



**THE EFFECTIVENESS OF USING ANIMATION
MOVIES AS A MEDIUM TO IMPROVE
THE STUDENTS' WRITING SKILL
OF NARRATIVE TEXT**

**(a Case of the Tenth Grade Students of SMA Negeri I Wanadadi
in the Academic Year 2010/2011)**

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submitted in partial fulfillment of the requirements
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in English

PERPUSTAKAAN
UNNES

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Lean to be perfect and success will follow you then...

(Ranchodas Chancad)



To:

my beloved parents (Noto Budiyanto and Siti Asyah)

my most wanted (Novianti Prasetyaningrum and Hayfa Beryl E)

my most amazing family (Pu2t, Aan and Nink)

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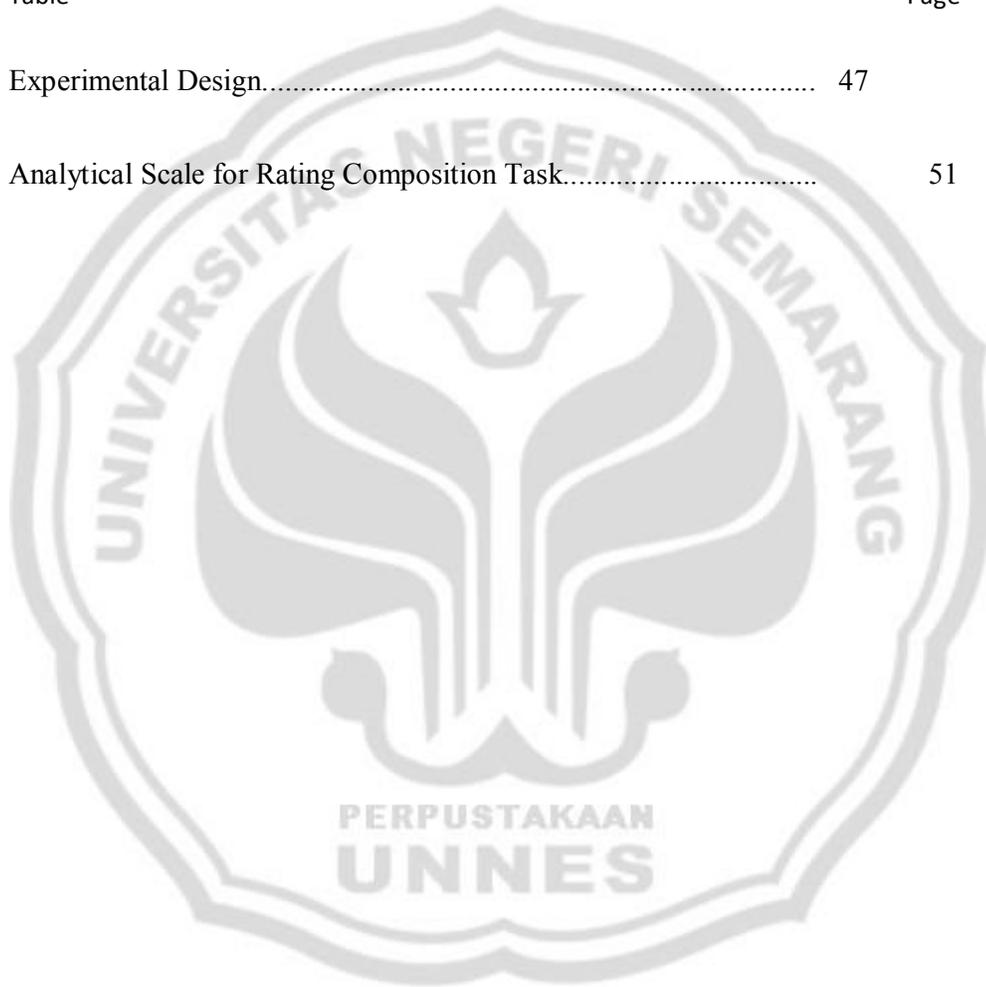


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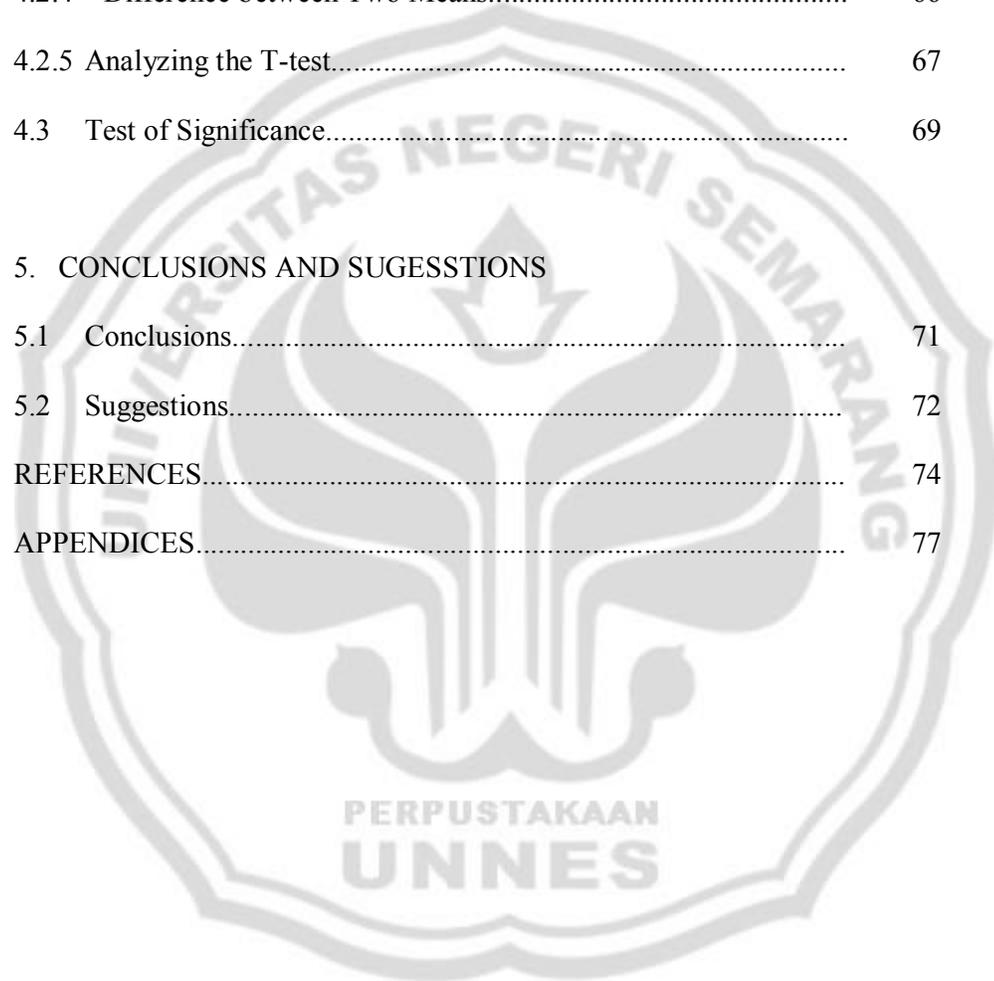
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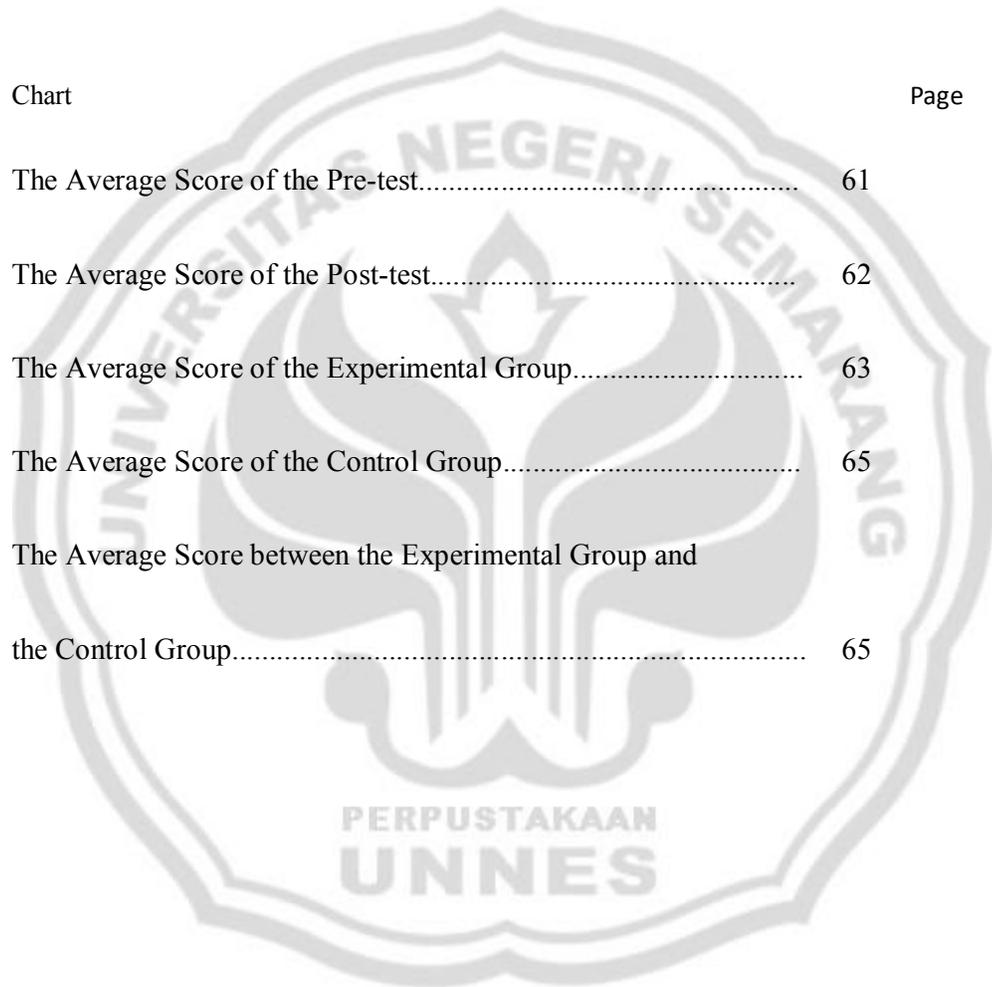
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ABSTRACT

Candra, Rizki. 2011. *The Effectiveness of Using Animation Movies as a Medium to Improve the Students' Writing Skill of Narrative Text (A Case of the Tenth Grade Students of SMA Negeri 1 Wanadadi in the Academic Year of 2010/2011)*. Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Rini Wulandari SS., M.Hum and Second Advisor: Drs. Januarius Mujianto, M.Hum.

Keywords: animation movies, writing narrative text, experimental research, tenth grade students.

This final project is an experimental study that answers the two research questions: (1) how the animation movies could be applied to improve the students' ability in writing narrative text for the tenth grade students, (2) how effective the use of animation movies gives contribution to improve the students' ability in writing narrative text for the tenth grade students

The answers were proven through a research. In the research, the subject of the study was the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2010/2011. There are two groups used in this research: the experimental group and the control group. The two groups received different treatments. The experimental group was taught writing narrative text by using animation movies, while the control group was taught by using conventional method.

The data were collected through a writing test. To obtain the data, the writer carried out three steps: pre-test, activities in experimentation, and post test. In the pre-test, the result of the two groups was nearly the same. The mean score of the experimental group was 47.74 and the mean score of the control group was 46.79. The very slight difference between the two groups indicated that the two groups were homogeneous.

After receiving the different treatment, the two groups got the different results. The post-test mean score of the experimental group was 62.65 while the mean score of the control group was only 53.15. The significant difference between two groups showed that the use of animation movies in teaching narrative text was effective.

The conclusion taken from the research is that animation movies gives contribution in teaching writing narrative text to the tenth grade students of Senior High School

CHAPTER I

INTRODUCTION

This chapter explains about introduction which includes background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, hypothesis of the study, significance of the study and outline of the report.

1.1 Background of the Study

Language is the fundamental part of the human's communication. It has used to express our feeling and thought trough a spoken and written language among human being. This world consists of so many different countries with their own language. Therefore, it will be a problem if people want to communicate with the others from different countries, and in this situation, English plays essential role in connecting them as International language. People from all around the world use English to communicate with the other people in all field of human's life, for instance, economics, politics, socials, cultures and many more.

Our government aware how important of English is, so they made English be one of the subjects which is taught in junior high schools, senior high school and universities. Indeed, it is also taught in some elementary school and kindergarten level. Teaching English in Indonesia is based on the system which is

called curriculum. The current curriculum, School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) that issued by Department of National Education (Depdiknas) in 2006, stated that the English lesson includes four skills of language that are listening, speaking, reading and writing. All of those skill are connected each other. If one of them ignored, it will influence other skills. The four skills must be mastered by the students in order to get good competency in using language.

Writing as a part of the language skills must be taught maximally by the teacher to the student. It needs many aspects that have to be studied and to be practiced regularly because in writing the students do not only have to keep their purpose of writing but they also think about how to organize their ideas. Moreover, writing is very important as one of communication skills that can help us express our idea, feeling, and our opinion so that we can have a good interaction with our society. Nilson (1984:134) says that writing is a skill, which has been developed in civilized society to pass on knowledge or message, and written communication is the most difficult one because it uses certain rules that are very complex. Teaching writing is difficult and complex, requiring, and mastering not only of the grammatical and rhetorical devices but also conceptual and judgment (Heaton, 1975:138). Because of the difficulties in writing, some of efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for students.

Based on the phenomena at the field, just few students have good ability in writing skill because it needs many aspects to be mastered: vocabulary, grammar

and idea. Grammar and vocabulary are used to convey ideas. If the ideas are meddled, they will not to be able to write about them well, however much vocabulary and grammar they know. To solve those problems in developing the ability of writing which is faced by the students, the teacher can use an interesting method or visual aid to teach writing, so they will be interested in writing class. According to Kreidler (1965:1), visual aid can be useful to the language teacher because:

It can create situations just like the real situation in the real world,

It can introduce the students with unfamiliar culture aspect,

It gives really to what might be understood verbally by the students,

The teacher can change situation quickly and easily in a drill and provide decoration for the classroom.

Kreidler (1965:2) also suggests that “if visual aids to help a teacher write the task of teaching a new language, they must be suitable for the classroom situation in which the teacher is working.” Allen (1977:33) adds “the teaching of English to the beginner should need the techniques to make the English lesson more exiting.” Based on the statement above, the teachers are expected to be imaginative and creative in developing their teaching techniques.

Animation movie is one of the media that can be applied in teaching narrative writing. It is not only can entertain, but also can be used to improve the students’ mastery of writing a narrative story. With this media, the students will not easily get bored because most of the young learners love to see the animation movie. The other good side is this movie does not have any violence and

pornographic elements, therefore it is suitable for the students. The conversation and speech in the movie can be easily remembered and understood because it provides the daily conversation language which is often heard by the students.

1.2 Reasons for Choosing the Topic

The writer has chosen the topic “The Effectiveness of Using Animation Movies as a Medium to Improve the Students’ Writing Skill of Narrative Text for the eleventh Grade Students of SMA Negeri 1 Wanadadi in the Academic Year of 2009/2010” based on the following reasons:

The creative and innovative media is needed to improve the students’ motivation and knowledge. Moreover, using animation movie as a media is one of the bright solution.

Animation movie is an interesting media which can entertain the students and brings a relax and fun situation of learning. Therefore, the students become more enthusiastic to contribute in it.

Most of the students like to watch and talk about animation movie. Therefore, besides entertaining, they can also study from animation film itself

Animation movie usually dedicated for the children, so the students can easily understand the language use in the movie.

The previous studies about teaching animation movie as a media to teach were not complete enough and only use one movie in measurement. The use of only one movie can not give the significant improvement of the given teaching meth

1.3 Statement of the Problem

Through this study, the writer wants to find out the answer of the questions:

How the animation movies are used to improve the students' ability in writing narrative text at eleventh grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010?

How effective does the use of animation movies in improving the students' ability in writing narrative text at tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010?

1.4 Objectives of the Study

The objectives of the study can be stated as follows:

to describe the use of animation movies to improve the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010 in writing narrative text.

to describe the effectiveness of using animation movies to improve the students' ability in writing narrative text at the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010.

1.5 Variables

According to Arikunto (2006:118), "variable is a research object or what which as point of attention in a research." Tuckman as quoted by Saleh (2001:58-59) points out that there are two types of variables:

Independent variable is a stimulus variable or input. Independent variable (X) is the variable that the experimenter changes within a defined range. It is the variable in whose the effect of the experimenter is interested.

Dependent variable is a response variable or output. Dependent variable (Y) is the variable that measures the influence of the independent variable.

