'll call your name one by one. Please raise your hand when I called u.



*Yes ,Mam./ Ok, Mam.*

- Paying attention to learning objective.

-Let's start the lesson. Are you ready everyone?

*-Yes Mam*

- Brain storming related to learning material.

-Last meeting, were we talking about ..... (name of the topic)?

*Past tense.*

*Very good.*

- Paying attention to the material explained.

-Today we're going to discuss about..... **Narrative Text**

-At the end of this session, you'll be able to..... **write narrative text by your own sentences.**

-The significances of this discussion are **the identification, generic structure and language features of narrative text.**

-Is there any question?

*Not yet, Mam*

- Being active in teaching learning process

- Ok. Now, let's start our study today. Are you ready class?

*Yes, Mam*

### **Main Activities**

#### **1. The first meeting**

##### ***Exploration***

- Look at the sequential pictures.

Now, look at the picture in front of your class. Do you know what picture is it?

*No, Mam. / Yes, Mam.*

- Reading text based the pictures.

Now, I'll give you an example of narrative text. Please read that text carefully.

Andi, please help me to give these copy to your friends.

*Ok, Mam*

- Discussing the difficult vocabularies.

Please search the difficult vocabulary in that text. Then, discuss it with your friend, or you can ask to me.

- Identifying various information of narrative text.

Ok, is there any difficult word in that text?

*Yes, Mam. What is the meaning of.....?*

### ***Elaboration***

- Explaining about the grammar, generic structure, and language feature related to the narrative text.

Now, let's discuss about the definition, the tense that is used in narrative text, the generic structure and the language feature. Please give your attention and look at the slides in front of you.

- Writing a narrative text in a group. One student read some sentences of the text and (the others listen to carefully and correct the mistakes)

Now, please try to write a narrative text with different title based on story that u ever had past time. Please make a group consist of 3 students.

### ***Confirmation***

- Identifying and analyzing structure in the text in a group.

Now, exchange your group work to another group. Read their work and give your opinion.

- Answering the questions related to the text.

Is there any question about your friend's work?

- Finding the explicit meaning in narrative text individually.

Can you tell me what is the story telling about?

- Discussing the exercise related to the text,

Now, open the text that I had given to you. Now, do the exercise and answer the question. You may discuss it with your friends.

- Write the narrative text using the students' sentences thinking logically, critically, and innovatively.

Give me your opinion about the story that I gave to you! Can you tell me the story based on your opinion?

## **2. The second Meeting**

### ***Exploration***

- Paying attention by Watching the Animation British Council Story.

Today, I'll play an animation story for you. Please watch and listen carefully to this story.

### ***Elaboration***

- Writing a narrative text with the generic structure in a group of 3 based on story.

Now, please write a narrative text based on the story, and identify the generic structure of that text.

- Performing the result in front of the class per group by group representative. Please present your group's work in front of class. Group 1, please come in.

### ***Confirmation***

- Doing peer assessment each group to know and correct the mistake has made.
- Asking the teacher to repair the text.

## **3. The third meeting**

### ***Exploration***

- Give an example of outline to students.

Today, I'll give you an outline to write a good story. Now, please watch the example of outline in front of class.

***Elaboration***

- Writing a narrative text with the outline.

Now, please write a narrative text through the outline. Write some sentences in the correct structure.

- Performing the result in front of the class.

Now, please share your work to your friends . Ali, please come in.

***Confirmation***

- Asking the difficulties in writing the outline and their understanding.

**4. The fourth meeting*****Exploration***

- Brainstorming about narrative text and the British Council Animation story.

Last meeting, we had learnt about narrative text and watched the animation story.

***Elaboration***

- Writing a narrative text based the outline.

Now, let's practice to write a story based on your outline you had written.

***Confirmation***

- Check their work and correct the mistake they made.
- Help them to write in good structure.

**Closing Activities**

- Making summary and conclusion related to the material.
- Reflecting the learning experiences have done.
- Expressing their handicaps/problems along the learning activities.

## VII. Source and Media of Study

1. Text book
2. Related pictures
3. British Council Animation Story
4. Power point

## VIII. Structured assignment

- a. Writing Test  
Make a narrative text by their sentences.

## IX. Evaluation

Teacher evaluates with certain condition

1. Form of Evaluation

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	Students are able to make narrative text.	Written test	Written	Make a narrative text.

2. Instrument of Evaluation

- a. Writing test  
Make a narrative text.

3. Rubric of evaluation

- a. Written Test

Aspect	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to fair	11-6 Unacceptable	5-1 Not college- level work
<b>I.Organizat</b>	Appropriate	Adequate	Mediocre	Shaky or	Absence of

