# USING VIDEO CLIPS
# TO IMPROVE STUDENTS' WRITING SKILLS
# OF NARRATIVE TEXTS

**(An Experimental Study at the Eleventh Grade Students
of SMA Negeri 2 Mranggen in the Academic Year of 2010/2011)**

**final project**

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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# *When I fall and hit the ground,*
# *I will turn myself around*

**^Alice (Underground)_Avril Lavigne^**

To:

♥ My beloved parents ♥

♥ My brother and family ♥

♥ My lecturers in English Department ♥

♥ My marvelous family of English Department '07 ♥

♥ My wonderful friends ♥

♥ ^_^ ♥

# ABSTRACT

**Rachmah, R**. 2011. *Using Video Clips to Improve Students' Writing Skills of Narrative Texts (An Experimental Study at the Eleventh Grade Students of SMA Negeri 2 Mranggen in the Academic Year of 2010/2011). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Intan Permata H, S.Pd., M.Pd., Second Advisor: Drs. Suprapto, M. Hum.*

**Keywords**: video clips, writing skill, narrative text.

This topic of this study is teaching writing narrative texts to the eleventh grade students of SMA Negeri 2 Mranggen by using video clips as teaching media. The objectives of the study are to find out the improvement of students' writing skills of narrative texts after taught by using video clips and without using video clips and also to find out the significant difference between writing achievement of students who were taught writing narrative texts using video clips and those who were taught without using video clips.

A quasi experimental research was conducted to achieve the objectives of the study. The population of the study was the eleventh grade students of SMA Negeri 2 Mranggen in the academic year of 2010/2011. As the subjects in the study, there were 37 students in the experimental group and the other 37 students in the control group. The video clips which were used to teach the experimental group were video clips coming from Avril Lavigne entitled *Alice (Underground)* and Emily Osment entitled *Once Upon a Dream*. Those video clips have story lines that can be used as a source to write a narrative text.

The first step of the experiment was giving a pretest to the students of the both group. The students were asked to write a narrative text about Cinderella. After giving the pretest, the treatment was given to the students. The first video clip which was shown to the experimental group entitled *Alice (Underground)* and the second video clip was entitled *Once Upon a Time*. The next step after giving the treatment was giving the posttest to the students.

The results of the study show that the experimental group got better score than the control group. For the control group, the average score of pretest score was 66.73 and the average score of posttest score was 72.81, while for the experimental group, the average score of pretest score was 67.81 and the average score of posttest score was 76.89.

Next, the writer did two kinds of the t-test. They were the t-test for pretest score and the t-test for the posttest score. From the t-test computation of pretest score, it shows that there was no significant difference between the experimental group and the control group because $t_{value}$ was in the Ho area ($t_{value} \leq t_{table} = 1.17 \leq 1.99$). Then, after the treatment was given, from the t-test computation of the posttest score, it shows that there is significant difference between the experimental group and the control group because $t_{value}$ is not in the Ho area ($t_{value} > t_{table} = 3.029 > 1.99$).

It can be concluded that the use of video clips as teaching media improve the writing skills of narrative texts of the eleventh grade students of SMA Negeri 2 Mranggen. There is a significant between writing achievement of students who were taught writing narrative texts using video clips and those who were taught without using video clips. Hopefully, this study would be useful for teachers and students in teaching-learning process in English subject for senior high school.

# ACKNOWLEDGEMENTS

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# CHAPTER I

# INTRODUCTION

This chapter contains of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, and the outline of the study.

## 1.1    Background of the Study

As social creatures, humans communicate using language to express their feeling and thought to each other. Widi (2010: 11) states that "language is a medium for human to communicate with others." On the other hand, there are about 5000 languages spoken in this world today and not all humans are able to communicate sing all those languages. As a result, humans need a language which can be used and understood internationally. This international language will make humans able to communicate with others whenever they are. Then, English is chosen as international language.

English is chosen as international language because of many reasons. According to http://www.saching.com/Article/The-importance-of-English-Language-/3556 (accessed January 4, 2011), there are various reasons for the importance of English language. They are listed below.