In this research, the independent variable of this study (X) was the use of animation movies as a medium in teaching writing narrative text. The dependent variable (Y) was the improvement of the students' achievement in writing narrative text. Those two variables became the focus in this study. Basically, this research was conducted in order to find out the relationships between two variables or the influence of variable has on another variable.

1.6 Hypothesis of the Study

There are two hypotheses in this study. The first is the working hypothesis or the alternative hypothesis (H_1). The alternative hypothesis in this study is "There is a significant difference in achievement between students who were taught writing narrative text by using animation movies and those who were not."

The second hypothesis is the null hypothesis (H_0). Since the hypothesis will be statistically tested, I have to change the alternative hypothesis into the null hypothesis. The null hypothesis in this study is "There is no significant difference in achievement between students who were taught writing narrative text using animation movies and those who were not."

1.7 Significance of the Study

The significance of this study is classified into two parts, for the students and for the teachers. Those are:

For the students

Animation movies give the pleasure and relax learning to the students. So that, they will not get bored and motivated their self to study hard.

For the teachers

The teacher will get new media which can improve the students' creativity in speaking, especially for the English teachers in SMA Negeri 1 Wanadadi.

1.8 Outline of the Report

Chapter I is an introduction. It consists of background of the study, the reasons for choosing the topic, the statement of the problem, the objectives of the study, hypothesis of the study, the significance of the study, and the outline of the report.

Chapter II is review of the related literature. It discusses the literature that relates to the topic of discussion. It gives brief description about review of the previous study, general concept of media, School-Based Curriculum (KTSP), general concept of writing, genre and narrative.

Chapter III is method of investigation. It consists of the research method that has been conducted to gather the data. It discusses about the source of the data, subject of the research, variable, research method, instrument of the research and technique of analyzing data.

Chapter IV is research findings and discussions. It discusses about significant difference between the result of the pre-test and the post-test,

difference between the two means, test of significance and discussion of the research findings.

Chapter V is conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains about review of the related literature which includes review of the previous study, general concept of media, general concept of Movie, general concept of writing, genre and narrative.

2.1 Review of the Previous Studies

Writing is a unique and interesting aspect to be studied. Not like the others skill in language, writing needs a concept and sometimes imagination, especially when we write a story, besides another roles of writing. Based on this reasons, many researchers have conducted a scientific writing research. Here are some scientific studies that is done in the previous which are relevant in teaching writing using a animation movies.

Bayu Candra Wijaya (2007) studied *The Use of English Cartoon Film to Improve the Students' Mastery in Vocabularies*. The objectives of this study were to find out how the cartoon film give contribution in teaching vocabulary, and to find out if there is any significant difference between the students who were taught writing by using cartoon film and the one who were taught by using conventional method.

Anika Candra Dewi (2008) who wrote The Use of Cartoon Comic in Teaching Recount for the Tenth Grade Student of SMA N 1 Wirosari Grobogan in the Academic Year of 2007/2008. The objectives are to find out how well the cartoon comics give contribution in teaching recount text and to find out whether there is a significant difference of the achievement before and after using the media.

Lilik Setya Budi (2009) have conducted the study about Using Animated Film “Kungfu Panda 2” to Help Learners Improve Their Ability in Writing Narrative Text. The objective is to find out whether the Kungfu Panda Film can be used to improve the students’ mastery in writing narrative.

2.2 General Concept of Media

Nowadays, in the teaching and learning process, media or visual aid holds a strategic role. The media are the means for transmitting, delivering, and giving an exact definition, explanation and example, which is used to make the students get the given material easily and relax. By using the media, the teacher can maximally teach the certain lesson with different way.

Media can also refer to the mean for establishing the condition of the learners to identify someone or something that is taught by the teacher. In this case, some experts also give the definition of the media, which are:

The term media refers to “any components around the students that can convey messages that motivates the students to learn” (www.authorstream.com).

Media is “any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes” (Gerlach, and Ely. 1980: 241).

In short, in teaching and learning process, the media are the means for transmitting, delivering, and giving an exact definition, explanation and example, which is used to make the students get the given material easily and relax.

2.2.1 Classification of Media

The media that can be used in teaching and learning process have many kinds of variation. The teachers should avoid the use of one media only, because it can make the students bored and maybe they can not understand what information which is given though the media itself. So, it is recommended to have a several kind of media to teach.

The media can be classified into eight types according to Jerold E. Kemp and Dean K. Dayton (1985:36), they are:

printed media

display media

overhead Transparencies

audio tape recording

slide series and filmstrip

multi-image presentation

video recordings and motion-pictures film

computer based instruction

The media in teaching have many variations. Games, pictures, television, radio and animation movies are the examples of the media that can be used. Since it is impossible to use all those media mentioned above in one short time of learning, in this study it will discuss just one medium that is animation movie that is belong to the video recordings and motion pictures film.

2.2.2 The Roles of Using Media in Teaching-Learning Process

Media play important roles in teaching-learning process. With the media, the teachers can motivate and provide different kind of teaching, so that the students will not get bored and the lesson can be delivered well.

The followings are the explanation on the roles of media taken from www.authorstream.com:

to make the lesson that is presented to be meaningful and clear for the students

to provide the various kind of teaching and learning method

to create an interesting learning atmosphere

to make the students more creative to do various activities.

In short, the roles of media in teaching and learning process are to promote the students' learning motivation, to build the understanding of the students, to provide the various kind of technique in teaching, and to create an interesting learning atmosphere

2.3 General Concept of Movie

Movie or film is one of the popular media in our life. It is a series of images that are projected into a screen to create the illusion of motion. Movies or film can also apply as the teaching media that is interesting.

Another opinion about film given by Summer (1992: 476), film is;

- (1) A roll of material which is sensitive to light and which is used in camera for taking photographs or moving pictures for the cinema,
- (2) A story, play, etc. recorded on film to be shown in the cinema, on television, etc.

Meanwhile, Kirkpatrick (1993: 495) defines film as a series of connected cinematographic images projected on a screen. Coulson (1978:622) states that film is story, incident, etc. recorded on film in, moving pictures. In addition, Lorimor (1995:506) states that films can record culture, and they can treat social or political issues and other aspect of societies to see aspect of the world that are difficult or impossible to observe with naked eyes.

Based on the definition above, the writer can conclude that film is a work combining a story, scenes, history, incident, and also music, which is recorded on.

2.3.1 Types of Movie

Movie has a various kind of types. In our daily life, we know a documentary movie, animation movie and other kinds of movie.

Bordwell and Thompson (1997:50) defined the types of movie or film as follow;

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- (1) Documentary film
- (2) Fictional film
- (3) Animated film
- (4) Experimental or avant-grade film

Based on the explanation above, the writer can conclude that there are various kinds of movies, there are documentary, fictional, animated, and experimental. Those movies have their own characteristic.

2.3.2 Animation Movies of “Shrek Forever After” and “UP”

In this study, the writer used two animation movies, the first is entitled “Shrek Forever After” and the other one is entitled “Up”. The writer chose them because both of the movies have a good story, contain suitable material for teenagers and the use of simple language so that the students can understand well. The movies also have different genre, the first one Up are an adventure and comedy movie, and the movie of Shrek Forever After are a romance and comedy.

2.3.3 Animation Movies

Animation is the rapid display of a sequence of images of 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.

The history and the explanation about animation movies taken from www.wikipedia.com are stated below.

Animation began as an evidence of artistic interest in depicting figures in motion can be seen as early as the still drawings of [Paleolithic cave paintings](#), where animals are depicted with multiple sets of legs in superimposed positions, clearly attempting to convey the perception of motion.^[1] Other examples include a 5,200-year old earthen bowl found in [Iran](#) in [Shahr-e Sukhteh](#) and an ancient Egyptian mural. The Persian bowl has five images painted along the sides, showing phases of a goat leaping up to nip at a tree.

The [Egyptian mural](#), found in the thomb of [Khnumhotep and Niankhkhnum](#), at the [Beni Hassan](#) cemetery. The paintings are approximately 4000 years old and show scenes of young soldiers being trained in wrestling and combat. Seven drawings by [Leonardo da Vinci](#) (ca. 1510) extending over two folios in the Windsor Collection, [Anatomical Studies of the Muscles of the Neck, Shoulder, Chest, and Arm](#), show detailed drawings of the upper body (with a less-detailed facial image), illustrating the changes as the torso turns from profile to frontal position and the forearm extends.

Even though all these early examples may appear similar to a series of animation drawings, the lack of equipment to show the images in motion means that these

image series are precursors to animation and cannot be called animation in the modern sense. They do, however, indicate the artists' intentions and interests in depicting motion.

In animation movies, there are some techniques that can be applied. They are:

Traditional Animation

Traditional animation (also called cel animation or hand-drawn animation) was the process used for most animated films of the 20th century. The individual frames of a traditionally animated film are photographs of drawings, which are first drawn on paper. To create the illusion of movement, each drawing differs slightly from the one before it.

Stop Motion

Stop-motion animation is used to describe animation created by physically manipulating real-world objects and photographing them one frame of film at a time to create the illusion of movement.

Computer Animation

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

There are two kinds of computer animation, 2D and 3D animation. In 2D animation, the figures are 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. 3D animation is 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. This process is called rigging. Various other techniques can be applied, such as mathematical functions (ex. gravity, particle simulations), simulated fur or hair, effects such as fire and water and the use of [motion capture](#) to name but a few, these techniques fall under the category of 3D dynamics.(www.wikipedia.com)

Based on the explanation above, the writer concludes that animation movies is the rapid display of a sequence of images of artwork or model positions in order to create an [illusion](#) of movement that projected on the screen.

2.3.4 Shrek Forever After

Shrek Forever After is a comedy movie which is produced by Dream Works Animation and Directed by Mike Mitchell. It is the third sequel of the Shrek journeys.

The synopsis of the story taken from www.imdb.com:

The story begins just before Shrek (Mike Myers) rescues Princess Fiona (Cameron Diaz) in the first film. Desperate to lift their daughter's curse, King Harold (John Cleese) and Queen Lillian (Julie Andrews) meet with con artist Rumpelstiltskin (Walt Dohrn), who requests becoming king of Far Far Away in

exchange. Just before the deal is contracted, the king and queen learn that Fiona has already been rescued. In the present, a disgruntled Rumpelstiltskin wishes Shrek was never born and seeks revenge.

Meanwhile, Shrek has grown tired of being a domesticated family man and celebrity among the local villagers, leading him to yearn for the days when he felt like a "real ogre." It is his children's birthday party where lots of fictional characters appear. Shrek gets easily annoyed here as the 3 little pigs (all voiced by Cody Cameron) eat the children's cake up and a little kid called Butterpants (Mike Mitchell) keeps wanting him to do his infamous roar. After letting out a roar of frustration, the entire crowd cheers. He then smashes a replacement cake and storms off. He meets with Rumpelstiltskin, who offers to give Shrek a day to live like a real ogre again in exchange for a day from his childhood he wouldn't remember being erased. Shrek agrees and signs the contract, and abruptly lands in a world where he is still feared by villagers. He enjoys causing mischief until he finds wanted posters for the ogress Fiona and his home deserted. He is suddenly captured by witches and taken to Rumpelstiltskin, who is now the king of Far Far Away, which has become derelict and rotting, and uses ogres and even some of Shrek's friends for slave labor.

As the sun begins to rise, Shrek begins to fade from existence, and had the chance to fall in love with her all over again, but Fiona, having fallen in love with him all over again, kisses him just before he disappears completely, which nullifies the contract and restores Shrek to his world just before he originally

lashed out at everyone. Shrek embraces his friends and family with newfound appreciation for everything he has, truly living happily forever after.

2.3.5 Up

The second animation movie is entitled UP. This movie is produced by Walt Disney Picture and directed by Pete Docter and Bob Peterson.

The synopsis of the movie UP taken from www.kidstvmovies.com:

it starts when Carl Fredricksen, a shy and quiet young boy, meets an energetic and outgoing bucktoothed barefooted tomboy named Ellie, discovering they share the same interest in exploration as their hero, the then 24-year-old famed explorer Charles F. Muntz. Ellie expresses her desire to move her clubhouse to Paradise Falls in South America, a promise she makes Carl keep. Carl and Ellie wed and grow old together in the old house where they first met while making a living as a toy balloon vendor and a zookeeper respectively. Unable to have children, they also try to save up for the trip to Paradise Falls but other financial obligations arise. Just as they seem to finally be able to take their trip, Ellie dies of old age, leaving Carl living alone in their home as a sour recluse with nothing to live for and missing his wife terribly. As the years pass, the city grows around Carl's house with construction as Carl refuses to move. After a tussle with a construction worker over Carl's broken mailbox, the court orders Carl to move into Shady Oaks Retirement Home. Carl comes up with a scheme to keep his promise to Ellie, and uses his old professional supplies to create a makeshift airship using tens of

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thousands of helium balloons that lift his house off its foundations. After a storm throws them around for a while, they find themselves landing on a great plateau across a large ravine facing Paradise Falls. With their body weight providing ballast allowing Carl and Russell to pull the floating house, the two begin to walk around the ravine, hoping to reach the falls while there's still enough helium in the balloons to keep the house afloat. As they walk towards Paradise Falls, Russell finds a colorful tropical flightless bird, which he names Kevin, not realizing that the bird is actually female. They later run into a dog named Dug wearing a translating collar that lets him speak. They discover Dug's owner is an older Charles Muntz, who has returned to South America with his immense dirigible for several decades to find and bring back a large species of bird (which turns out to be Kevin) in order to restore his reputation after bringing back a skeleton of the bird and being called a fraud because scientists thought he faked the evidence. Muntz invites Carl and Russel into his dirigible and Carl is initially thrilled to meet his hero. However, when Carl realizes that Muntz is after Kevin and will kill without a moment's thought in order to capture her alive, he takes steps to save the bird and escape from Muntz.

2.3.5 The Advantages of Using Animation Movies as a Media of Teaching

In teaching and learning process, the use of media has many advantages. In this study the use of animation movies as a media in teaching have several advantages.

Allen and Valette (1977:33) state, “The teaching of English to the beginner should need the techniques to make the English lesson more exciting.” Based on the statement above, the teachers are expected to be imaginative and creative in developing their teaching techniques. The teacher’s creativity including in using media will affect the students’ result in learning English. Animation movie is one of the interesting media that is appropriate to be used in teaching a second language. The students will able to study narrative text trough a fun and relax ways. In using this media, the teacher can control the class and giving information and help to built the understanding of several part of the movie that rather difficult to understand.

Harmer (2002:282) states that the advantages of using film in teaching and learning process are:

Seeing language - in- use

Cross – cultural awareness.

The power of creation

Motivation

In short, the use of animation movies as a media in teaching and learning process has many advantages. For instance, the students can see the language in use, cross – cultural awareness, the power of creation, motivation and brings a relax and fun situation in learning.

2.4 School-Based Curriculum (KTSP) for SMA/MA

In Indonesia, the curriculum which is used in any level of schools has changed from time to time. The latest curriculum for SMA/MA is School-Based Curriculum (KTSP).

According to Depdiknas:

School-Based Curriculum (KTSP) explains that literacy levels include performative, functional, informational, and epistemic level. In performative level, people are able to read, write, listen to, and speak with the symbols used. In functional level, people are able to use language in order to fulfill their daily needs such as reading newspaper, manual, or guidance. In informational level, people are able to access knowledge by their linguistic ability, whereas in epistemic level, people are able to delivering knowledge into the target language. (Depdiknas, 2006:307)

According to Depdiknas (2006:308), in KTSP for SMA/MA English lesson includes some abilities which are elaborated as follows:

Literacy ability: the ability of understanding/producing oral/written texts that realized in four linguistic skills which are listening, reading and writing effectively to reach informational literacy phase.

The ability of understanding and creating any kind of short functional texts and monolog also essay on the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Teaching materials grade appear in the use of vocabulary, grammar, and rhetoric steps.

Supporting competencies: linguistic competence, sociocultural competence, strategic competence, and literature former competence.

Therefore, the KTSP Curriculum is the main basic in teaching writing for Senior High School students. The students are intended to attain the informational level because they are prepared to enter the university or higher education. The students should understand the various meaning of short functional texts, monolog, and essay which is realized in four linguistic skills to support this level.

2.4.1 Objectives of the English Lesson Based on KTSP

English as the international language that is taught in senior high school must complete some objectives.

The objectives of the English lesson in KTSP based on Depdiknas (2006:308) are elaborated as follows:

developing the competency of the communication in the form of oral and written to reach the informational literacy level.

having awareness of the meaning and importance of English to increase the competitive power of the nation in the global world.

developing the students' understanding about the connection between language and culture.

From the explanation above, the writer concludes that the English subject in senior high school should cover the objectives which are stated by the Depdiknas.