<p><b>ion:</b></p> <p><b>Introduction, Body and Conclusion</b></p>	<p>title, effective introductory paragraph, topic is stated, leads to body ; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusions logical and complete</p>	<p>title, introduction , and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused</p>	<p>or scant introduction or conclusion ; problems with the order of ideas in' body; the generalizations may not be fully supported by the evidence given; problems of organization interfere</p>	<p>minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization</p>	<p>introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)</p>
<p><b>II. Logical development of ideas; content</b></p>	<p>Essay addresses the assigned topic; the ideas are concrete and</p>	<p>Essay addresses the issues but misses some points; ideas could</p>	<p>Development of ideas not complete or essay is somewhat</p>	<p>Ideas incomplete; essay does not reflect careful thinking or was hurriedly</p>	<p>Essay is completely inadequate and does not reflect college-level</p>

	thoroughly developed; no extraneous material; essay reflects thought	be more fully developed; some extraneous material is present	off the topic; paragraphs aren't divided exactly right	written; inadequate effort in area of content	work; no apparent effort to consider the topic carefully
<b>III. Grammar</b>	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar are apparent and have a negative effect on communication; run-on sentences or fragment present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
<b>IV. Punctuation, spelling,</b>	Correct use of English writing	Some problems with writing	Uses general writing	Serious problems with format of	Complete disregard for English

<b>and mechanics</b>	conventions ; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers	writing conventions; paper illegible; obvious capitals missing, no margins; severe spelling problems
<b>V. Style and quality of expression</b>	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabularies misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

### Scoring

a. Total score maximum each student : 100

Student's marks are got by sums the total score of each aspect maximum 20 point.

Aspect I+II+III+IV+V



Example :

B gets score :  $15+15+15+15+15$

So her mark is 75

Semarang, 30 Juni 2011

Researcher

ClassroomTeacher

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NIM. 2201407197

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NIP.

Acknowledging,  
Head Master of SMPN 2 Kendal

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NIP

PERPUSTAKAAN  
**UNNES**

## Appendix 5

### MATERIAL OF LEARNING

#### DEFINITION

Narrative is a kind of text that tells a story to entertain / amuse the reader/ listener.

Example: legend, myth, folktale, fairytale, fable, etc.

#### GENERIC STRUCTURE

- ✘ Orientation : tells the background of the story.
- ✘ Complication : how a crisis arises
- ❖ Resolution : the crisis is resolved.
- ❖ Re- orientation : optional

#### LANGUAGE FEATURES

- ✘ Focus on specific, and individual participant  
 >> (who, where, when, what,.....)
- ✘ Use Past Tense  
 >> S + V2 (V-ed) + O (Simple Past Tense)  
 S + was/ were + V-ing + O
- ✘ Use temporal conjunction ( time conjunction)  
 >> Once upon a time, One day, *just before the evening came, there was once.* and *long, long time ago.*
- ✘ Use chronological order.  
 >>then, so, finally, after that, and then, etc.

## Appendix 6

## TEXT AND EXERCISES

**Goldilocks and the Three Bears**

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the porridge in the kitchen and went inside. Goldilocks tasted the porridge in each bowl and finally ate up the porridge in the small bowl. Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair, and it was just right. But while she was sitting on it she broke it. After eating the

porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby bear cried out, "Someone has been sleeping in my bed and here she is!"

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

(Source: Dit. PSMP, 2006)

#### Questions

1. How did Goldilocks find the bears' house?
2. What did she find in the bears' house?
3. What did she do there?
4. What happened to the small chair?
5. What happened when Goldilocks was sleeping?
6. Why were the tree bears surprised?
7. What did Goldilocks do when she saw the three bears?
8. What would you do if you were Goldilocks? Would you come to the bear's house again?

First sentence	complement
1. Mother put the porridge in the table .....	a. when she sat on it
2. After she ate the porridge, .....	b. when he knew that his chair was broken.
3. The little wooden chair was broken .....	c. after she saw an empty bowl in the table.
4. The baby bear cried ....	d. when she met the Bear family.
5. Mama Bear asked who had eaten the porridge .....	e. after she finished cooking it.
6. Goldilocks asked for apology .....	f. after she knocked at the door.
	g. Goldilocks felt asleep.

### Assignment

Make a short fairy story that consisting of 15 to 20 sentences. When you have finished, one of you has to present it to the class.

- Remember to follow the generic structure presented in the previous section and use the outline to help your work!

## Appendix 7

### Example of outline

#### OUTLINE

- Orientation:

Once upon a time, there was.....

.....

.....

...

- Complication:

One day, Goldilocks.....

.....

.....

.....

- Resolution:

Soon, the bears came home.....

.....

.....