(1)    **Travel:** When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language.

(2)    **Same country:** In countries like India, where the land is so vast with people of various cultures live, the languages of each part of

the country also differ. Under the **circumstances**, English can be the only link as people in each place will not be able to learn all the other languages to communicate with others. English bridges this gap and connects the people.

(3) **Education/Studies:** The presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying. Education has increased the role of English. People who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This gain reinforces the fact that English language is very important.

(4) **Correspondence:** All correspondences between offices in different countries and also between political leaders of various countries are in English. This linking factor also tells of the importance of English language.

(5) **Internet:** in spite of the growth of internet in various languages, English is the mainstay of the internet users. This is the language in which most of the information and websites are available. It is very difficult to translate each and every relevant webpage into the language of various countries. With internet becoming very important in E-commerce and also in education, English language is bound to grow. Thus the importance of English as a language is emphasized.

Considering those reasons, Indonesian government makes English as the first foreign language in Indonesia and as one of compulsory subjects which also tested in the National Examination. According to School Based Curriculum of Senior High School (2006: 308), the aims of teaching English for Senior High School students are "to make them able to communicate in spoken or written texts, to make them aware that they are able to increase their competitiveness level in global community by mastering English, and to develop their understanding about the relationship between language and culture".

To reach those aims, many English teachers always try to find the best way teaching English. They try to create an interesting teaching learning process. They

try to make the teaching learning process enjoyable. If the teacher can make an enjoyable learning for all students when teaching English, the students will be happy and give their attention to the teaching learning process. It is common sense that if a learning activity is enjoyable, it will be memorable and students will have a sense of achievement which will develop motivation for further learning. To make an enjoyable learning, teachers have to choose the appropriate and interesting media for teaching learning process such as games, pictures, cards, songs, videos, movies, stories, etc.

In this paper, I will focus on using video clips to improve students' writing skills of narrative texts. Practicality, it is not easy for them to write a narrative text in English, not as easy as to write it in their native language. Writing is more complex and difficult to learn for them. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. These things can make them frustrated and lose their motivation to learn English.

By using video clips as learning media, teachers may allow students to practice writing a narrative text based on the story in the video clips. The story, moving pictures, song and music in the video clip will make teaching learning process more communicative and interesting. Before the students try to write a narrative text based on the video clip, they can listen to the song and enjoy the moving pictures in the video clip. The teacher will be able to demonstrate to the students how to construct a written narrative text clearly and allow the students

developing the feeling of excitement and enjoyment towards the teaching learning process.

## 1.2 Reasons for Choosing the Topic

The topic of this research is using video clips to improve students' writing skills of narrative texts. There are some reasons why I choose this topic.

First, I choose writing skills because writing an English text is more complex and difficult to learn for Senior High School students, it is not as easy as writing in their native language. They have to think and choose the correct vocabularies or diction which is very different from what they have in their own language. Therefore, they sometimes do not know what they want to write to express their thought and ideas. As a result, their scores in writing are not as good as other skills. Considering this fact, I am interested in searching what media which can support the English teaching learning process especially in teaching writing narrative text in joyful and interesting process.

Second, the media which are used in this research are video clips which have not been used by many English teachers as media in teaching writing a narrative text. Most of English teachers only use common media, such as written narrative texts from textbook, written stories, comics, movies, etc. I want to use media that have been known by students. Many Senior High School students like music and often listen to music in their spare time. Students usually watch many video clips from many singers coming from Indonesia or foreign singers in television. If they

want to have those singers' video clips, they can buy VCD or download from internet. Therefore, I am tried to use video clips as teaching media.

By using video clips as teaching media, the teaching learning process will be more interesting for the students. Before the students try to write a narrative text based on the video clips, they can listen to the song and enjoy the moving pictures in the video clips. Interesting English song, music, and story in the video clips will stimulate them to start enjoying writing English text especially in writing narrative text. The lyrics and the interesting moving pictures can help students to explore and get the ideas of what they want to write. In other words, the students will use video clips as sources for students to write narrative text.