2.4.2 Competence Standard of English at SMA/MA

The standard competence in KTSP covers four major skills, there are listening, speaking, reading and writing.

Competence Standard of English at SMA/MA for the tenth graders in the second semester based on Depdiknas (2006:312) is as follows:

Listening

Understanding the meaning of transactional and interpersonal conversation in daily activity.

Understanding the meaning of functional short text and simple monologue text in the form of narrative, descriptive and news item in daily activity.

Speaking

Uttering the meaning in transactional and interpersonal conversation in daily activity.

Uttering the meaning in functional short text and simple monologue in form of narrative, descriptive and news item in daily activity.

Reading

Understanding the meaning of functional short written text and simple essay in form of narrative, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of narrative, descriptive and news item in daily life.

In short, the standard competence in SMA/MA should covers four element of language skills, they are reading, writing, speaking and listening. The standard competence is used as the basic teaching and learning process.

2.5 General Concept of Writing

Writing is one of the four language skills, which has its own characteristic. In writing we use symbols to express our ideas and feelings.

According to Lado (1964:43), “to write is to put down the graphic symbols that represent a language one understand, so that others can read these graphic symbols if they know the language and the graphic representation.”

Meyers (2005:2) says that “writing is speaking to others on paper or on computer screen.” It means that writing is a way to produce language which people do naturally when they are speaking. Meyers states:

Writing is speaking to others on paper or on computer screen. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. Writing is also an action-a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. (Meyers, 2005:2)

Boardman (2002:11) states that “writing is a continuous process of thinking and organizing, rethinking, and reorganizing.” Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

From the definitions above, it can be concluded that writing is a way to produce language that comes from our thought through the paper or other media. By using writing, we can share our idea, feeling or anything that exist in our mind.

2.6 Genre

The scope of genre is broad, not only literary but also factual. Genre can be in form of written or spoken.

The definition of genre, which is suggested by Swales, focuses on different type of discourse. Swales (1996:33) refers “genre as a distinctive category of discourse of any type, spoken or written, with or without literary appreciations. Genre can be read such as novel, poem, or can be heard such as music, speech.”

Gerot and Wignell (1994:17) explain that “genre is texts types that can be defined as a culturally specific text type which results from using language both in written and spoken to help accomplish something.” In a genre approach to writing, students study certain texts in the genre. They are going to write before they embark on their own writing.

Butt (1996:17) states that “when a set of texts share the same purpose, they will often share the same obligatory and optional structural elements and so they belong to the same genre.”

Based on Wikipedia, the word genre comes from Latin language *genus* and Greek language *genos*, means a loose set of criteria for category of composition. Genre is used to categorize literature, speech, art work and utterance. From the statement, it is obvious that genre can not be separated from any form of composition.

Genre has certain structure based on its purpose. In School-Based Curriculum (KTSP), it is stated that “genres are text types which each of them usually has communicative purpose, generic structure, and significant lexicogrammatical features.” There are many kinds of genre, such as narrative, descriptive, report, procedure, recount, news item, and review.

From the statement above, it can be concluded that genre is various texts which is determined by its communicative purpose.

2.7 Narrative

There are many kinds of genre taught in Senior High School as requires by School-Based Curriculum (KTSP). One of them is Narrative text.

The general concept of narrative can be derived from Longman Dictionary of Contemporary English that is a description of events in a story. While Anderson (1997:8) states that “a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.” According to Kirszner and Mandel (1980:33), “a narrative tells a story by presenting a sequence of events.” In this study, a narrative text is a kind of text that contains of story by presenting a sequence of events occurred in the past.

Most narrative presents events in the exact order in which they occurred, making from the beginning to the end, from the first event to the last.

“A narrative text functions as a medium in reconstructing the past experiences” (Wiratno, 2003:15). The writer writes the events or incidents in the chronological

event time story. Wiratno (2003:15) also states that “narrative is used to amuse or tell people by arousing the past.”

Commonly, a narrative text has some general characteristics. There are some common typical linguistic features to narrative. According to Derewianka (1990:42), those features are:

Specific, often individual participants with defined identities. Major participants are human or sometimes animals with human characteristics.

Mainly action verbs (material processes), but also many verbs which refer to what the human participants said, felt or thought (verbal or mental processes).

Normally past tense.

Many linking verbs to do with time.

Dialogue often included, during which the tense may change to the present or future.

Descriptive language chosen to enhance and develop the story. Can be written in the first person or third person.

Therefore, it is concluded that a narrative text is a text that consists of either real or imaginative sequences of events, presented in the past form, which is aimed to entertain the readers.

2.7.1 Generic Structure of a Narrative Text

One way in understanding narrative text is by identifying the generic structure of the text.

According to Kirsner and Mandel (1980:36), “the generic structure of narrative text is divided into five elements namely: introduction (orientation), events, next events (complication), last event (resolution) and conclusion (re-orientation).”

Below is the explanation of each element:

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Introduction

The introduction contains the thesis of the text. In this part, the narrator introduces the readers to what he or she wants to tell in the next issue. In this level, the readers are introduced the characters of the story. Normally in the introduction or orientation the writer or narrator explains where the story happened. In this level, the writer also used to produce atmosphere so that the readers are persuaded to follow the story.(www.wikipedia.com)

Evaluation

This part can be joined with the orientation. Generally, it tells about the time and place of the event in the story if the time and place in the story is not told in the orientation. It also introduces the readers to the characters in the story.(www.wikipedia.com)

Next event

In this step the crisis arises. It is the climax of the story. Generally, the narrator shows that it is called complication or problem. This complication makes the story more interesting because the main character gets some problem. In this part, the narrator brings up the issues occurred in the story. Complication is the description of real life and tells the readers that every issues or problem can be solved.(www.wikipedia.com)

Last event

After spelling out many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of the issues or problem. A satisfying narration will give the readers the resolution of the problem or complication.

Generally, the resolution is the places in the end of narration, but sometimes the narrator will place other issues or complication of the problem. It is used to make the story not to come to the end.(www.wikipedia.com)

Conclusion

The last part of narrative essay is conclusion. In this level, the narrator briefly tells again about his/her narration. It can also contain the narrator's message to his or her readers.(www.wikipedia.com)

In short, those five elements must exist in narrative text, but sometimes there must be flashback in that text as complement. It gives the readers more explanation in order to make the story clear and understandable.

2.7.2 Types of Narrative

Narrative is one of the commonest text types that students are expected to use early on their school life.

According to Neo (2005:58), "types (or genre) of narrative are divided into ten types i.e. humor, romance, crime, real life fiction, theoretical fiction, mystery, fantasy, science fiction, diary novel, and adventure." Here are some examples of the different types (or genre) of narrative showing typical features (Neo, 2005:58-61):

Humor

A humorous narrative is one of the text types that aims to make audience laugh as a part of telling story. Here are the typical structures according to www.scribd.com :

Orientation: the narrator tells the funny characters names in unusual setting.

Complication: in this part, something crazy happen.

Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.

Resolution: all is well that end well.

Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features as stated in www.scribd.com:

Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.

Complication: boy meets girl.

Sequence of event: it contains their relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.

Resolution: boy gets girl, marry and live happily ever after.

Historical Feature

It uses a historical setting and description of a period in history.

The Diary Novel

This type of narrative has the text presented like diary entries.

Science Fiction

A science fiction narrative uses the setting involving science and technology. Here are the typical features of the text type based on www.scribd.com:

Orientation: a future setting and a world with technology, aliens or strange creatures.

Complication: an evil force threatens the world.

Sequence of event: there is a good and evil, struggle between good and evil, an imaginative description. Action involves technology, science, and super inventions.

Resolution: good defeats evil.

Coda: take care that science is used for good, not evil.

Therefore, it can be concluded that the types of narrative above have their own characteristics based on their typical features. By knowing those features, the students are expected to produce narrative into a good order so that they can express their ideas, stories and memories into narrative.

2.8 Theoretical Framework

The use of media in teaching and learning process can make the class' atmosphere becomes relax and conducive.

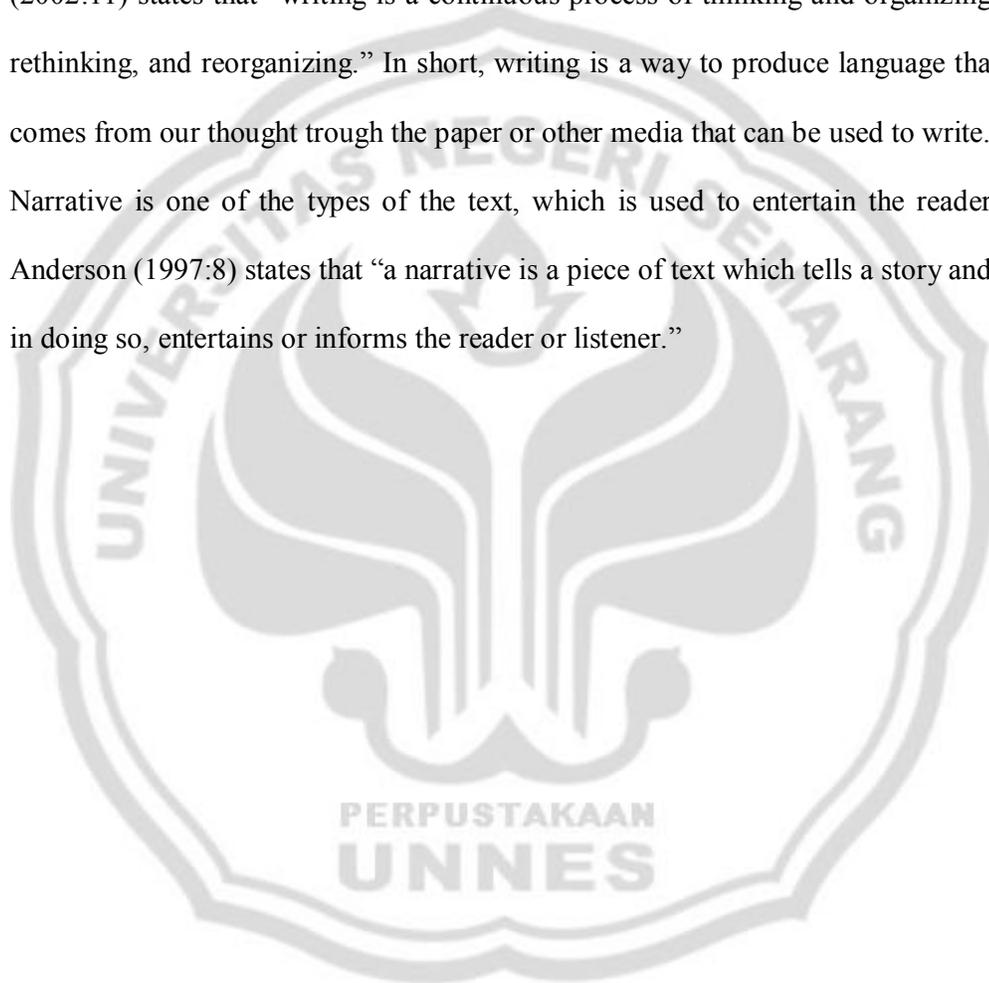
Media are the means for transmitting, delivering, and giving an exact definition, explanation and example. In this study, the writer uses animation movies as a media to improve the students' writing ability in narrative text.

Animation movie according to www.wikipedia.com is the rapid display of a sequence of images of artwork or model positions in order to create an [illusion](#) of

movement that projected on the screen. Animation movie can be used as the medium which can also entertain the students.

Writing is one of the four major skills in language. Meyers (2005:2) says that “writing is speaking to others on paper or on computer screen.” While Boardman (2002:11) states that “writing is a continuous process of thinking and organizing, rethinking, and reorganizing.” In short, writing is a way to produce language that comes from our thought through the paper or other media that can be used to write.

Narrative is one of the types of the text, which is used to entertain the reader. Anderson (1997:8) states that “a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.”



CHAPTER III

METHOD OF INVESTIGATION

This chapter describes in detail about method of investigation which consists of source of the data, subject of the research, research method, instrument of the research and technique of analyzing data.

3.1 Sources of the Data

Arikunto (2006:129) says that “sources of data are the subjects where the data comes from.”

The research was done by conducting an experiment. Two groups of the students were chosen. The first group was the experimental group. It was taught by using animation movies as a medium. And the second group was the control group. It was taught by using traditional method. At the beginning of the experiment, the two groups were given the same pre-test. At the end of the experiment, both groups were given a post-test.

3.2 Subject of the Research

3.2.1 Population

In a research, population was needed. According to Arikunto (2006:130) “population is the whole of the object of experiment.” Another definition is Saleh

(2001:17) who states that “population is a group of objects, events or indicator that becomes target of the research.” In this study, the tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2010/2011 were chosen. The total number of population was 238. They were divided into 7 parallel classes. They were X 1, X 2, X 3, X 4, X 5, X 6, and X 7. All of them were given the same English materials in teaching and learning process by their English teachers.

Moreover, in choosing the research subjects, the writer chooses the population based on the same considerations, namely the students are all in the same grade, the students have been studying English for the same period of time, the students have been studying narrative text, and the students of the tenth grade do not prepare themselves for the National Examination.

3.2.2 Sample and Sampling Technique

Arikunto (2006:131) states that “sample is part of population that has the same characteristics with the population itself.” In determining the size of the sample, Arikunto (2006:134) also explains that

“if the population is 100 respondents or less, it is better to take the whole population as sample. If the population is more than 100 respondents, the researcher can take 10-15 % or more than 25 % of the population based on the capability of the researcher.”

Due to the fact that there was some limitation in this research, it was impossible to observe all the samples in this research because the total number of the tenth grade students in SMA Negeri 1 Wanadadi was 238, so the experimental research was conducted in class X 5 and X 7 which have the same average score of their English test and the same total number of the students for each class, that

was 34. The total sample of the two classes was 68, so it was 28% of the total population.

The sample technique used in this research was purposive random sampling (the technical of choosing sample based on the certain criteria) in order to get the representative sample.

3.3 Instrument of the Research

Instrument is the most important thing in doing experiment. It is used to collect data. According to Arikunto (2006:160), “a research instrument is a tool used by a researcher in collecting data in order to ease the data process.”

In this study, test was used as the instrument. Test is important to measure the achievement in education. According to Harris (1969:71), “there are two kinds of test instrument used to measure four language skills of the students. They are objective test and the essay test.” To obtain the data, that is the students’ ability in writing, the essay test was used in this research and the students were required to make a narrative text.

3.4 Research Method

In this part, the materials to be presented are the definitions of the research and the activities the writer did in his research. Here are the discussions of the activities:

3.4.1 Experimental Research

Arikunto (2006:3) states that “an experimental is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect that it makes.” In other words, experiment is the way to find casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

While according to Christensen (2001:23) “an experimental research is a research that attempts to identify cause and affect relationship.” In this study, the cause and effect relationship was the one implementation of the use of animation movies as a medium.

There are some designs in experimental research, however, in this study the true experimental design was used which is discussed on the next part of this chapter.

3.4.2 The Experimental Design

An experimental research typically involves two groups. The two groups usually receive different treatment. The experimental group typically receives a new treatment, a treatment under investigation, while the control group either receives different treatment, or it is treated as usual.

This study used pre-test post-test control group design. The design of the experiment can be described as follows:

Table 3.1 Experimental Design

Experimental Group (E)	Pre-test (O1)	Treatment (X)	Post-test (O2)
Control Group (C)	Pre-test (O3)	Treatment (Y)	Post-test (O4)

The design of the experiment can be described as the following:

E	<u>0₁</u>	X	0 ₂
K	0 ₃	X	0 ₄

(Arikunto, 2006:86)

Where :

E : experimental group,

K : control group,

0₁ : pre-test for the experimental group,

0₂ : post-test for the experimental group,

0₃ : pre-test for the control group,

0₄ : post-test for the control group,

X : treatment using animation movies for experimental group,

X : treatment using traditional method for control group.

The experimental group (top line) was taught by using animation movies, while the control group (bottom line) was taught by using traditional method. After two groups had received different treatments for a period time, the post-test was given to them. After that, the result of the post-test was analyzed.

In the first meeting, the students of both groups were given the introduction of what they would have to do in this research. Then the students in both of groups did the pre-test in order to know their level of writing ability.

In the second meeting, the material about what is narrative text was explained and a model of text related to the material was given for both of groups. The purpose of narrative text, the structure of narrative text and the significant grammatical pattern of narrative text also were explained clearly. On the control group, the students were asked to make a narrative text in form of short story and submitted it. On the experimental group, the students were asked to watch the first animation movie, entitled "Up".

In the third meeting, the previous assignment was reviewed. The students' writings were returned with some correction on the control group. And for the experimental group, the students were asked to make narrative text based on the previous movie that has been watched before. The students had to retell the story with their own words.