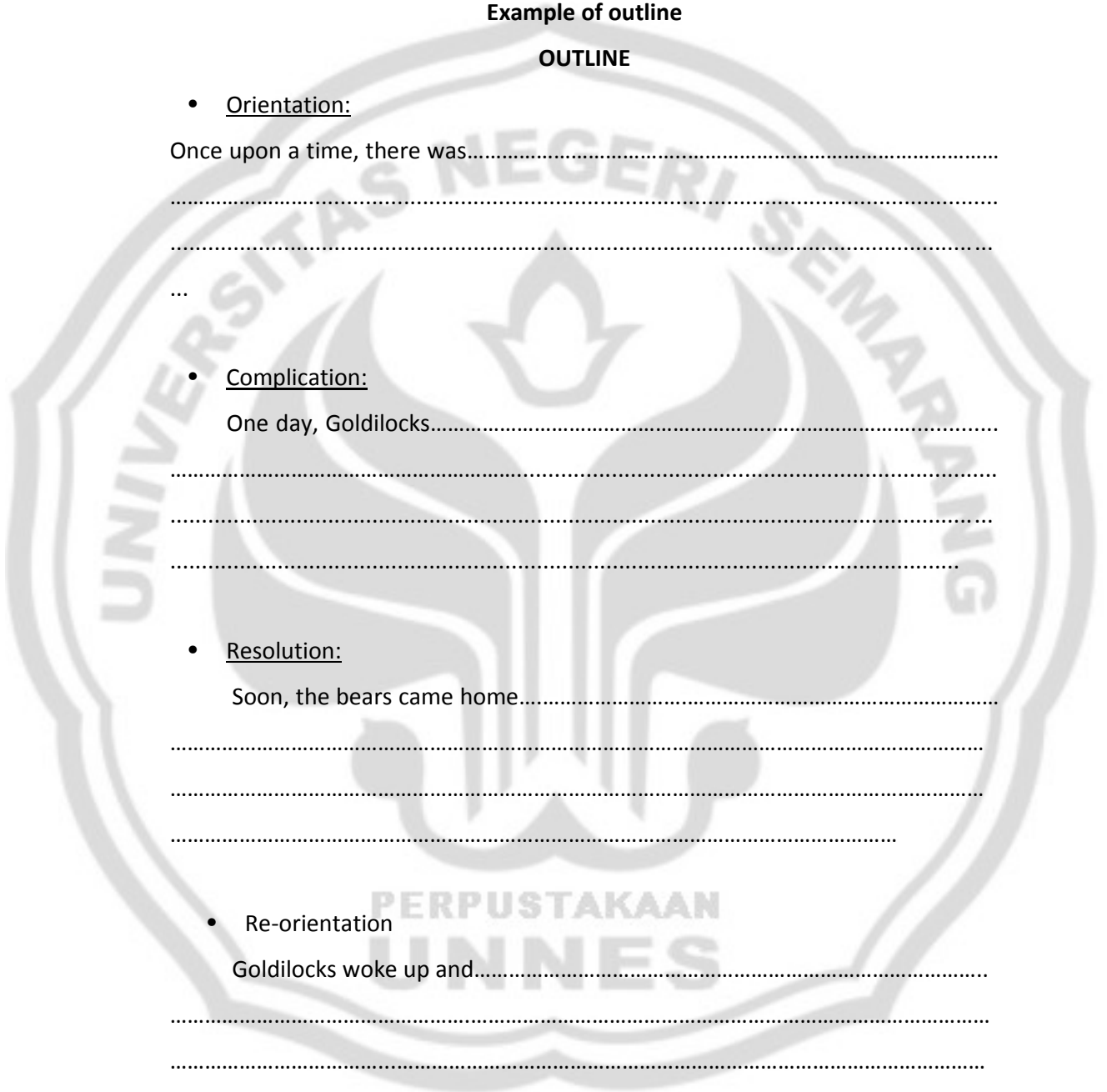
.....

- Re-orientation

Goldilocks woke up and.....

.....

.....



### GOLDILOCKS AND THE THREE BEARS

Once upon a time, there was a girl. Her name was Goldilocks. She had golden hair.

One day, Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. She tasted all the porridge and ate all the porridge on the small bowl. Goldilocks was tired now, and then he sat down on the chair. The smallest chair was just right. But, she broke the chair. Goldilocks was very tired. She went upstairs. She tried all of the three beds, and the small bed was just right. Then she started to sleep.

Soon, the bears came home. Someone had been eating their porridge and made the baby bear's porridge was gone. Then, they knew that someone had been sitting on their chairs, and the baby bear's chair was broken. When they went upstairs, they found that Goldilocks was sleeping there.

Goldilocks woke up and saw the three bears. She got very surprised. She ran downstairs and into the forest. She never came back again.

### Appendix 8

Name : .....

Class : .....

Number : .....

### TRY OUT

*Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!*




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## Appendix 11

## Result of Try Out Test Analysis

## The Computation of the Reliability, Difficulty Level and Discriminating Power of the Try-out Test

No	Code	Aspect					Y	Y <sup>2</sup>
		1	2	3	4	5		
1	T-25	10	13	10	10	11	54	2916
2	T-10	11	12	10	11	11	55	3025
3	T-22	10	12	12	10	11	55	3025
4	T-14	11	12	12	10	11	56	3136
5	T-12	11	12	12	11	12	58	3364
6	T-20	11	13	11	11	12	58	3364
7	T-21	12	13	11	11	12	59	3481
8	T-16	11	14	12	12	12	61	3721
9	T-02	12	15	12	12	11	62	3844
10	T-26	15	14	11	12	12	64	4096
11	T-07	14	15	11	13	12	65	4225
12	T-03	15	15	12	13	12	67	4489
13	T-19	11	14	15	14	13	67	4489
14	T-15	16	15	14	11	12	68	4624
15	T-23	16	15	14	12	12	69	4761
16	T-08	16	15	13	13	13	70	4900
17	T-06	17	16	13	12	12	70	4900
18	T-01	14	15	15	13	14	71	5041
19	T-11	16	15	14	14	14	73	5329
20	T-05	17	15	14	14	13	73	5329
21	T-18	17	18	16	14	15	80	6400
22	T-04	17	16	17	15	16	81	6561
23	T-13	16	18	18	15	14	81	6561
24	T-17	17	18	16	15	15	81	6561
25	T-24	18	17	16	15	15	81	6561
26	T-09	15	17	18	17	18	85	7225
	$\Sigma X$	366	384	349	330	335	1764	121928
Discriminating Power	RU	10,6	10,5	9,9	9	9,15		
	RL	7,7	8,7	7,55	7,5	7,6		
	1/2 n	13	13	13	13	13		
	n	26	26	26	26	26		
	DP	0.22	0.14	0.18	0.12	0.12		
	Criteria	Satisfact	Poor	Poor	Poor	Poor		