Third, a narrative text is one of many text types teaching for Senior High School students. They have known about narrative texts since they were in Junior High School and many of them like reading narrative text because narrative texts can amuse and entertain them through the story itself. On the other hand, their abilities in writing narrative texts are not as good as their abilities in reading a narrative text. It will be better if they are able to write narrative texts as easy as they read narrative texts. Through video clips, the students will get ideas for writing an interesting narrative text by watching the video clips and listening to the song.

## 1.3 Statements of the Problems

The problems that are going to be discussed in this study are:

(1) Is there any improvement of students' writing achievement after being taught writing narrative texts by using video clips as media and without using video clips as media?

(2) How significant is the difference between writing achievement of students who are taught writing narrative texts by using video clips and those who are taught without using video clips as media?

## 1.4 Objectives of the Study

The objectives of the study are:

(1) to find out the improvement of students' writing achievement after being taught writing narrative texts using video clips as media and without using video clips as media.

(2) to find out the significant difference between writing achievement of students who are taught writing narrative texts using video clips and those who are taught without using video clips media.

## 1.5 Statements of Hypotheses

There are two kinds of hypotheses stated as follows:

(1) Null Hypothesis

(a) There is no improvement of students' writing achievement after being taught writing narrative texts using video clips as media and without using video clips as media.

(b) There is no significant difference between writing achievement of the eleventh grade students who are taught by using video clips media from those who are taught without using video clips media.

(2)     Working Hypothesis

(a) There is an improvement of students' writing achievement after being taught writing narrative texts using video clips as media and without using video clips as media.

(b) There is a significant difference between writing achievement of the eleventh grade students who are taught by using video clips media from those who are taught without using video clips media.

## 1.6   Significance of the Study

By conducting this research, I hope that my research would be helpful for everyone and can give a useful contribution to English teaching, especially for students and English teachers of Senior High School. I hope that:

(1)     The use of video clips as media can motivate students to improve their interest and excitement feeling in writing since they will find out that writing English text especially narrative texts are not always complicated, boring, and uninteresting matters only. The media can reduce the students' problem in writing a narrative text in English and motivate the students to

be more active in learning English. As a result, the students' ability in writing narrative texts in English will improve and they are able to share and communicate their thought and opinion in written text.

(2)     Hopefully, video clips media can be used as writing materials in teaching English, especially in writing narrative texts. In addition, the teachers can use this media in their classroom to make the teaching-learning activity more interesting for students because of the music and the moving pictures of video clips.

## 1.7 The Outline of the Study

The study consists of five chapters.

Chapter one is the introduction of the study. It consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, statement of the hypotheses, significance of the study, and the outline of the study.

Chapter two deals with review of related literature. It contains some theories that support the topic.

Chapter three discusses method of investigation. This chapter consists of data of the study, population, sample, variables, procedures of collecting data, instrument of the study, and administration of the experiment, method of analyzing data

Chapter four is the data analysis. It analyzes the result of the study, the data analysis and the interpretation.

In chapter five, the last chapter, I end the study with the conclusions and suggestions.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter consists of some theories which support this study. I took some of theories related to the topic from many sources. This chapter includes review of the previous study, review of the theoretical background which consists of the explanation of general concept of writing, writing skills, teaching writing, narrative texts, teaching writing narrative texts, teaching English to Senior High School students, and video clips, and also the concept of the study.

## 2.1    Review of the Previous Study

There was a research about improving writing skill using video. It was conducted by Tristy in her final project entitled Improving Students' Writing Skill in Writing Report Text with All about Animal VCD. In her research, she found that audio visual media made students more enthusiastic in learning English particularly in writing. Based on her discussion and investigation, she concluded that teaching report text through watching animal VCD was an attractive technique. The students could enjoy their English class more than before. They were able to write down their report text according to what they had watched.

If the research which was done by Tristy used animal VCD, I will use video clips with song, music and story to improve students' writing skills of narrative texts for my research.  I will use video clips from Avril Lavigne entitled Alice (Underground) and Emily Osment entitled Once Upon a Dream. Those video clips have story lines that can be used by students as a source to write a narrative text.