In the fourth meeting, the experimental group students' writings were returned with some correction and then continued to watch the next movies, Shrek Forever After. On the control group group, the students were asked to make narrative text based on their own imagination.

In the fifth meeting, the students in both of groups did the post-test in order to know the effect of the two treatments.

3.4.3 Procedure of Experimental Research

Some steps that are done in a chronological order are always required in conducting an experiment. The following were taken by the writer when he worked on his experiment:

First, the tenth grade students of SMA Negeri 1 Wanadadi were chosen as the population.

Then, the two groups that consisted of 34 students for each group from the population were taken as the sample of the experiment. The first group became the experimental group and the other one became the control group.

After that, the real experiment was conducted.

The Activities of the Experimental Group

The following are the activities of the experimental group.

Pre-test

The pre-test in the experimental group was given before doing the treatment. The writer came into the class and introduced herself. The students were explained about what they were going to do. Then the students were asked to do the pre-test.

This test was to check the students' ability in writing narrative text.

Activities in doing experiment

Before doing the experiment, the material about writing narrative text was given. It was about the social function, the schematic structure, and the significant grammatical pattern of the narrative text. The experimental group students were asked to watch the animation movies and retell the story with their own words.

Post-test

The post-test was given after conducting all the activities above.

The Activities of the Control Group

The following are the activities of the control group.

Pre-test

The administration procedure of the pre-test for the control group was the same as the administration procedure of the experimental group.

Activities in doing the experiment

Before doing the experiment, the material about writing narrative text was given. It was about social function, the schematic structure, and the significant grammatical pattern of the narrative text. In this group, the students were given the opportunity to explore their imagination for writing a narrative short story.

Post-test

The post-test was given after conducting all the activities above.

3.5 Technique of Analyzing Data

3.5.1 Mode Scoring

Scoring the students' work is a step to obtain quantitative information of each student. One of the ways to score or to evaluate the students' achievement in writing is a rating scale. In using the rating scale, the scorer can make a rank order of the result of the students' work based on given categories to know which students have the high scores and which have

the lowest scores. The following scheme of the rating scale is used to measure the students' achievement in their written product.

Analytical Scale for Rating Composition Tasks

	20–18 Excellent to Good	17–15 Good to Adequate	14–12 Adequate to Fair	11–6 Unacceptab le-not	5–1 College- level work
Organization: Introduction, Body, and Conclusion	Appropriate 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; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre 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	Shaky or 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	Absence of 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)
Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

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Grammar	Native-like fluency in English grammar, correct use of relative clauses, prepositions modals, articles, verbs forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar, some grammar problems do not influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communications 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 not understand what the writer was trying to say; unintelligible sentence structure
Punctuation, Spelling, and Mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and Quality of Expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lack variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown, 2004:244-245)

In this study, this analytical scoring was used focusing on those aspects. Therefore, to encourage the students in their writing, an English teacher plays an important role in developing their ability. He/she should support and help the

students in improving their ability. If the students make mistakes in their writing composition, teacher should help them to make the correctness of the mistakes.

3.5.2 T-test

The required data had to be analyzed to see whether there was significant difference between the pre-test and the post-test for the experimental group and the control group. The writer used the t-test formula, Arikunto (2006:272):

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

Where:

t = t-test,

\bar{X}_1 = the mean score of the experimental group,

\bar{X}_2 = the mean score of the control group,

S = standard deviation,

n_1 = the number of students in the experimental group,

n_2 = the number of students in the control group.

The formula of standard deviation was as follows:

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

Where:

S = standard deviation,

S_1 = variance of the experimental group,

S_2 = variance of the control group,

n_1 = the number of students in the experimental group,

n_2 = the number of students in the control group.

The significance between the pre-test and the post-test for the experimental and the control group was analyzed using t-test formula above. If the value of t-test was higher than critical value on the table there was significant value from the pre-test to the post-test. After that the significant difference between teaching writing using animation movies and teaching writing using traditional method was analyzed using t-test formula to see the difference between the two means. The computation of t-test was described on chapter IV.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discusses about research findings and discussions which solves the problems statement stated in chapter I; they are how is the use of animation movies in improving the students' ability of writing narrative text at tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010? and how effective does the use of animation movies in improving the students' ability of writing narrative text at tenth grade students of SMA Negeri 1 Wanadadi in the academic year of 2009/2010?

4.1 The Use of Animation Movies in Teaching and Learning Process (The Answer of the First Problem)

The writer used animation movies as media to teach narrative text in this experiment. The experiment conducted in X 7 of SMA N 1 Wanadadi. The teaching and learning process in the experimental group is using this media.

4.1.1 Experimental Research

Arikunto (2006:3) states that “an experimental is the way in which a researcher creates a situation or an event which is then analyzed in order to find out the effect

that it makes.” In other words, experiment is the way to find casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.

While according to Christensen (2001:23) “an experimental research is a research that attempts to identify cause and affect relationship.” In this study, the cause and effect relationship was the one implementation of the use of animation movies as a medium.

4.1.2 Treatment on the Experimental Group

The treatment on the experimental group, that is X7, was conducted on 5, 7, 12, and 14 January 2011. This class consists of 34 students. On this class the animation movies were shown to the students to improve their ability in writing narrative text.

Before giving the treatment, the students were explained narrative text. It was on Wednesday, 5 January 2011. The material which was given at the beginning of the lesson was about definition of the narrative story. The brief definition of narrative text was given, text that consists of either real or imaginative sequences of events, presented in the past form, which is aimed to entertain the readers. The students were listened to the writer’s definition carefully. Then, the writer gave the characteristics of the narrative text which was covers five items, specific (often individual participants with defined identities, major participants are human or sometimes animals with human characteristics), normally used past tense, many linking verbs to do with time, dialogue often included during which the tense may

change to the present or future, descriptive language was chosen to enhance and develop the story. And it continued to the generic structures of the narrative text that was divided into five elements namely: introduction (orientation), events, next events (complication), last event (resolution) and conclusion (re-orientation). The students paid attention to the writer's explanation while made a note on their book. After that the students were given the example of the narrative text entitled Cinderella while the writer gave the types of the narrative text.

On Friday, 7 January 2011, the writer gave the first treatment to the experimental group, the Animation Movie "Shrek Forever After" was shown to the students at that time. The students were very enthusiastic to watch this movie. When they watched the movie, they were also asked to make a little note about the movie, so that they could remember the story and easier to make a narrative story based on the given movie.

The main activity at the next treatment on Wednesday, 12 January 2011, was the discussion of the previous movie, Shrek Forever After. In this session, the students were asked to retell the story of Shrek Forever After.

The next movie, Up, was shown on Friday, 14 January 2011. The students watched the movie together and made a note about the movie to help them made a narrative text based on the story. In this last session, the writer gave a little review of the previous movie, Up. The students listened to the writer's explanation carefully, and asked ask some questions about the materials.

4.1.3 Treatment on the Control Group

The treatment was conducted on 5, 7, 12, 14, and 19 January 2011 for the class X 5 as the control group. This class consisted of 37 students. The students were taught by using the conventional method. Below is the activities of the control group.

The Control class began on Wednesday, 5 January 2011. The material which was given at the beginning of the lesson was the definition of the narrative story. The brief definition of narrative text was given, text that consists of either real or imaginative sequences of events, presented in the past form, which is aimed to entertain the readers. The students were listened to the writer's definition carefully. Then, the writer gave the characteristics of the narrative text which covers five items, specific (often individual participants with defined identities, major participants are human or sometimes animals with human characteristics), normally used past tense, many linking verbs to do with time, dialogue often included during which the tense may change to the present or future, descriptive language was chosen to enhance and develop the story. And it continued to the generic structures of the narrative text that was divided into five elements namely: introduction (orientation), events, next events (complication), last event (resolution) and conclusion (re-orientation). The students paid attention to the writer's explanation while made a note on their book. After that the students were given the example of the narrative text entitled Cinderella while the writer gave the types of the narrative text.

The materials that were given in the second meeting, Friday, 7 January 2011, were the used of past tense in the narrative text. Most of the students were still difficult in constructing sentences using past tense. The writer gave explanation about the definition and the pattern of the past tense. Then, the students were asked to make a simple sentence using past tense. The Robin Hood story was given after the students finished their work. The students analyzed and discussed the used of past tense in given story together.

On Wednesday, 12 January 2011, the class continued with another example of narrative text entitled Cinderella. After the narrative texts were given, the writer asked the students to analyze the characteristic of the given narrative text with their group which was consisted of five students. Each group presented their work in front of the class and discussed it together. And the last section was for making the similar story based on their knowledge.

The next meeting was conducted on Friday, 14 January 2011. In this session, the students were asked to present their work one by one in front of the class. Then the other students gave their comment about their friends' work. The next step in this class was discussing the common errors that were made by the students.

The main materials on the last meeting on Wednesday, 19 January 2011, were made a good narrative text and its discussion. The students were asked to make a good narrative text based on their knowledge, then discussed it together.

4.2 Significant Difference between the Result of the Pre-test and Post-test (The answer for The Second Problem)

The first step before the experiment was conducted, the students were given a writing pre-test. After the experiment, the students were given a post-test. The scores of the pre-test and the post-test were obtained from five components of writing which consist of organization, content, grammar, punctuation and style. The range of each component score was 20. The students' score was gotten from the sum of the total score of those five components. The students' score of the experimental group and the control group can be seen in Appendices 8 and 9.

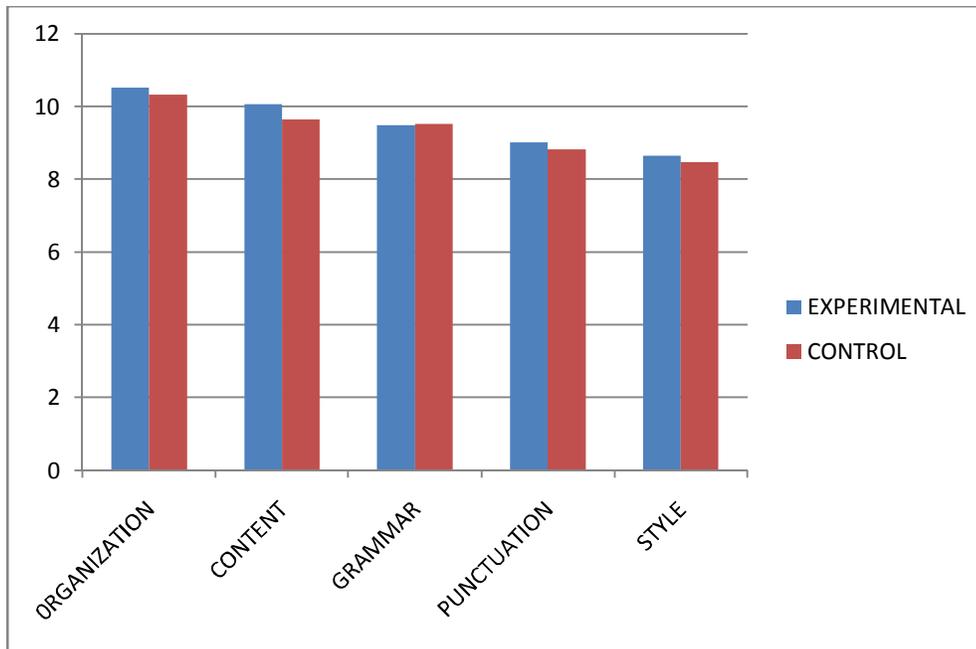
4.2.1 Pretest Finding

The pre-test was conducted on Thursday, 3 January 2011 for class X 7 as the experimental group, and for class X 5 as the control group. Those two classes consisted of 34 students for each class. The purpose of this test was to know the students' ability in writing narrative text before the treatments were given. The result of the pre-test can be seen in Appendix 8.

Below is the chart of the students' average score which covers five components of writing.

Chart 4.1

The Average Score of the Pre-test



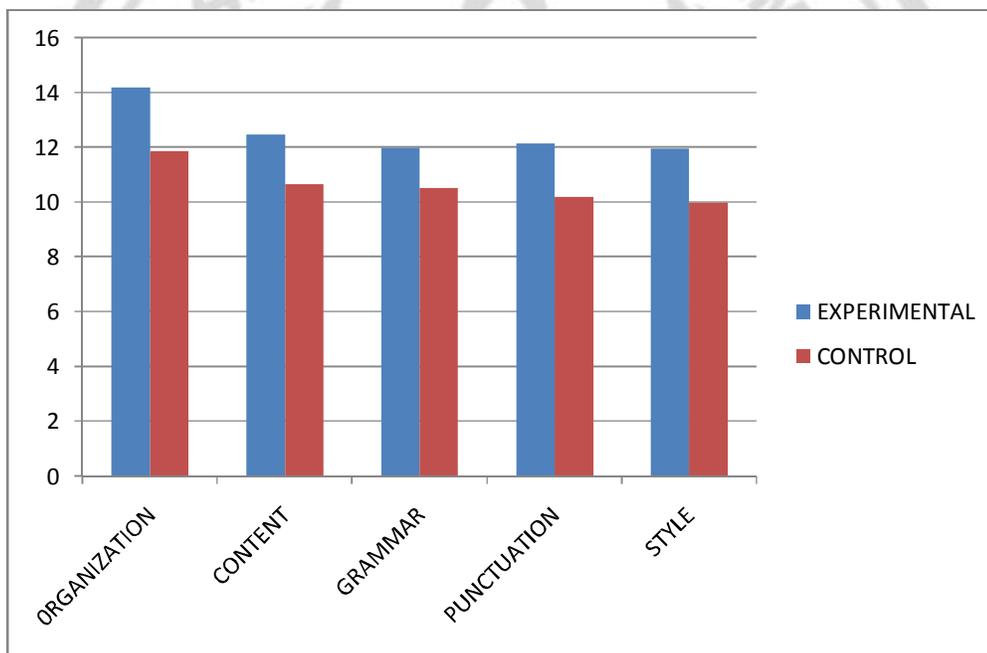
From the result, the students' average scores were analyzed. The average score of the experimental group was 47.74 and the control group was 46.79. It means that the students' achievement of the experimental group and the control group was relatively the same before the treatments were given. It was proven by the t-test formula. The result showed that there is no significant difference in achievement between the experimental group and the control group on the pre-test. The computation can be seen in Appendix 10.

4.2.2 Post-test Finding

The post-test was conducted on Wednesday, 19 January 2011 for all class. The purpose of this test was to know the students' ability in writing narrative text after the treatment were given. The result of the post-test can be seen in Appendix 9.

Below is the chart of the students' average score which covers five components of writing.

Chart 4.2
The Average Score of the Post-test



From those scores, the average scores of the experimental group and the control group were analyzed. The average score of the experimental group was 62.65 and the control group was 53.15. It means that the achievement of the experimental group was higher than the control group. It was proven by the t-test formula. The result shows that there is a significant difference in achievement between the

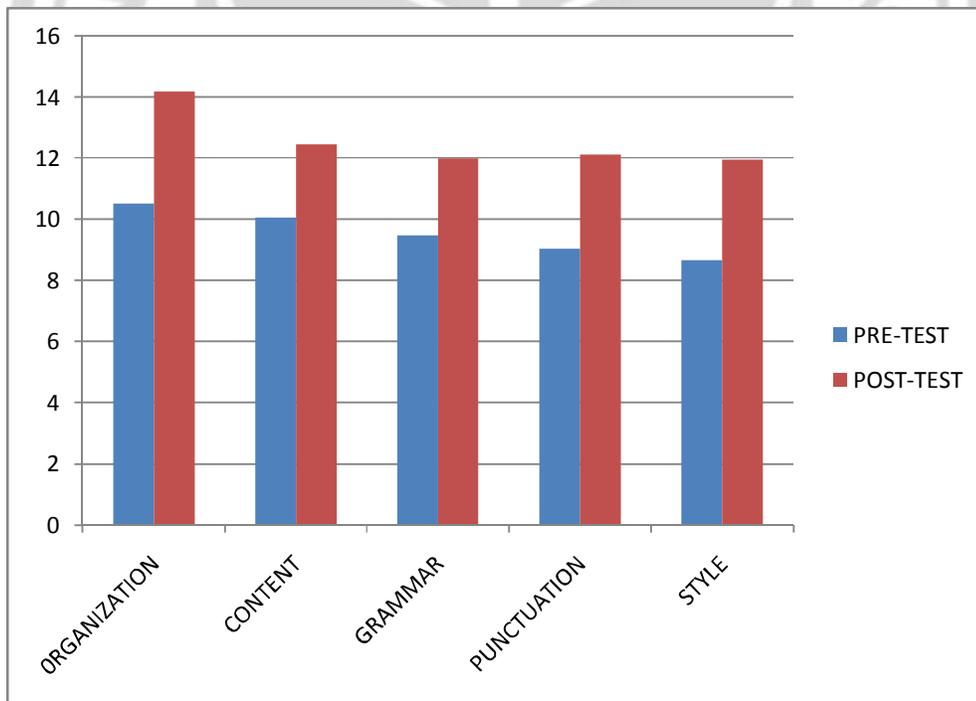
experimental group and the control group on the post-test. The computation can be seen in Appendix 11.