Difficulty Level	$\Sigma x$	366	384	349	330	335	RELIABILITY
	Sm	20	20	20	20	20	
	P	0.70	0.74	0.67	0.63	0.64	
	Criteria	Easy	Easy	Medium	Medium	Medium	
	p	0.7038	0.7384	0.671153	0.634615	0.64423	k = 100
	q	0.2961	0.2615	0.328846	0.365384	0.35576	$\Sigma pq = 1.083$
	pq	0.208	0.193	0.221	0.232	0.229	$S^2 = 86.438$
							$r_{11} = 0.997$

### The Computation of the Reliability

#### Formula :

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{S^2 - \Sigma pq}{S^2} \right)$$

- k : The number of items  
 p : Porpotion the subject answering the item incorrectly  
 q : Porpotion the subject answering the item correctly  
 $s^2$  : Total Varians

$$\begin{aligned}
 \Sigma pq &= pq_1 + pq_2 + pq_3 + pq_4 + pq_5 \\
 &= 0.2084 + 0.1931 + 0.2207 + 0.232 + 0.229 \\
 &= 1.083
 \end{aligned}$$

$$S^2 = \frac{121928}{26} - \frac{[1764]^2}{26} = 86.4379$$

$$\begin{aligned}
 r_{11} &= \left( \frac{100}{100-1} \right) - \left( \frac{86.438 - 1.083}{86.4379} \right) \\
 &= 0.997
 \end{aligned}$$

For  $\alpha = 5\%$  and number of subject = 26, r table = 0.388

Because  $r_{11} > r_{tabel}$ , then instrument is reliable

### The Computations of the Discriminating Power Test

#### Formula

$$DP = \frac{RU - RL}{1/2 n}$$

#### Keterangan:

- DP : The Discriminating index  
 RU : The number of students in upper group who answered the item correctly  
 RL : The number of students in lower group who answered the item correctly  
 1/2 T : The number of students in one group

#### Criteria

Interval			Criteria
	DP ≤	0,00	Very Poor
0.00 ≤	DP ≤	0.20	Poor
0.20 <	DP ≤	0.40	Satisfactory
0.40 <	DP ≤	0.70	Good
0.70 <	DP ≤	1.00	Excellent

The following is the example of the computation of the discriminating power aspect number 2, and for the other items will use the same formula.

Lower Group			upper Group		
No	Code	Score	No	Code	Score
1	T-25	13	1	T-15	15
2	T-10	12	2	T-23	15
3	T-22	12	3	T-08	15
4	T-14	12	4	T-06	16
5	T-12	12	5	T-01	15
6	T-20	13	6	T-11	15
7	T-21	13	7	T-05	15
8	T-16	14	8	T-18	18
9	T-02	15	9	T-04	16
10	T-26	14	10	T-13	18
11	T-07	15	11	T-17	18
12	T-03	15	12	T-24	17
13	T-19	14	13	T-09	17
Jumlah		174	Jumlah		210

$$DP = \frac{210 - 174}{13} = 0.14$$

According to the criterions, the aspect number 2 is Poor

### The Computation Level of Difficulty Test

#### Formula :

$$P = \frac{\sum x}{n \cdot Sm}$$

#### Explanation

- P : Index of difficulty of item  
 $\sum x$  : The number of students answer correct  
 Sm : maximum score  
 n : The real number of the students

#### Criteria

Interval IK				Criteria
0.00	<	P	≤ 0.30	Difficult
0.30	<	P	≤ 0.70	Medium
0.70	<	P	< 1.00	Easy

The following is the example of the computation of the facility value of aspect number 2, and for the other aspect will use the same formula.

Lower Group			Upper Group		
No	Code	Score	No	Code	Score
1	T-25	13	1	T-15	15
2	T-10	12	2	T-23	15
3	T-22	12	3	T-08	15
4	T-14	12	4	T-06	16
5	T-12	12	5	T-01	15
6	T-20	13	6	T-11	15
7	T-21	13	7	T-05	15
8	T-16	14	8	T-18	18
9	T-02	15	9	T-04	16
10	T-26	14	10	T-13	18
11	T-07	15	11	T-17	18
12	T-03	15	12	T-24	17
13	T-19	14	13	T-09	17
Sum		174	Sum		210

$$\begin{aligned}
 P &= \frac{174 + 210}{26 \times 20} \\
 &= \frac{384}{260} \\
 &= 0.74
 \end{aligned}$$