## 2.2    Review of the Theoretical Background

In this part, I would like to talk about the review of the theoretical background. It includes the explanation of general concept of writing, writing skills, teaching writing, narrative texts, teaching narrative texts, teaching English to Senior High School students, and video clips.

### 2.2.1   General Concept of Writing

Besides in spoken form, people can express their ideas and feelings in written form through writing activity. The word "writing" derives from a verb, "write". Hornby (1995: 1382) states that the word "write" means:

(1) to make letters or other symbols on a surface, usually paper, especially with a pen or pencil,
(2) to compose something in written form,
(3) to put information on a sheet of paper or in the appropriate places on a form.

Moreover, the word "write" also means "to make marks which represent letters, words or numbers on a surface, such as paper or a computer screen, using a pen, pencil or keyboard, or to use this method to record thoughts, facts or messages" (Cambridge Advanced Learner's Dictionary Third Edition).

Furthermore, Boardman and Frydenberg (2002: xii) write:

The writing process consists of more than just picking up a pencil and writing a paragraph or an essay from beginning to end. Writing is a process because it goes through many stages. It starts with understanding what is expected of the writer in a writing assignment. Next, it involves thinking about what the writer is going to write and planning how the writer is going to organize it. The final steps involve writing, checking the work, and rewriting.

Meyers (2005: 2) states that "writing is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. By doing writing, language learners will be able to measure how good their English

is, because it deals with their grammar and vocabularies mastery. Moreover, it also has something to do with learners' knowledge of the target language culture."

In those four definitions of writing above, writing is seen as a process. Another expert that gives a definition of writing as a process is Harmer. He (1983: 86) states that "writing is a process that what we write is often heavily influenced by the constraints of genre, then those elements have to be presented in learning activities." Oshima and Hogue (2006: 265) also state that "writing is a process of creating, organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions."

From some definitions of writing above, I am able to conclude that writing is not as simple as putting or making letters on a paper or other media. Writing needs a process from planning until presenting the text. By doing writing, someone is able to express her/his thoughts, organize them into logical order, and share them to other people.

### 2.2.2 Writing Skills

Writing, as one of the language skills, has given an important contribution to human works. The importance of writing can be seen in people's daily activities in our social life. Brown (2004: 218) states that "today, the ability to write has become an indispensable skill in our global literate community. Writing skill, at least at rudimentary levels, is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures."

Considering this fact, people need to be able to write clearly with logical, well-developed organization that accomplishes an intended purpose.

On the other hand, it is not easy to write clearly. "There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex" (Richards and Renandya 2001: 303).

Brown (2004: 220) explains a taxonomy of micro- and macroskills that will assist teacher in defining the ultimate criterion of an assessment procedure.

Microskills
(1) Produce graphemes and orthographic patterns of English.
(2) Produce writing at an efficient rate of speed to suit the purpose.
(3) Produce an acceptable core of words and use appropriate word order patterns.
(4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
(5) Express a particular meaning in different grammatical forms.
(6) Use cohesive devices in written discourse.

Macroskills
(7) Use the rhetorical forms and conventions of written discourse.
(8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
(9) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
(10) Distinguish between literal and implied meanings when writing.
(11) Correctly convey culturally specific references in the context of the written text.
(12) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Many experts have their own stages to help someone improving her writing skill and producing good writing product. Young (1997: 9) gives some stages to make well planned writing called the four P's.

1) **Stage 1: Planning.** The writer plans where she will write, what form she will use, what research needs to be done in advance, which form of organization is best for her project.
2) **Stage 2: Producing.** The writer will produce a paper that reflects good grammar, clear thoughts, and appropriate genre style.
3) **Stage 3: Polishing.** The writer polishes her work by checking grammar, punctuation, spelling, and word choice.
4) **Stage 4: Presenting.** The writer presents her finest effort with uniform organization, proper source notations, and an attractive look that invites others to read on with pleasure.