4.2.3 Level of The Students' Achievement

The data were obtained from the students' achievement of writing narrative text. The following are the charts of the students' average scores which cover five components of writing on the experimental group and the control group.

Chart 4.3

The Average Score of the Experimental Group

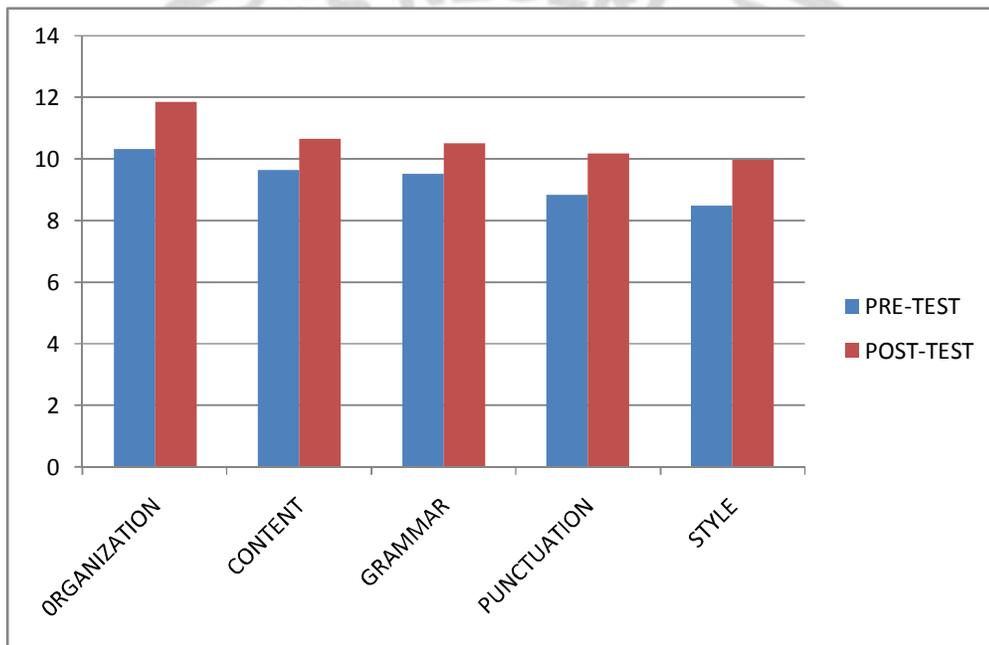


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From the Chart 4.3, the experimental students' score of pre-test and post-test are shown. There are significant improvement score in five components in writing between the pre-test and post-test in the experimental group.

Chart 4.4

The Average Score of the Control Group

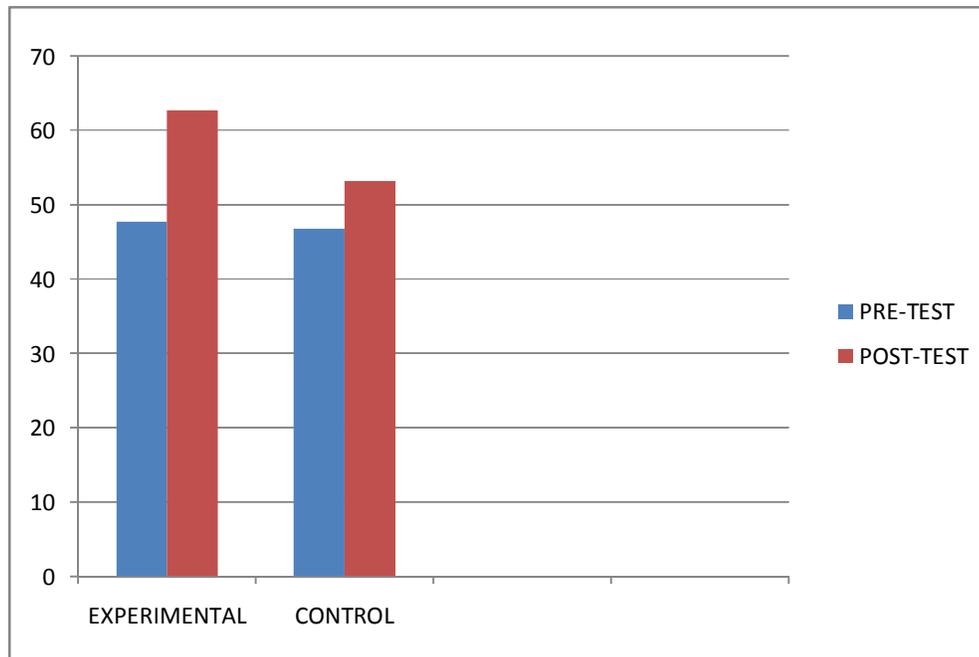


From the charts above, the average scores of each component of writing on the control group are shown a little improvement on the post-test.

From those result, the average scores of the two groups were analyzed. In details, it can be seen on the chart below:

Chart 4.5

**The Average Score between the Experimental Group and
The Control Group**



From the chart above, the difference average score between the experimental group and the control group was shown. On the experimental group, the average score of the pre-test was 47.74 and the post-test was 62.65. From those scores, the difference average score between the pre-test and the post-test on the experimental group was 14.91. While, on the control group, the average score of the pre-test was 46.79 and the post-test was 53.15. The difference average score between those tests was 6.36. It means that the difference average score on the experimental group is higher than in the control group. It can be concluded that there was good improvement of the experimental group's achievement after they

received the treatment using animation movies. It also was proven by the t-test formula. The computation can be seen in Appendix 14. The result showed that there is a significant difference between the experimental group and the control group on the students' writing scores.

4.2.4 Difference Between Two Means

The difference between the two means was computed using the following formula as stated by Arikunto (2006:272):

$$\bar{X}_e = \frac{\sum X_e}{N_e} \quad \bar{X}_c = \frac{\sum X_c}{N_c}$$

The mean of the experimental group on the post-test:

$$\begin{aligned} \bar{X}_e &= \frac{\sum X_e}{N_e} \\ &= \frac{2130}{34} \\ &= 62.65 \end{aligned}$$

Whereas, the mean of the control group on the post-test:

$$\begin{aligned} \bar{X}_c &= \frac{\sum X_c}{N_c} \\ &= \frac{1807}{34} \\ &= 53.15 \end{aligned}$$

From the calculation, the mean of the experimental group was 62.65 and the mean of the control group was 53.15. It means the mean of the experimental

group is higher than the mean of the control group. However, it could not be concluded that the difference between the two means was significant. Therefore, to determine whether the difference between the two means was statistically significant, the t-test formula was applied.

4.2.4 Analyzing the T-test

According to Arikunto (2006:278), in measuring the significance of the pre-test and the post-test, the t-test was used. Before applying the t-test formula, the standard deviation should be computed first. The formula is as follows:

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

$$S^2 = \frac{34 - 1 \cdot 60.54 + 34 - 1 \cdot 69.22}{34 + 34 - 2}$$

$$S^2 = 8.05476$$

After that, the t-test formula was applied to measure the significant difference between the experimental group and the control group. The formula is as follows:

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

$$t = \frac{62.65 - 53.15}{9.05476 \sqrt{\frac{1}{34} + \frac{1}{34}}}$$

t_{table} 4.863

To interpret the t obtained, it should be consulted with the critical value of the t -table to check whether the difference was significant or not. In education research, the 5% (0.05) level of significance was used. If the t -value is higher than t -table, it means that there is significant difference between the two means. Contrary, if the t -value is lower than t -table, it means that there is no significant difference between two means.

While t -table at $N_x + N_y - 2 = 34 + 34 - 2 = 66$ is 1.67. It means that t -calculation is higher than t -table.

The number of subjects in this study for the experimental group and the control group were 68 with the degree of freedom (df) = 66, that was $N_x + N_y - 2 = 66$. At the 5% (0.05) alpha level of significance, t -value that was obtained was 4.863 and t -table was 1.67 so the t -value is higher than t -table. It means that there is significant difference between two means. Therefore, there was significant difference in achievement between students who were taught writing narrative text by animation movies and those who were taught by using conventional method. It can be proven by the result of the test where the students who taught writing narrative text using animation movies got the higher grades than those who were taught without it.

4.2.5 Test of Significance

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

In this experiment, the number of subject of both the experimental group and the control group was 68. The degree of freedom was 66. The critical value with the degree of freedom 66 at the 5% alpha level of significant is 1.67. The t-value is higher than critical value ($4.863 > 1.67$). It can be concluded that there is a significant difference of the post-test result between the experimental group and the control one.

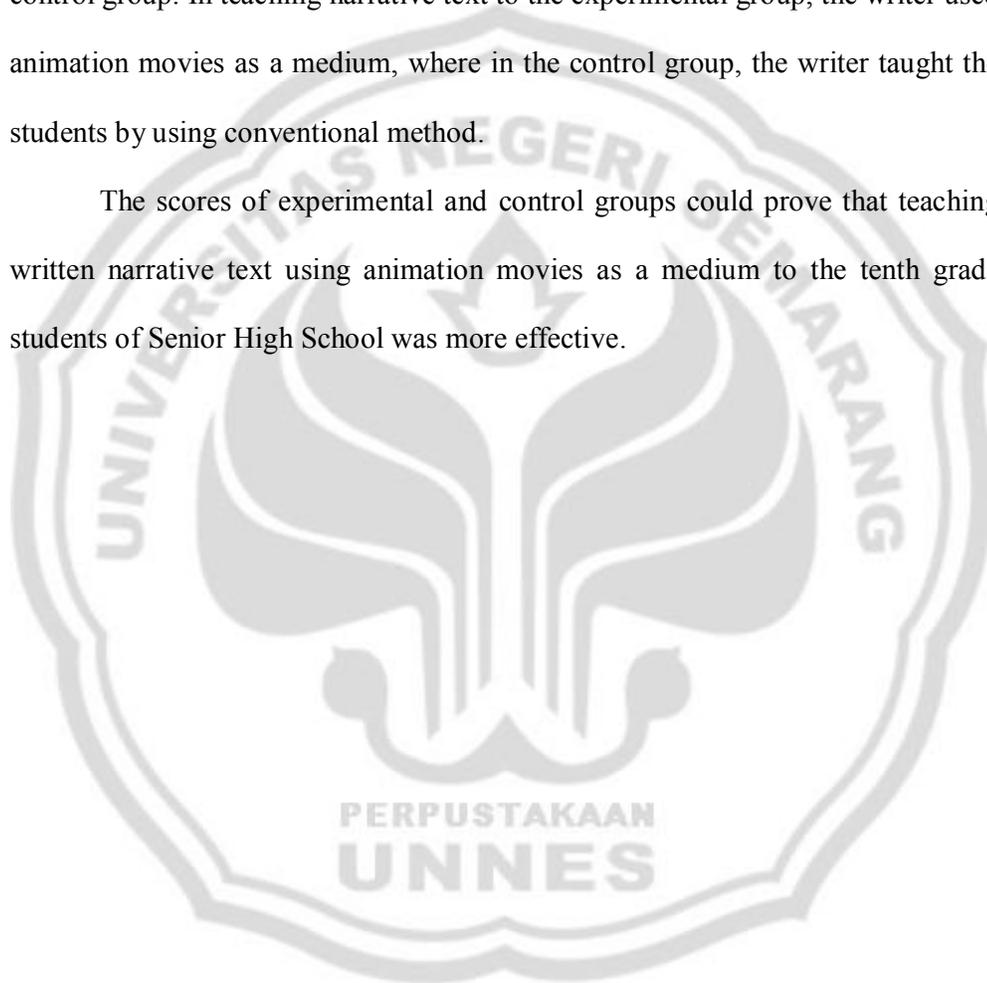
Therefore, the hypothesis that “there is no significant difference in achievement between students who were taught writing narrative text using animation movies and those who were taught writing narrative text by using conventional method” was refused.

Based on the computation of the students’ scores, the writer can conclude the fact as stated bellow.

In the pre-test, the average scores of the experimental group and the control group were 47.74 and 46.79. From the pre-test, it can be said that the ability of the two groups was relatively the same. After they received the treatment, the average score of the experimental group was higher than the control group. The experimental group got 62.65 and the control group got 53.15.

From the scores, it can be concluded that the two groups were homogenous, because there was only slight difference in the pre-test result between the experimental group and the control one. After receiving the different treatments, the score of the experimental group was higher than the score of the control group. In teaching narrative text to the experimental group, the writer used animation movies as a medium, where in the control group, the writer taught the students by using conventional method.

The scores of experimental and control groups could prove that teaching written narrative text using animation movies as a medium to the tenth grade students of Senior High School was more effective.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions of the study. The conclusions and discussions which are stated in this chapter based on the whole analysis in Chapter IV.

5.1 Conclusions

The analysis in Chapter IV leads the writer to draw the following conclusions:

Animation movies can be applied to improve the students' ability in writing a narrative text. It is proven by the treatment of animation movies on the experimental group which can improve the students' scores.

Animation movies can be used as a medium to improve the students' ability in writing narrative text. It was proven by the significant difference between the two groups of the students. The students who were taught by using animation movies got better score in writing narrative text than the students who were taught by using conventional method. The post-test mean score of the students taught by using animation movies was 62.65 while the post-test mean score of the students who were taught using conventional method was 53.15.

Both of animation movies and conventional method can improve the students' ability in writing narrative text. But the improvement of the experimental group

who was taught by using animation movies was better than the control group who was taught by using conventional method. The pre-test mean score of the experimental group was 47.74 and the post-test score was 62.65. So the improvement of the experimental group was 14.91. On the other hand, the pre-test mean score of the control group was 46.79 and the post-test score was 53.15. So the improvement of the control group was 6.36. Since the t-test measurement was higher than t-table, it was found that the improvement of the writing achievement of the experimental group was higher than the control group. Thus, the use of animation movies in classroom gives significant contribution to students' writing ability.

5.2 Suggestions

Based on the result of the study, some suggestions are proposed. The suggestions can be stated as follows:

This finding can be used by teachers as one way to enrich the reference in choosing the medium to motivate the students' writing skill, especially for the tenth grade students of Senior High School.

Teachers can use animation movie as an interesting media to teach narrative. In addition, it can also entertain the students and brings relax and fun situation of learning. Therefore, the students become more enthusiastic to take a part in it.

The teachers of SMA Negeri 1 Wanadadi, particularly, and teacher in general should be more creative and find a new innovation in teaching the students so that they are not easily bored with the lesson and can absorb the lesson effectively.

The teachers of SMA Negeri 1 Wanadadi, particularly, and teacher in general should give motivation to their students.