According to the criterions, the aspect number 2 is easy

## Appendix 12

## Students' Score

No	EXPERIMENT				CONTROL			
	Code	PRE	POST	Residual	Code	PRE TEST	POST TEST	Residual
1	E-01	54	74	20	C-01	61	68	7
2	E-02	60	84	24	C-02	58	71	13
3	E-03	62	81	19	C-03	70	78	8
4	E-04	72	94	22	C-04	63	68	5
5	E-05	56	88	32	C-05	65	71	6
6	E-06	65	76	11	C-06	61	78	17
7	E-07	61	80	19	C-07	62	76	14
8	E-08	59	76	17	C-08	63	70	7
9	E-09	54	94	40	C-09	63	68	5
10	E-10	59	75	16	C-10	59	84	25
11	E-11	65	91	26	C-11	64	71	7
12	E-12	63	82	19	C-12	63	70	7
13	E-13	65	87	22	C-13	61	70	9
14	E-14	62	79	17	C-14	72	70	-2
15	E-15	63	91	28	C-15	61	70	9
16	E-16	61	76	15	C-16	59	66	7
17	E-17	70	87	17	C-17	61	90	9
18	E-18	62	84	22	C-18	75	84	9
19	E-19	60	76	16	C-19	69	66	-3
20	E-20	62	84	22	C-20	64	74	10
21	E-21	62	86	24	C-21	66	66	0
22	E-22	58	89	22	C-22	62	84	22
23	E-23	69	89	20	C-23	59	66	7
24	E-24	63	76	13	C-24	70	74	4
25	E-25	64	86	31	C-25	65	70	5
	$\Sigma$	1551	2085	534	$\Sigma$	1596	1823	207
	$n_1$	25	25	25	$n_2$	25	25	25
	$x_1$	62.04	83.4	21.36	$x_2$	63.84	72.92	8
	$s_1^2$	18.96	39	41.16	$s_2^2$	18.97	43.743	40
	$s_1$	4.35	6.245	6.42	$s_2$	4.36	6.6139	6

## Appendix 13

**t- test Analysis****Independent Samples Test Data of Data of Writing Comprehension Gain Level  
between Experimental and Control Group****Hipotesis****s**

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

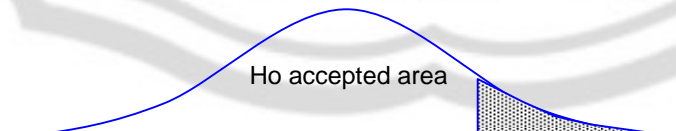
**The Calculation**

Formula :

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if  $t > t_{(1-\alpha)(n_1+n_2-2)}$ 

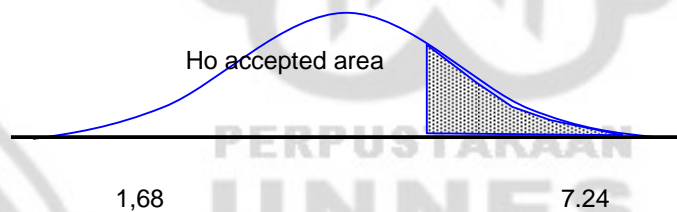


	Experimental	Control
Sum	534	207
n	25	25
$\bar{x}$	21.36	8.28
Variance (s <sup>2</sup> )	41.1567	40.4600
Standart deviation (s)	6.42	6.46

$$s = \sqrt{\frac{[25 - 1] 41.16 + [25 - 1] 40.46}{25 + 25}} = 6$$

$$t = \frac{21.36 - 8.28}{\sqrt{\frac{6.388140053^2}{25} + \frac{6.46^2}{25}}} = 7.24$$

For  $\alpha = 5\%$  and  $df = 27 + 23 - 2 = 48$ ,  $t_{(0.95)(65)} = 1.68$



Since  $t$  value  $>$   $t$  table mean there is a significant difference between experimental and control class on gain, the test the experimental is higher than the control one

## Appendix 14

## NORMALITY

## Normality Test of Gain Level of Control Group

**Hypothesis**

Ho : The data distributed normality

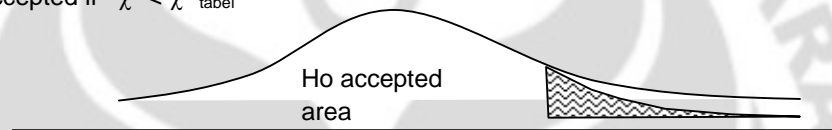
Ha : The data not distributed normality

**The Calculation**

Formula :

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

Ho is accepted if  $\chi^2 < \chi^2_{\text{tabel}}$



Maximum score	=25.00	Panjang Kelas	=	4.7
Minimum Score	=-3.00	Mean( $\bar{X}$ )	=	8.6
Range	=28.00	S	=	6.5
Class with	= 6.0	N	=	25

Class Interval	x	pz	p	Z	Ei	Oi	(Oi-Ei) <sup>2</sup>
							Ei
-3,00 - 5,00	-3,50	-1,85	0,4681	0,2852	7,130	7	0,002
6,00 -14,00	5,50	-0,48	0,1829	0,4992	12,480	15	0,509
15,00 -23,00	14,50	0,90	0,3163	0,1723	4,308	2	1,236
24,00 -32,00	23,50	2,28	0,4887	0,0112	0,280	1	1,848
33,00 - 41,00	32,50	3,66	0,4999	0,0001	0,003	0	0,003
42,00 -50,00	41,50	5,03	0,5000	0,0000	0,000	0	0,000
	50,50	6,41	0,5000			25	

$$\chi^2_{\text{value}} = 3.599$$

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2$  table = = 7.815



Because  $\chi^2 < 7,81$  then the post test is said to be normally distributed.