Boardman and Frydenberg (2002: 11-30) state six basic steps in writing.

(1) **Step 1: Assessing the assignment.** The writer should understand exactly what she wants on a particular assignment. The most important piece of information for the writer to know is the topic and purpose of the assignment.
(2) **Step 2: Generating ideas.** The purpose of this step is to think about a certain topic and generate as many as possible. Two of the most effective way to do this are:
   a. **Brainstorming.** The purpose of brainstorming is to think about and write down a lot of ideas without worrying about what they are, how they are ordered, or even whether the writer will use them.
   b. **Freewriting.** The writer write sentence in which one word leads to the next. She doesn't have to worry about grammar, punctuation, or spelling because no one will see her freewriting.
(3) **Step 3: Organizing ideas.**
(4) **Step 4: Writing the first draft.**
(5) **Step 5: Rewriting.** It is a critical part of the writing process and consists of two separate processes: revising and editing. When revising process, the writer checks the content of her writing and the organization of the paragraphs. In editing process, the writer checks the spelling, capitalization, punctuation, vocabulary, and grammar.
(6) **Step 6: Writing the final draft.**

In conclusion, much like other skills, writing skills are skills that need practice to get good results. To produce good writing product with good writing skills, a writer should do some steps. First before a writer writes, she/he should plan what she/he wants to write ahead. Then, she/he tries to produce the written text with good organization of the text and content, right capitalization, punctuation, vocabulary, grammar, and good style. Before presenting the written text as final step, she/he should check the written text by doing revising and editing.

## 2.2.3   Teaching Writing

Teaching writing is a complex process. A teacher should consider the communicative competence. Canale (1983: 5) stated a definition of communicative competence, "communicative competence was understood as the underlying systems of knowledge and skill required for communication (e.g. knowledge of vocabulary and skill in using the sociolinguistics conventions for a given language)." In addition, Canale also outlines four major components of communicative competence stated below.

(1) Grammatical competence: including knowledge of vocabulary, rules of word and sentence formation, linguistic semantics, pronunciation and spelling.
(2) Sociolinguistic competence: including rules of appropriateness of both meanings (allowable messages) and grammatical forms in different sociolinguistic contexts.
(3) Discourse competence: the knowledge required to combine forms and meanings to achieve unified spoken or written texts.
(4) Strategic competence: knowledge of verbal and non-verbal communication strategies that may be called upon to compensate for limitations in one or more of the other areas of communicative competence.

A teacher should also consider the teaching learning cycle for writing. Hyland gives a teaching-learning process based on Feez's cycle. "The cycle informs the

planning of classroom activities by showing the process of learning a genre as a series of linked stages that provide the support needed to move learners toward a critical understanding of texts" (Hyland 2004: 128). The key stages are:

(1) **Developing the Context.** At this stage, students are introduced to the social context of the genre to explore the general cultural context in which the genre is used, the social purpose it achieves, and the immediate context of the situation. This allows students to bring their own experiences to the learning process and attempts to create an understanding of the following questions:
   (a) What is the text about?
   (b) What purposes does it serve?
   (c) Who produced the text, and who for (what is the intended audience)?
   (d) What choices does the writer have in formats, vocabulary, topics, etc.? etc.

(2) **Modeling.** It involves teachers and learners discussing and exploring the stages of the genre and its key grammatical and rhetorical features. The purpose here is to focus students on features of the genre. Representative samples of the target genre are analyzed, compared, and manipulated in order to sensitize students to generic structure, alert them to the fact that writing differs across genres, and equip them with the resources needed to produce quality pieces of writing.

(3) **Joint Negotiation.** At this stage of the cycle, teachers and learners work together to construct whole examples of the genre, with the teacher gradually reducing his or her contribution as learners gain greater control over their writing. While joint construction is normally done as a whole-class activity, it can also provide opportunities for more able students to work together in groups while teacher works with those who need more help.