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LIST NAMES OF THE EXPERIMENTAL GROUP

No	Name of Students	L/P	Students' Code
1	ALIT SAPTO AJIE	L	E-1
2	ANGGA PRASETYO W	L	E-2
3	ANIS SETIAWAN	P	E-3
4	AYU SEPTIKA NUR C.	P	E-4
5	CAHYO DWI YULIANTO	L	E-5
6	CHUZAIMAH	P	E-6
7	DEDE LUTFI HIDAYAT	L	E-7
8	DESI MARDIYANTI	P	E-8
9	DIAH SAYEKTI	P	E-9
10	DIANA EKA SETYA N	P	E-10
11	DWI LESTARI	P	E-11
12	ERDIAN MUSTIKA JULIAN	P	E-12
13	FAJRIAN AGUSTIANA	P	E-13
14	FUSTHA ATHUL RIZKY A	P	E-14
15	HASAN KURNIAWAN	L	E-15
16	HENDRA PRADHITA K	L	E-16
17	HERU MULYADI	L	E-17
18	IKA YOHANA	P	E-18
19	KEVIN INDRA WIJAYA	L	E-19
20	KHAYATUL FAHMI	L	E-20
21	LIANITA EKA PRATIWI	P	E-21
22	MUCHAROM	L	E-22
23	MUTOIFAH	P	E-23
24	NUR KHALIFAH	P	E-24
25	NUR RAHMAT	L	E-25
26	OVILIA LISDIANA NURAINI	P	E-26
27	RINA PUJI ASTUTI	P	E-27
28	RIYAN DWI YULIAN P	L	E-28
29	SETIYO HARI PAMBUDI	L	E-29
30	SUSTRI AMBARWATI	P	E-30
31	SYARIFULOH	L	E-31
32	TRI YULIYANTI	P	E-32
33	WITA SRI WAHYUNINGSIH	P	E-33
34	YUSTRIYANI	P	E-34

LIST NAMES OF THE CONTROL GROUP

No	Name of Students	L/P	Students' Code
1	ADIKA WULAN A	P	C-1
2	AGUNG TRI SUTANTO	L	C-2
3	ANISA KUSUMAWARDANI	P	C-3
4	ARI DWI SETIO AJI	L	C-4
5	BAGAS AZIZ YUSTHASENDI	L	C-5
6	DANANG ARDIAZIS	L	C-6
7	DANI LIDIANA	L	C-7
8	DESTRIA YOGANINGRUM	P	C-8
9	DHEA OCTAVIA	P	C-9
10	DIAN NUR KHAMIDAH	P	C-10
11	ERLING PURWANINGSIH	P	C-11
12	ERNING RISTIYANTI	P	C-12
13	FATAH BAGUS TRI S.	L	C-13
14	FRIKI ADI SAEFULLOH	L	C-14
15	HAFIZH DINAR WIDIANTO P	L	C-15
16	HARLIYANTI	P	C-16
17	HENTIKA ANGGUN P	P	C-17
18	IMELDA NOVI ALVIANITA	P	C-18
19	INDAH SITI JULEKHAH	P	C-19
20	KHOTIJAH	P	C-20
21	LUSY ISMAWATI	P	C-21
22	M. LUTHFAN BUDIYANTO	L	C-22
23	MAR'ATUN MUFADILLAH	P	C-23
24	MAULANA RAJIF SIDIK	L	C-24
25	PURNOMO	L	C-25
26	MURNIATI	P	C-26
27	PRAYUDHA ADITAMA	L	C-27
28	RUDIANTORO	L	C-28
29	SAGITA FIRDA JAUHARA	P	C-29
30	SELIYANA	P	C-30
31	SITI AMINAH	P	C-31
32	SITI ASIYAH	P	C-32
33	FARDUN JAMIL	L	C-33
34	WIWIT SUPRIYANTI	P	C-34

LESSON PLAN

EXPERIMENTAL GROUP

First Meeting

Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the simple monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative text.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

read a monologue of narrative text with correct pronunciation, stress, and intonation,

identify the social function of narrative text,

organize the structure of narrative text,

analyze the grammatical features of narrative text,

write a narrative text correctly.

Materials of Learning

The purpose of narrative text is to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

Example of narrative text entitled The Little Girl and the Wolf.

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Title

The Little Girl and the Wolf

Orientation

*The characters of the
story are introduced*

One afternoon, a big wolf waited in the dark forest for a little girl to come along carrying a basket of food to her grandmother.

Complication

*The problem in the
story is stated*

Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the woods.

Resolution

*The problem in the
story is solved*

When the little girl opened the door of her grandmother's house, she saw there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look anymore like your grandmother than Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf until the wolf dead.

The new vocabularies from the story:

wolf	: serigala	e) nightcap	: topi tidur
basket	: keranjang	f) nightgown	: baju tidur
disappear	: menghilang	g) approach	: mendekat
woods	: hutan	h) shot	: menembak

Pronunciation of difficult words:

wolf	: /wʊlf/	e) nightcap	: /'naɪtkæp/
basket	: /'bɑːskɪt/	f) nightgown	: /'naɪtgaʊn/
disappear	: /dɪsə'piə(r)/	g) approach	: /ə'prəʊtʃ/
woods	: /wʊdz/	h) shot	: /'ʃɒt/

Specific characters of narrative text:

Time word: one afternoon, one day, once upon a time, the next day, etc.

Relation process: was, were, etc.

Temporal conjunction: but, although, etc.

Past tense: waited, came, said, asked, told, etc.

The structures of narrative text:

Orientation

It is about the opening paragraph where the characters of the story are introduced.

It consists of:

The setting (the place, time)

The characters (the people in the story)

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Complication

The problems in the story developed.

The events (the conflict in the story)

Resolution

The problem in the story is solved.

The outcome (what happened in the end)

The grammatical feature of narrative text is using Past Tense. They are:

Simple past tense

Subject + Verb2 + Adverb

Example: A big wolf **waited** in the dark forest.

The little girl **opened** the door of her grandmother's house.

I **went** to school by bus.

Past continues tense

Subject + was/were + Adjective/Verb Ing/Adverb

Example: The little girl **was** carrying a basket of food.

There **was** somebody in the forest.

The little girl **was** very beautiful.

Cinderella

I

He

She

It

was

We

You

They

were

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Types of narrative text:

fairy stories

mysteries

science fiction

romances

horror stories

adventure stories

fables

myths and legends

historical narratives

ballads

slice of life

personal experience

Methods / techniques of Study

Asking and answering

Discussion

Exercise



Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response teacher's questions to build their mind set about the new material of narrative text.

pay attention the purpose of study which teacher says to reach the goal.

response the teacher's questions about the material and make a good relationship with the material will be taught.

be active in learning activities.

The main activities

Students:

read the story entitled Cinderella.

listen to the explanation about how the narrative text organized.

listen to the explanation of the grammatical features of narrative text.

mention the example of Past Tense sentences orally.

are given the exercises about Past Tense.

listen to the explanation about the types of narrative text.

are asked to write a narrative short story in form of fable.

submit their narrative writing.

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The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advice and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students answer the questions about the story.

Students discuss the exercises about Past Tense with their partner.

Students write a narrative text in form of fable.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and written test

Instrument :

Complete the two following paragraphs using the verbs in parentheses orally.

Use simple past tense form.

I (*have, almost*) a car accident last night. I (*drive*) down Washington Avenue when suddenly I (*see*) a car in my lane. It (*come*) right at my car. I (*step*) on the brakes and (*swerve*) to the right. The other car (*miss, just*) my car by about an inch.

It was my first day of class. I (*find, finally*) the right room. The room (*be, already*) full of students. On one side of the room, students (*talk, busily*) to each other in Spanish. Other students (*speak*) Japanese, and some (*converse*) in Arabic. It sounded like the United Nations. Some of the students, however, (*sit, just*) quietly by themselves. I (*choose*) an empty seat in the last row and (*sit*) down. In a few minutes, the teacher (*walk*) into the room and all the multilingual conversation (*stop*).

The answer:

Almost had, drove, saw, came, stepped, swerved, just missed.

Finally found, was already, talked busily, spoke, conversed, just sit, chose, sit, walked, was stopped.

Wanadadi, 5 Januari 2011

Mengetahui,

Mahasiswa Praktikan,

Guru Pendamping,

Rizki Candra

Salvem, S.Pd.

NIM. 2201406509

NIP.

LESSON PLAN

EXPERIMENTAL GROUP

First Treatment

Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

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Indicators

Respond the monologue text in form of narrative text.

Respond the monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative story.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

revise the narrative writing into good order,

organize the structure of animation movie 'Shrek Forever After',

analyze the grammatical features of animation movie 'Shrek Forever After'

write a narrative text of the animation movie 'Shrek Forever After'

Materials of Learning

Animation movie 'Shrek Forever After'

The structures of Shrek Forever After story:

Orientation : Shrek and Fiona live in the Far Far Away Kingdom.

Complication : Rumpelstitskin wants to rule the kingdom and kills Shrek.

Resolution : Shrek and Fiona can escape from death and defeat Rumpelstitskin.

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The grammatical feature of Snow White story uses Past Tense. For example:

lived, killed, found, ate, kissed and brought.

The new vocabularies related to the story:

Cruel : jahat

Servant : pelayan

Obedient : patuh

Cottage : gubug

Pronunciation of difficult words:

Cruel : /kru:əl/

Servant : /sɜ:vənt/

Obedient : /əbi:diənt/

Cottage : /kɒtɪdʒ/

Methods / techniques of Study

Discussion

Exercise

Steps of Learning Activities

Opening activities

Students:

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response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response the teacher's questions about the mastery of the previous material.

be active in learning activities.

The main activities

Students:

Watch the animation movie 'Shrek Forever After'.

write the generic structure of the animation movie 'Shrek Forever After'

make a little note about the movie

retell the animation movie 'Shrek Forever After' with their words

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advices and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students revise their previous assignment.

Students answer the questions about animation movie 'Shrek Forever After'.

Students write a narrative text based on the given movie.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and writing test

Instrument : text book

Banjarnegara, 7 Januari 2011

Mengetahui,

Mahasiswa Praktikan

Guru Pendamping, ,

Rizki Candra

Salyem, S.Pd.

NIM. 2201406509

NIP.

LESSON PLAN

CONTROL GROUP

Second Treatment

Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the simple monologue text in form of narrative text.

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- Identify the social function of narrative text.
- Organize the generic structure of narrative text.
- Analyze the grammatical feature of narrative text.
- Write a narrative text.

Purposes of Study

- By the end of this study, the students should be able to:
- read a monologue of narrative text with correct pronunciation, stress, and intonation,
 - organize the structure of narrative text,
 - analyze the grammatical features on the narrative text,
 - revise the narrative writing into good order.

Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response the teacher's questions about the previous assignment.

be active in learning activities.

The main activities

Students:

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listen the explanation about the incorrectness in their previous assignment.

revise their writing into good order.

read their writing in front of the class with good pronunciation.

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advices and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

Hand out

Structure of Assignments

Students revise their previous assignment.

Students perform their writing in front of the class.

Evaluation

Technique : performance assessment (responding)

Form : writing

Instrument :

Mengetahui,

Mahasiswa Praktikan,

Rizki Candra

NIM. 2201406509

Guru Pendamping,

Salvem, S.Pd.

NIP.



LESSON PLAN

CONTROL GROUP

Third Treatment

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the monologue text in form of narrative text.

Respond the monologue text in form of narrative text.

Identify the social function of narrative text.

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Unlimited Pages and Expanded Features](#)

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative story.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

revise the narrative writing into good order,

organize the structure of animation movie 'Up',

analyze the grammatical features of animation movie 'Up'

write a narrative text of the animation movie 'Up'

Materials of Learning

Animation movie 'Up'

The structures of Up story:

Orientation : Carl Frederickson and Russell went the South America by using thousands of balloon which was tight to his house.

Complication : in South America, they met Charlez Munts who wanted to catch the extinct bird and brought to the town.

Resolution : Carl Frederickson and Russel stopped Charlez Munts effort to catch the bird and safe the bird. Charlez Munts was defeated.

The grammatical feature Up story uses Past Tense. For example: lived, walked, flew, tight, and brought.

The new vocabularies related to the story:

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Journey : petualangan

explorer : penjelajah

balloon : balon

extinct : langka

Pronunciation of difficult words:

Journey : /jərnei/

explorer : /eksplowrər/

balloon : /bəlu:n/

extinct : /ekstingt/

Methods / techniques of Study

Discussion

Exercise

Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response the teacher's questions about the mastery of the previous material.

be active in learning activities.

The main activities

Students:

Watch the animation movie 'Up'.

write the generic structure of the animation movie 'Up'

make a little note about the movie

retell the animation movie 'UP' with their words

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advices and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students revise their previous assignment.

Students answer the questions about animation movie 'Shrek Forever After'.

Students write a narrative text based on the given movie.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and writing test

Instrument : text book

Banjarnegara, 14 Januari 2011

Mengetahui,

Mahasiswa Praktikan

Guru Pendamping, ,

Rizki Candra

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NIM. 2201406509

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Appendix 4

**LESSON PLAN
CONTROL GROUP**

First Meeting

Subject : English

Class/Semester : X/2

Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the simple monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative text.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

read a monologue of narrative text with correct pronunciation, stress, and intonation,

identify the social function of narrative text,

organize the structure of narrative text,

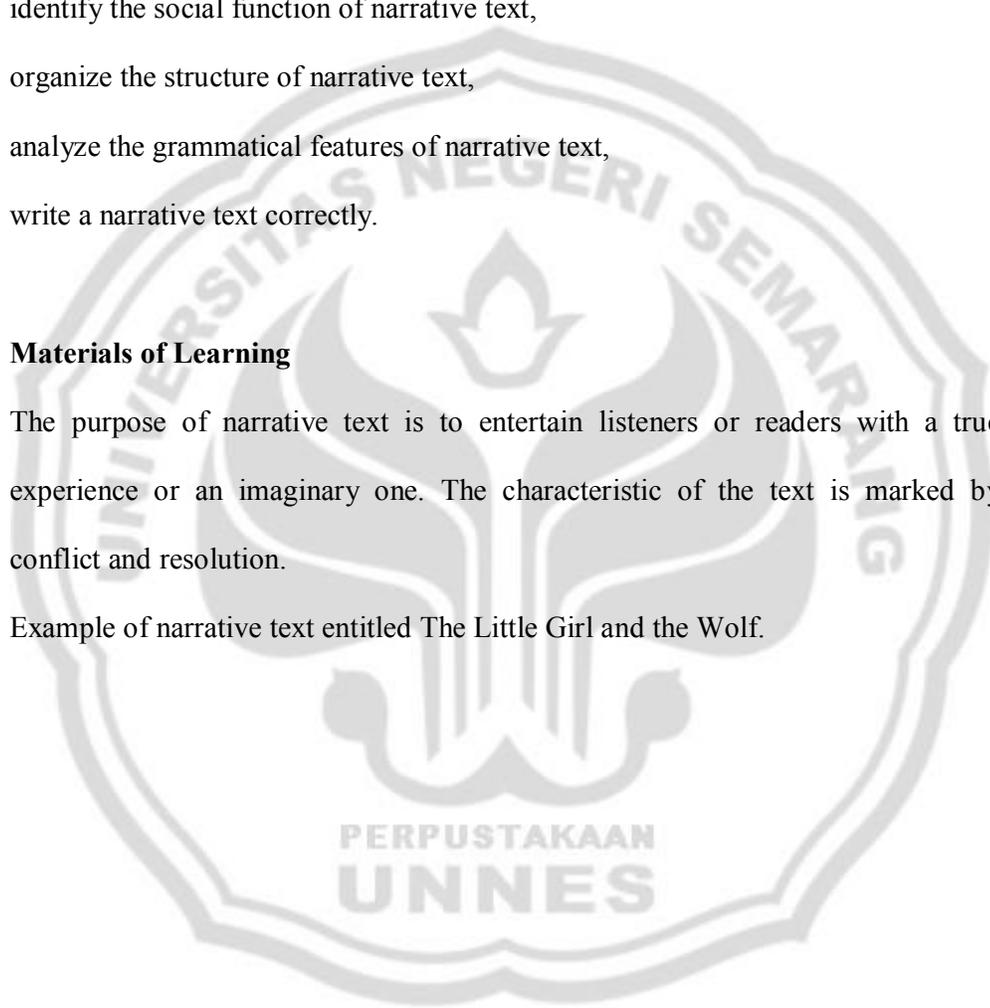
analyze the grammatical features of narrative text,

write a narrative text correctly.

Materials of Learning

The purpose of narrative text is to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

Example of narrative text entitled The Little Girl and the Wolf.



The Little Girl and the Wolf

Title	{	The Little Girl and the Wolf
Orientation <i>The characters of the story are introduced</i>	{	One afternoon, a big wolf waited in the dark forest for a little girl to come along carrying a basket of food to her grandmother.
Complication <i>The problem in the story is stated</i>	{	Finally, the little girl came along and she was carrying a basket of food. "Are you carrying that basket to your grandmother?" asked the wolf. The little girl said yes she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the woods.
Resolution <i>The problem in the story is solved</i>	{	When the little girl opened the door of her grandmother's house, she saw there was somebody in bed with a nightcap and nightgown on. She had approached no nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a nightcap a wolf does not look anymore like your grandmother than Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf until the wolf dead.

The new vocabularies from the story:

wolf	: serigala	e) nightcap	: topi tidur
basket	: keranjang	f) nightgown	: baju tidur
disappear	: menghilang	g) approach	: mendekat
woods	: hutan	h) shot	: menembak

Pronunciation of difficult words:

wolf	: /wʊlf/	e) nightcap	: /'naɪtkæp/
basket	: /'bɑːskɪt/	f) nightgown	: /'naɪtgaʊn/
disappear	: /dɪsə'piə(r)/	g) approach	: /ə'prəʊtʃ/
woods	: /wʊdz/	h) shot	: /'ʃɒt/

Specific characters of narrative text:

Time word: one afternoon, one day, once upon a time, the next day, etc.

Relation process: was, were, etc.

Temporal conjunction: but, although, etc.

Past tense: waited, came, said, asked, told, etc.

The structures of narrative text:

Orientation

It is about the opening paragraph where the characters of the story are introduced.

It consists of:

The setting (the place, time)

The characters (the people in the story)

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Complication

The problems in the story developed.

The events (the conflict in the story)

Resolution

The problem in the story is solved.