### Normality of Gain Level of Experimental Group

#### Hipotesis

Ho : The data distributed normality

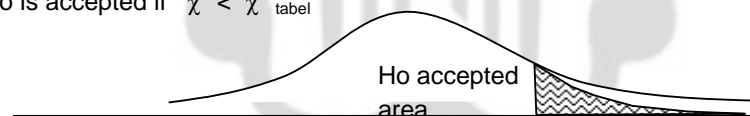
Ha : The data not distributed normality

#### The Calculation

Formula :

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

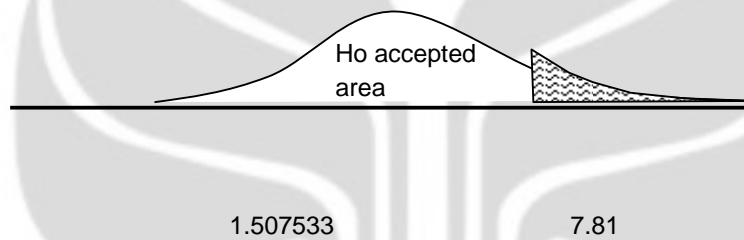
Ho is accepted if  $\chi^2 < \chi^2_{\text{tabel}}$



		$\chi^2_{(\alpha)(k-3)}$	
Maximum score	= 40,00	Panjang Kelas	= 4.8
Minimum Score	= 11.00	Mean ( $\bar{X}$ )	= 21.4
Range	= 29.00	S	= 6.4
Class with	= 6.0	N	= 25

Class Interval	X	pz	p	z	Ei	Oi	(Oi-Ei) <sup>2</sup>	
							Ei	
11,00 - 18,00	10,50	-1,69	0,4548	0,2826	7,066	8	0,124	
19,00 - 26,00	18,50	-0,45	0,1721	0,4606	11,516	13	0,191	
27,00 - 34,00	26,50	0,80	0,2885	0,1912	4,781	3	0,663	
35,00 - 42,00	34,50	2,05	0,4797	0,0198	0,494	1	0,517	
43,00 - 50,00	42,50	3,30	0,4995	0,0005	0,012	0	0,012	
51,00 - 58,00	50,50	4,54	0,5000	0,0000	0,000	0	0,000	
	58,50	5,79	0,5000			25		
							$\chi^2$	= 1.5075

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2$  table = 7.81



Because  $\chi^2 < 7.81$  then the post test is said to be normally distributed.

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## Appendix 15

## HOMOGENITY

Lavene's Test for Equality of Variances Data of Writing Comprehension Gain Level between Experimental and Control Group

**Hipotesis**

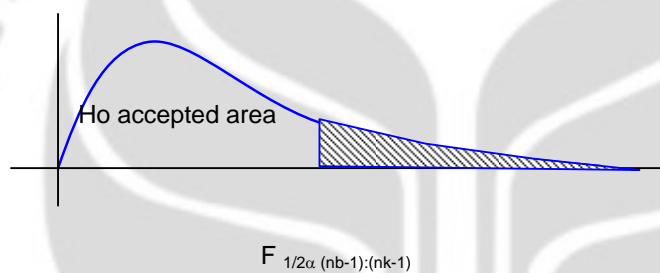
$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

**The Calculation**

Formula :

$$F = \frac{V_b}{V_K}$$



	Experiment al	Control
Sum	534	207
n	25	25
x	21,36	8,28
Variance ( $s^2$ )	41.1567	40.4600
Standart deviation (s)	6.42	6.46

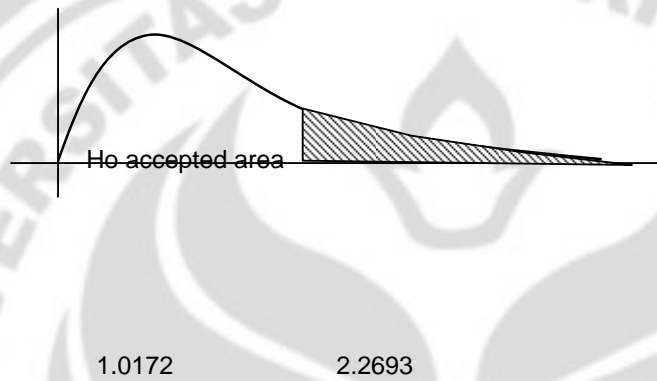
$$F = \frac{41.16}{40.46} = 1.0172$$

For  $\alpha = 5\%$  with:

$$df1 = n1 - 1 = 25 - 1 = 24$$

$$df2 = n2 - 1 = 25 - 1 = 24$$

$$F_{(0.025)(32:34)} = 2,2693$$



Since  $F \text{ value} < F \text{ table}$ , the experimental and control group have the same variance

Appendix 16

PHOTOGRAPS

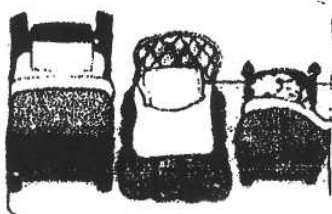
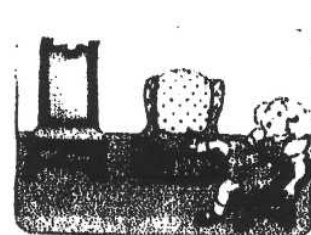
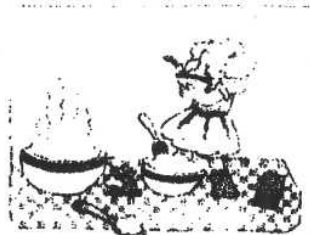




T - 09

## TRY OUT

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries, The time allotment for this part is 60 minutes. Do it by your self and good luck!



Once upon a time, a little girl went astray in the forest. She walked around to find some help but no one was there. Fortunately, she found a hut. It was the Bear's house.

Without any permission, she entered to the hut. She was very hungry. So, she ate all food in there. After that, she was full. Then, she felt so sleepy. She decided to sleep. She entered the bear's bedroom. There was three beds. She chose the little one for sleeping.

A few minute later, the Bears come. They were surprised. They saw no food on the table. The little Bear opened their bedroom. He saw a strange little girl. She slept on his bed. He cried called his parents. They came.

Next, The Bears came closer carefully to their strange guest. Mr. Teddy, the father bear, got her up. She woke up quickly. She felt embarrassed. They her to go.

She excused for her mistakes. She was so ashamed. Finally, she left the hut.

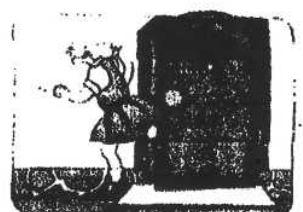
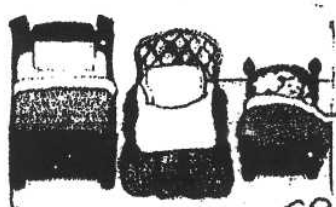
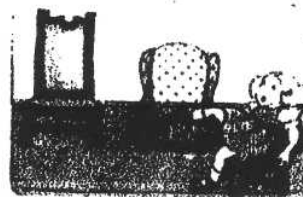
- THE END -



T-25

## TRY OUT

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!



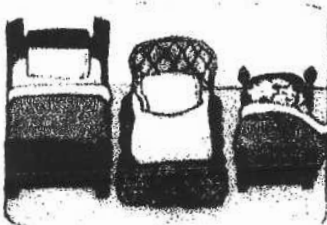
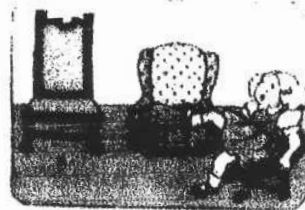
## GRANDMOTHER SICK

Once upon a time there was a girl named Mariem, she lives in a village. Today Mariem  
 back to school after back to school Mariem hungry, Mariem to had  
 in kitchen for eat. After eat Mariem break in the sofa. then Mariem  
 go to the bed and sleep. after that Mariem friends ~~go to~~ looking  
 Mariem and wake up Mariem in the bed. Mariem friends told  
 Mariem about her grandmother. after Mariem listen Mariem friend  
 told Mariem is very sad. she hurried ~~fast~~ ~~and~~ to go grandmother's  
 on arriving grandmother house Mariem saw grandmother sick.  
 Mariem ~~hurried~~ hurried take grandmother in a hospital. the Mariem  
 pray for grandmother

C-02

PRE-TEST

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!



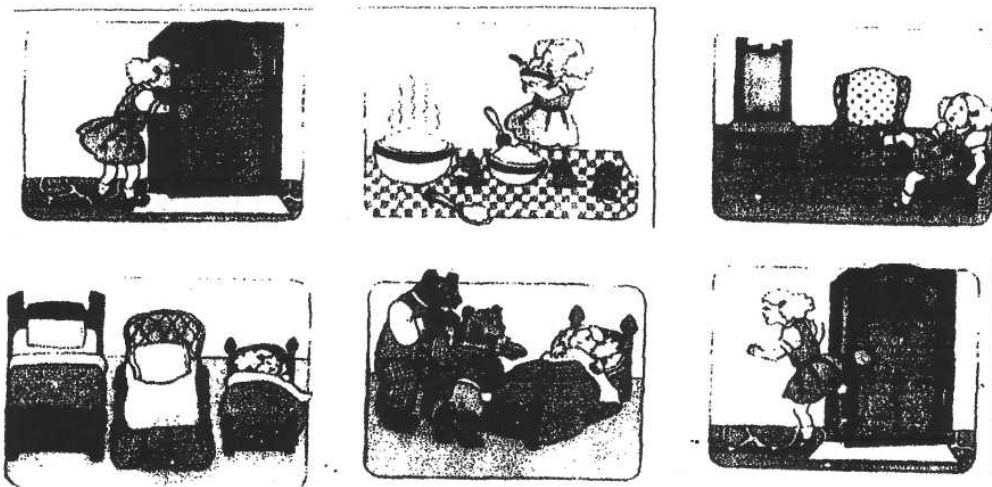
### Goldilocks and The three bears

A long time ago there was a girl named Goldilocks. She was walking around in the forest and she saw a little house, then she opened the door and entered that house. She saw some food on the table and she ate food, and then she saw three chairs. The size of chairs was big, medium and small. When she sat in the small chair, the chair was broken. She entered a room in that room she saw three beds. The size of bed was big, medium and small. When she sat in the small bed, she was surprised. She saw 3 <sup>sleep</sup> <sup>bed</sup> <sup>to</sup> <sup>see</sup> <sup>3</sup> <sup>big</sup> <sup>bear</sup> who stood around her out of fear. ~~She~~ Goldilocks ran out of the tiny house, which turned out to belong to the bear family.