The outcome (what happened in the end)

The grammatical feature of narrative text is using Past Tense. They are:

Simple past tense

Subject + Verb2 + Adverb

Example: A big wolf **waited** in the dark forest.

The little girl **opened** the door of her grandmother's house.

I **went** to school by bus.

Past continues tense

Subject + was/were + Adjective/Verb Ing/Adverb

Example: The little girl **was** carrying a basket of food.

There **was** somebody in the forest.

The little girl **was** very beautiful.

Cinderella

I

He

She

It

was

We

You

They

were

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Types of narrative text:

fairy stories

mysteries

science fiction

romances

horror stories

adventure stories

fables

myths and legends

historical narratives

ballads

slice of life

personal experience

Methods / techniques of Study

Asking and answering

Discussion

Exercise



Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response teacher's questions to build their mind set about the new material of narrative text.

pay attention the purpose of study which teacher says to reach the goal.

response the teacher's questions about the material and make a good relationship with the material will be taught.

be active in learning activities.

The main activities

Students:

read the story entitled Cinderella.

listen to the explanation about how the narrative text organized.

listen to the explanation of the grammatical features of narrative text.

mention the example of Past Tense sentences orally.

are given the exercises about Past Tense.

listen to the explanation about the types of narrative text.

are asked to write a narrative short story in form of fable.

submit their narrative writing.

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The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advice and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students answer the questions about the story.

Students discuss the exercises about Past Tense with their partner.

Students write a narrative text in form of fable.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and written test

Instrument :

Complete the two following paragraphs using the verbs in parentheses orally.

Use simple past tense form.

I (*have, almost*) a car accident last night. I (*drive*) down Washington Avenue when suddenly I (*see*) a car in my lane. It (*come*) right at my car. I (*step*) on the brakes and (*swerve*) to the right. The other car (*miss, just*) my car by about an inch.

It was my first day of class. I (*find, finally*) the right room. The room (*be, already*) full of students. On one side of the room, students (*talk, busily*) to each other in Spanish. Other students (*speak*) Japanese, and some (*converse*) in Arabic. It sounded like the United Nations. Some of the students, however, (*sit, just*) quietly by themselves. I (*choose*) an empty seat in the last row and (*sit*) down. In a few minutes, the teacher (*walk*) into the room and all the multilingual conversation (*stop*).

The answer:

Almost had, drove, saw, came, stepped, swerved, just missed.

Finally found, was already, talked busily, spoke, conversed, just sit, chose, sit, walked, was stopped.

Wanadadi, 5 Januari 2011

Mengetahui,

Mahasiswa Praktikan,

Guru Pendamping,

Rizki Candra

NIM. 2201406509

Salvem, S.Pd.

NIP.

LESSON PLAN

CONTROL GROUP

Second Meeting

Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the monologue text in form of narrative text.

Respond the monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative text.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

revise the narrative writing into good order,

organize the structure of Snow White story,

analyze the grammatical features on Snow White story,

write a narrative text of the Snow White with their own words.

Materials of Learning

SNOW WHITE

Once upon a time, there was a beautiful princess who lived together with her step mother. She was Snow White. The princess had a very beautiful face, very kind and also obedient.

Because of Snow White's beauty, her step mother was very jealous. She wanted to kill Snow White so that she could be the most beautiful lady in the town. One day, the cruel step mother put a poison into Snow White's food. After Snow White ate

the poisonous food, she was unconscious. Then her mother brought Snow White body into the forest and left her.

The Snow White body then was found by the seven dwarfs who lived in the forest, and brought her to their cottage in the middle of the jungle. They took care the princes until one day there was handsome prince who came to the forest for hunting. Then the prince cured Snow White with a kiss.

Snow White was brought to his castle. She used to be a servant but now she was a truly princess. And they were lived happily forever after.

The structures of Snow White story:

Orientation : Snow White lived with her bad stepmother.

Complication : The stepmother was very jealous with the Snow White's beauty and wanted to kill her.

Resolution : The prince saved the Snow White from her long sleep.

The grammatical feature of Snow White story uses Past Tense. For example: lived, killed, found, ate, kissed and brought.

The new vocabularies related to the story:

Cruel : jahat

Servant : pelayan

Obedient : patuh

Dwarfs : kurcaci

Cottage : gubug

Pronunciation of difficult words:

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Cruel	: /kru:əl/
Servant	: /sɜ:vənt/
Obedient	: /əbi:diənt/
Dwarf	: /dwɔ:f/
Cottage	: /kɒtɪdʒ/

Methods / techniques of Study

Asking and answering

Discussion

Exercise

Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response the teacher's questions about the mastery of the previous material.

be active in learning activities.

The main activities

Students:

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listen to the explanation about the incorrectness in their previous assignment.

revise their narrative writing into good order.

discuss about the pictures of Snow White story with their partner.

listen to the explanation about the clue related to the Snow White story including the structures, grammatical features and vocabularies used in the story.

write the generic structure of the Snow White story.

submit their work.

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advices and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students revise their previous assignment.

Students answer the questions about Snow White story.

Students write a narrative text based on the given pictures.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and writing test

Instrument : text book

Banjarnegara, 7 Januari 2011

Mengetahui,

Mahasiswa Praktikan

Guru Pendamping, ,

Rizki Candra

Salyem, S.Pd.

NIM. 2201406509

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LESSON PLAN

CONTROL GROUP

Third Meeting

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Subject : English
Class/Semester : X/2
Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the simple monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

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Analyze the grammatical feature of narrative text.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

read a monologue of narrative text with correct pronunciation, stress, and intonation,

organize the structure of narrative text,

analyze the grammatical features on the narrative text,

revise the narrative writing into good order.

Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

response the teacher's questions about the previous assignment.

be active in learning activities.

The main activities

Students:

listen the explanation about the incorrectness in their previous assignment.

revise their writing into good order.

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read their writing in front of the class with good pronunciation and expression.

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advices and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

Hand out

Structure of Assignments

Students revise their previous assignment.

Students perform their writing in front of the class.

Evaluation

Technique : performance assessment (responding)

Form : writing

Instrument :

Wanadadi, 12 Januari 2011

Mengetahui,

Mahasiswa Praktikan,

Guru Pendamping,

Rizki Candra

NIM. 2201406509

Salyem, S.Pd.

NIP.



Subject : English

Class/Semester : X/2

Time Allotment : 2 x 45 minutes

Standard Competence

Reading

Understanding the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context to access science.

Writing

Applying the meaning of functional short written text and simple essay in form of *narrative*, descriptive and news item in daily life context.

Basic Competence

11.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context to access science in form of *narrative*, descriptive and news item.

12.2 Understanding the meaning and rhetoric procedure of simple essay accurately, fluently, and acceptable in daily life context in form of *narrative*, descriptive, and news item.

Indicators

Respond the simple monologue text in form of narrative text.

Identify the social function of narrative text.

Organize the generic structure of narrative text.

Analyze the grammatical feature of narrative text.

Write a narrative text.

Purposes of Study

By the end of this study, the students should be able to:

read a monologue of narrative text with correct pronunciation, stress, and intonation,

identify the social function of narrative text,

organize the structure of narrative text,

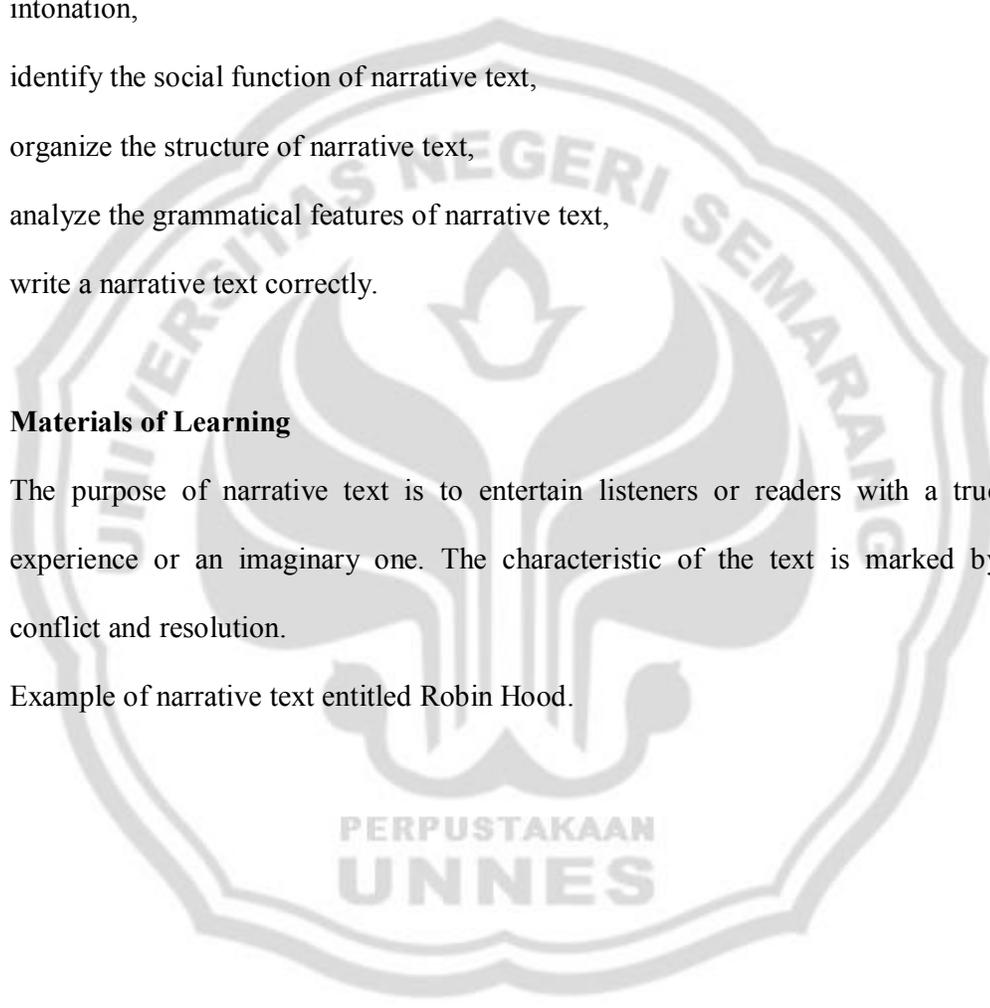
analyze the grammatical features of narrative text,

write a narrative text correctly.

Materials of Learning

The purpose of narrative text is to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

Example of narrative text entitled Robin Hood.



Title

Robin Hood

Orientation
The characters of the story are introduced

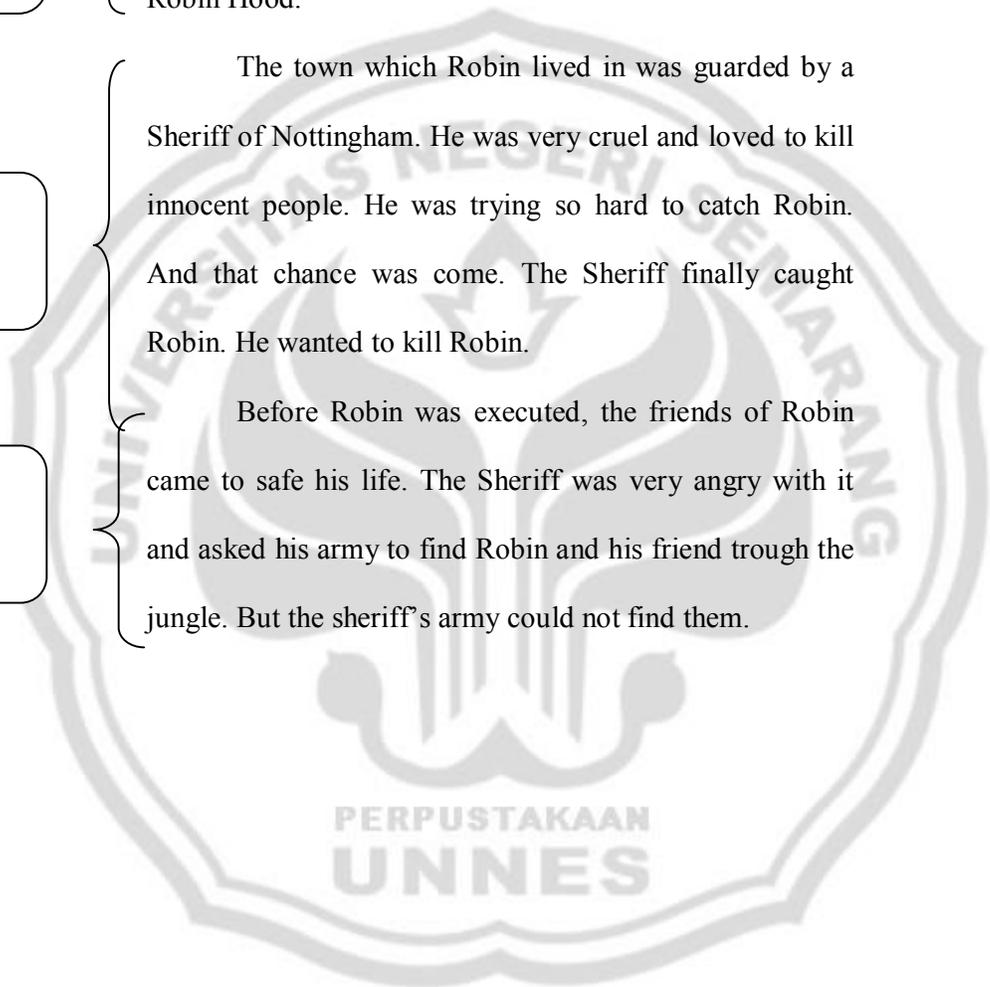
One day, there was a handsome thief who was very kind and care to poor people. The name of that thief was Robin Hood.

Complication
The problem in the story is stated

The town which Robin lived in was guarded by a Sheriff of Nottingham. He was very cruel and loved to kill innocent people. He was trying so hard to catch Robin. And that chance was come. The Sheriff finally caught Robin. He wanted to kill Robin.

Resolution
The problem in the story is solved

Before Robin was executed, the friends of Robin came to safe his life. The Sheriff was very angry with it and asked his army to find Robin and his friend trough the jungle. But the sheriff's army could not find them.



The new vocabularies from the story:

thief	: pencuri	e) town	: kota
poor	: miskin	f) executed	: eksekusi
angry	: marah	g) safe	: selamatkan
jungle	: hutan	h) guarded	: dijaga

Pronunciation of difficult words:

poor	: /pʊr/	e) town	: /taʊn/
angry	: /æŋgri/	f) execute	: /eksəkyuwt/
thief	: /θi:f/	g) safe	: /seif/
jungle	: /jɑŋgl/	h) guard	: /ga:d/

Methods / techniques of Study

Asking and answering

Discussion

Exercise

Steps of Learning Activities

Opening activities

Students:

response teacher's questions in order to become more friendly and comfortable with the condition.

response teacher's questions about students attending.

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response teacher's questions to build their mind set about the material of narrative text.

pay attention the purpose of study which teacher says to reach the goal.

response the teacher's questions about the material and make a good relationship with the material will be taught.

be active in learning activities.

The main activities

Students:

read the story entitled Robin Hood.

listen to the explanation about how the narrative text organized.

listen to the explanation of the grammatical features of narrative text.

mention the example of Past Tense sentences orally.

are given the exercises about Past Tense.

listen to the explanation about the types of narrative text.

are asked to write a narrative story.

submit their narrative writing.

The last activities

Students:

pay attention to the summary and conclusion about what the teacher taught.

give some comments on what they studied.

listen to the teacher's advice and wishes.

Sources and Media of Study

Textbook 'Interlanguage: English for Senior High School Students X'

PowerPoint presentation

Laptop and LCD

Structure of Assignments

Students answer the questions about the story.

Students discuss the exercises about Past Tense with their partner.

Students write a narrative text.

Evaluation

Technique : performance assessment (responding)

Form : spoken questions and written test

Instrument :

Wanadadi, 14 Januari 2011

Mengetahui,

Mahasiswa Praktikan,

Guru Pendamping,

Rizki Candra

Salvem, S.Pd.

NIM. 2201406509

NIP.

Appendix 5

Instrument I

Experimental Group

Pre-test

INSTRUCTIONS

Make a narrative text about a story you like.

Write your sentences for at least 10 sentences in Past Tense.

Your narrative text should consist of at least 3 parts: orientation, complication, and resolution.

You may open your dictionary.

Your time is 45 minutes.



Instrument II

Experimental Group

Post-test

INSTRUCTION

Make a good narrative text based on the animation movie “Up”.

Your narrative text should consist of at least 3 parts: orientation, complication, and resolution.

You may open your dictionary

Your time is 45 minutes.



Control Group

Pre-test

INSTRUCTIONS

Make a narrative text about a story you like.

Write your sentences for at least 10 sentences in Past Tense.

Your narrative text should consist of at least 3 parts: orientation, complication, and resolution.

You may open your dictionary.

Your time is 45 minutes.



Instrument II

Control Group

Post-test

INSTRUCTION

Make a narrative text you ever write!

Write your sentences for at least 10 sentences in Past Tense!

Your narrative text should consist of at least 3 parts: orientation, complication, and resolution!

You may open your dictionary.

Time allotment is 45 minutes.



Appendix 7

Analytical Scale for Rating Composition Task

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	20–18 Excellent to Good	17–15 Good to Adequate	14–12 Adequate to Fair	11–6 Unacceptab le-not	5–1 College- level work
Organization: Introduction, Body, and Conclusion	Appropriate 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; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre 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	Shaky or 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	Absence of 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)
Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
Grammar	Native-like fluency in English grammar, correct use of relative clauses, prepositions modals, articles, verbs forms, and tense	Advanced proficiency in English grammar, some grammar problems do not influence communication, although the reader is aware of	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on	Numerous serious grammar problems interfere with communications of the writer's ideas; grammar review of	Severe grammar problems interfere greatly with the message; reader can not understand what the writer was trying to say;

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	sequencing; no fragments or run-on sentences	them; no fragments or run-on sentences	sentences or fragments present	some areas clearly needed ; difficult to read sentences	unintelligible sentence structure
Punctuation, Spelling, and Mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Style and Quality of Expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lack variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

(Brown, 2004:244)

Appendix 8

THE LIST OF STUDENTS' PRE-TEST SCORES

Experimental Group

No	Code Resp	Number of Component					Total	Score (<u> </u> / <u> </u>)
		Organizt	Content	Grammar	Punct	Style		

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								X100 100
1	E-1	10	9	10	9	9	47	47
2	E-2	13	12	10	9	10	54	54
3	E-3	12	11	11	10	9	53	53
4	E-4	12	10	9	9	11	51	51
5	E-5	10	8	9	9	9	45	45
6	E-6	9	8	7	7	8	39	39
7	E-7	7	8	7	7	8	37	37
8	E-8	12	11	11	9	9	52	52
9	E-9	10	11	9	9	8	47	47
10	E-10	8	10	9	9	7	43	43
11	E-11	12	10	10	11	9	52	52
12	E-12	9	12	7	8	7	43	43
13	E-13	10	11	10	8	8	47	47
14	E-14	11	10	9	10	8	48	48
15	E-15	10	9	9	10	8	46	46
16	E-16	13	11	10	9	9	52	52
17	E-17	9	8	9	9	7	42	42
18	E-18	14	12	13	13	12	64	64
19	E-19	9	11	9	8	8	45	45
20	E-20	11	12	10	9	9	51	51
21	E-21	12	10	11	12	10	55	55
22	E-22	8	8	7	6	6	35	35
23	E-23	10	9	11	9	9	48	48
24	E-24	13	11	12	10	11	57	57
25	E-25	8	9	8	7	7	39	39
26	E-26	10	10	8	8	8	44	44
27	E-27	11	12	10	10	9	52	52
28	E-28	9	10	9	9	9	46	46
29	E-29	12	10	10	9	9	50	50
30	E-30	11	10	9	9	8	47	47
31	E-31	12	11	10	10	10	53	53
32	E-32	9	8	9	9	7	42	42
33	E-33	10	10	10	8	8	46	46
34	E-34	12	10	10	9	10	51	51
	Sum							1623
	Mean							47.74

Control Group

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No	Code Resp	Number of Component					Total	Score Total X100 100
		Organizt	Content	Grammar	Punct	Style		
1	C-1	12	6	5	6	6	35	35
2	C-2	11	9	10	12	10	52	52
3	C-3	10	9	7	8	6	40	40
4	C-4	14	12	11	13	12	62	62
5	C-5	11	10	11	11	9	52	52
6	C-6	9	8	8	7	7	39	39
7	C-7	8	8	7	8	8	39	39
8	C-8	13	11	11	10	10	55	55
9	C-9	9	8	9	6	6	38	38
10	C-10	11	10	10	9	8	48	48
11	C-11	10	11	10	9	9	49	49
12	C-12	9	9	10	11	10	49	49
13	C-13	14	11	13	12	12	62	62
14	C-14	11	10	9	9	9	48	48
15	C-15	12	14	13	13	12	64	64
16	C-16	8	8	8	5	5	34	34
17	C-17	9	8	8	8	6	39	39
18	C-18	10	9	8	9	7	43	43
19	C-19	11	11	8	8	8	46	46
20	C-20	9	8	9	7	7	40	40
21	C-21	11	10	11	9	9	50	50
22	C-22	8	8	9	7	7	39	39
23	C-23	9	10	10	9	9	47	47
24	C-24	12	10	11	9	8	50	50
25	C-25	10	10	8	8	9	45	45
26	C-26	9	11	10	9	9	48	48
27	C-27	11	10	9	8	9	47	47
28	C-28	13	12	12	10	10	57	57
29	C-29	11	14	14	11	11	61	61
30	C-30	9	8	9	7	7	40	40
31	C-31	10	10	9	8	9	46	46
32	C-32	11	10	10	9	9	49	49
33	C-33	7	7	8	7	7	36	36
34	C-34	9	8	9	8	8	42	42
	Sum							1591
	Mean							46.79

THE LIST OF STUDENTS' POST-TEST SCORES

Experimental Group

No	Code Resp	Number of Component					Total	Score $\left(\frac{\text{Total} \times 100}{100}\right)$
		Organizt	Content	Grammar	Punct	Style		
1	E-1	12	13	11	10	11	57	57
2	E-2	17	14	14	14	13	72	72
3	E-3	15	15	13	11	13	67	67
4	E-4	13	11	13	13	12	62	62
5	E-5	14	12	13	11	10	60	60
6	E-6	13	10	10	9	9	51	51
7	E-7	10	11	10	9	10	50	50
8	E-8	17	14	14	15	11	71	71
9	E-9	14	12	11	12	10	59	59
10	E-10	14	11	10	11	10	56	56
11	E-11	17	14	12	13	10	66	66
12	E-12	10	14	10	10	9	53	53
13	E-13	14	12	11	10	10	57	57
14	E-14	16	12	11	12	10	61	61
15	E-15	15	10	10	12	10	57	57
16	E-16	13	14	11	12	10	60	60
17	E-17	12	10	10	11	12	55	55
18	E-18	18	14	15	17	17	81	81
19	E-19	12	12	10	9	10	53	53
20	E-20	15	14	11	12	14	66	66
21	E-21	17	12	13	14	17	73	73
22	E-22	10	12	14	10	10	56	56
23	E-23	15	10	12	14	15	66	66
24	E-24	17	15	13	15	14	74	74
25	E-25	11	12	14	11	10	58	58
26	E-26	13	11	12	15	15	66	66
27	E-27	16	17	12	15	12	72	72
28	E-28	11	14	14	15	17	71	71
29	E-29	17	12	13	14	16	72	72
30	E-30	14	12	11	10	11	58	58
31	E-31	17	14	14	11	14	70	70
32	E-32	12	10	12	11	9	54	54
33	E-33	16	12	11	10	10	59	59
34	E-34	15	11	12	14	15	67	67
	Sum							2130
	Mean							62.65

Control Group

No	Code Resp	Number of Component					Total	Score $\left(\frac{\text{Total} \times 100}{100}\right)$
		Organizt	Content	Grammar	Punct	Style		
1	C-1	13	7	8	7	7	42	42
2	C-2	12	10	10	12	11	55	55
3	C-3	14	10	8	9	6	47	47
4	C-4	15	12	12	13	13	65	65
5	C-5	12	11	12	12	10	57	57
6	C-6	10	9	9	9	8	45	45
7	C-7	9	9	9	9	9	45	45
8	C-8	14	12	12	11	11	60	60
9	C-9	10	9	10	7	7	43	43
10	C-10	12	11	11	10	10	54	54
11	C-11	12	12	11	13	12	60	60
12	C-12	10	11	10	12	12	55	55
13	C-13	17	12	14	14	14	71	71
14	C-14	12	11	10	10	10	53	53
15	C-15	14	15	13	14	13	69	69
16	C-16	9	7	7	7	7	37	37
17	C-17	10	7	7	7	7	38	38
18	C-18	12	10	11	10	8	51	51
19	C-19	12	11	10	9	9	51	51
20	C-20	10	9	9	9	9	46	46
21	C-21	12	11	12	10	10	55	55
22	C-22	9	9	10	9	9	46	46
23	C-23	11	12	12	10	10	55	55
24	C-24	14	11	12	10	10	57	57
25	C-25	11	11	10	10	10	52	52
26	C-26	10	12	11	10	10	53	53
27	C-27	12	11	10	10	11	54	54
28	C-28	14	13	13	11	14	65	65
29	C-29	12	15	15	11	12	65	65
30	C-30	13	10	10	12	12	57	57
31	C-31	13	11	10	12	11	57	57
32	C-32	13	11	11	10	10	55	55
33	C-33	9	10	8	8	8	43	43
34	C-34	11	10	10	9	9	49	49
	Sum							1807
	Mean							53.15

INDEPENDENT SAMPLES PRE TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

The Calculation

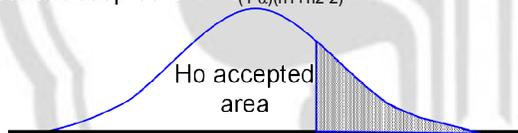
Formula :

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

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



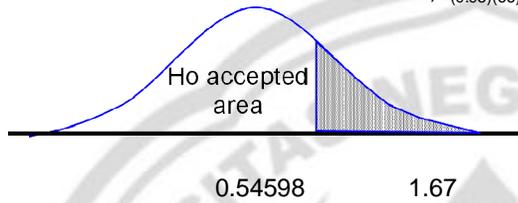
	Experimental	Control
Sum	1623	1591
n	34	34
x	47.74	46.79
Variance (s ²)	36.0187	65.0169
Standart deviation (s)	6.00	8.06

$$s = \sqrt{\frac{\left(\frac{1623}{34}\right)^2 - 1 \cdot 36.02}{34} + \frac{\left(\frac{1591}{34}\right)^2 - 1 \cdot 65.02}{34}} = 7.10759$$

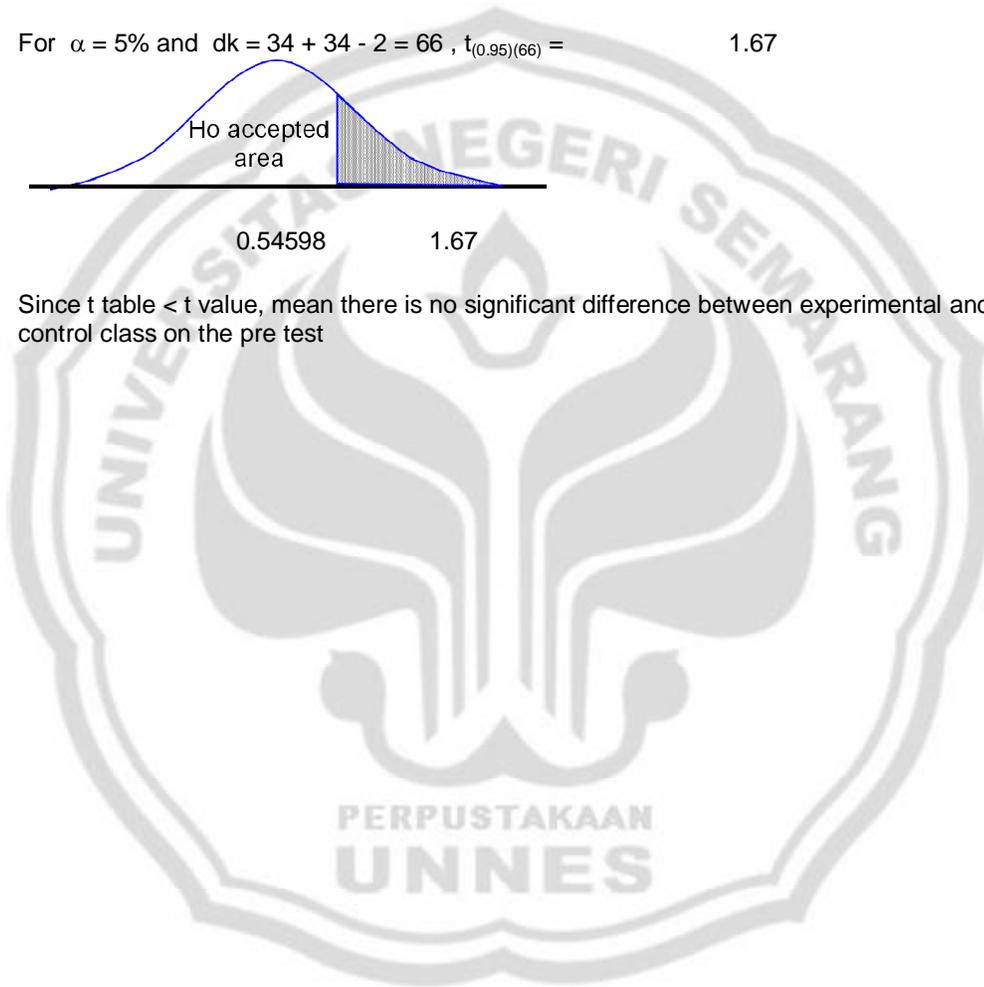
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$$t = \frac{47.74 - 46.79}{7.10759 \sqrt{\frac{1}{34} + \frac{1}{34}}} = 0.546$$

For $\alpha = 5\%$ and $dk = 34 + 34 - 2 = 66$, $t_{(0.95)(66)} = 1.67$



Since $t \text{ table} < t \text{ value}$, mean there is no significant difference between experimental and control class on the pre test



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INDEPENDENT SAMPLES POST TEST BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipotesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

The Calculation

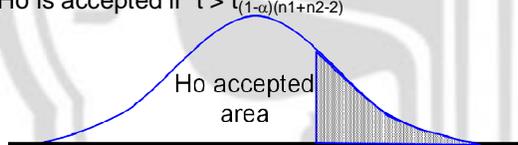
Formula :

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

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



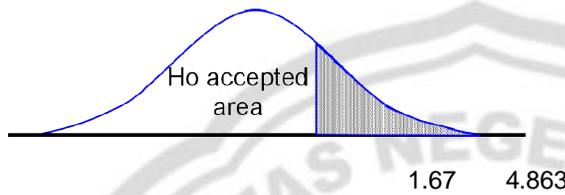
	Experimental	Control
Sum	2130	1807
n	34	34
\bar{x}	62.65	53.15
Variance (s^2)	60.5383	69.2201
Standart deviation (s)	7.78	8.32

$$s = \sqrt{\frac{\left(\frac{2130}{34}\right)^2 - 1 \cdot \frac{60.54}{34} + \left(\frac{1807}{34}\right)^2 - 1 \cdot \frac{69.22}{34}}{2}} = 8.05476$$

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$$t = \frac{62.65 - 53.15}{8.05476 \sqrt{\frac{1}{34} + \frac{1}{34}}} = 4.863$$

For $\alpha = 5\%$ and $dk = 34 + 34 - 2 = 66$, $t_{(0.95)(66)} = 1.67$



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



1. PRE-TEST OF EXPERIMENTAL GROUP



2. TREATMENT ON EXPERIMENTAL GROUP



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3. POST-TEST OF EXPERIMENTAL GROUP



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4. PRE-TEST OF CONTROL GROUP



5. CLASS ACTIVITY



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6. POS-TEST CONTROL GROUP



Sample of Students' Narrative Writing

1. EXPERIMENTAL GROUP

UP

Charlez Muntz was an adventurer. Once time, he went to Paradise Fall in South America. But his journey did not meet any people. There wa a little boy named Carl Federesson and Ellie. They trusted Charlez Muntz. They had a dream can go to paradise fall.

After they adult, the married and still had that dream. They lived happily till old. One day, Ellie sicked and dead. Carl very sad. Carl met the little boy. Russel. Russel very like adventures. And Russel went to Paradise falls with Carl. They went there trough ballon that is tight in his house.

After they were in Paradise Falls, they met Charlez Muntz. He was evil, he wanted to catch an extinct bird. But Carl and Russel stoped him. And they defeated Charlez Muntz and came back.

2. CONTROL GROUP

UPIN AND IPIN

One day, there was 2 little boy. Name upin and ipin. They lived in a village. One day, they went to city with their parents. They want buy fried chicken.

In the city, they was meet with old man. Then upun and ipin asked to help old man. They gives the fried chicken to old man. Then the oldman give upin and ipin a gold. They was happy and to bring home.