E-01

## PRE-TEST

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!



## A GIRL

one spring day, a young girl named parham. she is life alone. her father and mother is dead. one time parham came in bear family. her came in a house. parham look at very many food. parham bunch in there. parham very full and she is sleep in the chair. after than parham waked up bears. the bears asked:

"you from that?"

"I will go to the uncle house"

"I'm not disapprove come in your house"

"If you not disagree you can life in here"

"Oh no. I will go to my uncle house."

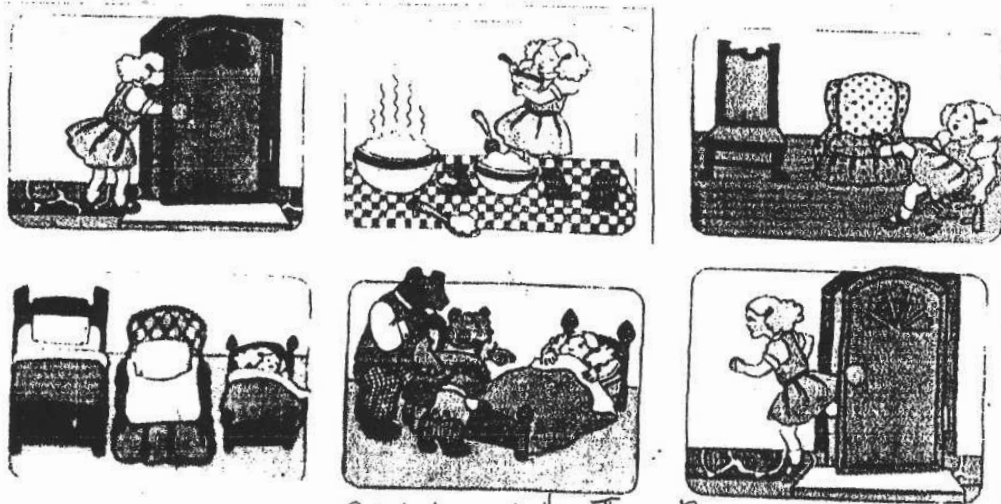
"If your filling I'm not your prevent"

Good bye

E - 09

## POST-TEST

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!



Goldilocks and the Three Bears

Once upon a time, there was a girl named Goldilocks. She had golden hair. One day, while she was walking in a forest, she saw a house. She knocked the door and went in, but there was nobody inside. That house belonged to the Bear family.

When Goldilocks was inside, she saw three bowls of porridge. She ate the first one, but it was too hot. Then she ate the second one, but it was too cold. At last, she ate the third one, and it was just right. Goldilocks wanted to sit down and there were three chairs. She sat on the first one, but it was too big. Then she sat on the second one, but it was too high too. At last, she sat on the third chair, but it suddenly broke when she sat on it. Goldilocks wanted to sleep, so she went to the bedroom upstairs. There were three beds available. She slept on the first bed, but it was too hard. Then she slept on the second bed, but it was too soft. At last, she slept on the last bed, and it was just right.

Right after Goldilocks fell asleep, the Bear family arrived home. Once they arrived, they were shocked to find out that their things had been used. Baby Bear even cried because his chair broke. Eventually, they went upstairs. When they were there, they were shocked to see Goldilocks sleeping. Goldilocks suddenly woke up and was shocked to see the Bear family in front of her. "Help!" shouted Goldilocks. She immediately ran away and never returned back to that house again.

The moral of the story is to never go into someone's house when there is nobody inside or if you do not have any permission to do so. (:(:(

C-17

## POST-TEST

Look at these series of pictures below! These pictures are arranged to show the happenings of a story. Write a narrative text based on the pictures. You have to write the text more or less 100 words in length. Pay attention to the use of past tense. You may open your dictionaries. The time allotment for this part is 60 minutes. Do it by your self and good luck!



### Goldilocks and the Three Bears

Once upon a time, there was a girl named Goldilocks. She had golden hair. Her face was round. She lived with her father in a small village.

One day, Goldilocks was walking in the forest. She saw a house and knocked on the door. She went inside. Nobody was there. Goldilocks saw three bowls on the table. She was hungry. She tasted all the porridge and ate all the porridge in a small bowl. Then, she was walking around the house. And she felt tired. She found three chairs. Then she sat in the small chair. And she broke the chair. She was walking to the upstairs and found a bedroom. There were three beds in the room. So, she felt sleepy. Soon, she slept in the small bed.

The three bears had went home. They were confused because the porridge had gone. Then, they went to the upstairs and found Goldilocks. Suddenly, she woke up and was surprised because there were three bears around her. Soon, she ran away and out from the bear's house. Finally, she felt frightened and went home quickly.



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