(4) **Independent Construction.** The purpose of this stage in the cycle is for students to apply what they have learned and write a text independently while the teacher looks on and gives advice from the sidelines. Engaging in an entire writing process gives learners the experience of an independent performance in which they combine knowledge of content, process, language, context and genre. At the same time, it provides teachers with a means of determining whether students have achieved a required level of competency in the genre.

(5) **Comparing Texts.** This final stage of the teaching-learning cycle provides opportunities for students to investigate how the genre they have been studying is related to other texts that occur in the same or similar context

Besides considering the key stages of teaching learning, some aspects of writing should be considered by an English teacher when she/he teaches writing an English text. Boardman and Frydenberg (2002: 180) mentions five aspects of good writing. They are content or ideas, organization, grammar or structure, word choice or word form, and mechanics.

(1) Content or Ideas

The first aspect of good writing is content or ideas. A written text should have excellent support, unity and completeness in its content. "Unity means that a paragraph discusses one and only one main idea from beginning to end and every supporting sentence must directly explain or prove the main idea" (Oshima and Hogue 2006: 18).

(2) Organization

The second aspect of good writing is organization. A written text with good organization is a text which has clear introductory paragraph, well-organized body paragraphs, and concluding paragraph. It should also have coherence and cohesion.

A text consists of one paragraph or more. "A paragraph is a group of related sentences that discuss one (and usually only one) main idea" (Oshima and Hogue 2006: 2). A paragraph has three basic parts: topic sentence, body (supporting sentences), and concluding sentence. The paragraph will be easily for the reader to understand when the writer follows this pattern.

a) Topic Sentence

Boardman and Frydenberg (2002: 19) state that "a topic sentence is the most important sentence in a paragraph because it contains the main idea of the paragraph." Two parts of good topic sentence are the topic and controlling idea. The topic is the subject of the paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea. It limits the topic of the paragraph to the aspect of that topic that the writer wants to explore in the paragraph. For examples:

- Indonesia has many interesting tourism places to visit.
  *topic*　　　　　*controlling idea*
- Karina is the best friend I have ever had.
  *topic*　　　*controlling idea*

b) Body (Supporting Sentences)

Supporting sentences support and develop the topic sentence. The function of supporting sentences is to explain or prove the topic sentence by giving more information about it. Supporting sentences are usually in form of facts, statistics, or illustration based on a personal experience.

c) Concluding Sentence

Oshima and Hogue (2006: 13) state a concluding sentence serves two purposes:

- It signals the end of the paragraph.
- It leaves the reader with the most important ideas to remember. It can do this in two ways:
  - By summarizing the main points of the paragraph, or
  - By repeating the topic sentence in different words.

Other element of text organization is coherence. The word "coherence" derives from a Latin verb "*cohere*" means "hold together". The sentences in the coherent paragraph must hold together. It means there must be no sudden jumps and the movement from one sentence to the next must be logical and smooth. "Text coherence is the relation of all sentences or utterances in a text to a single global preposition" (Savignon 2001: 17). There are four ways to achieve coherence based on Oshima and Hogue (2006: 22):

a) Repeat key nouns.
b) Use consistent pronouns.
c) Use transition signals to link ideas.
d) Arrange your ideas in logical order.

The next element of text organization is cohesion. "When a paragraph has cohesion, all the supporting sentences stick together in their support of the topic sentence" (Boardman and Frydenberg 2002: 36). Savignon (2001: 17) explains that "the establishment of a global meaning, or topic, for a text is an integral part of both expression and interpretation and makes possible the interpretation of the individual sentences that make up the text. Local connections or structural links between individual sentences provide cohesion."

(3) Grammar

"Grammar is the rules about how words change their form and combine with other words to make sentences" (The Third Edition of Cambridge Advanced Learner's Dictionary). Garot and Wignel (1994: 2) state that "grammar is a theory of language, of how language is put together and how it works."

Frodesen (2001: 238) states that when selecting texts and grammatical points for analysis, the following considerations may serve as guidelines.

(a) The grammatical features should be appropriate for students' developmental stages.

(b) The grammatical features should reflect students' writing needs for the course of for future writing.

(c) When possible, assigned course readings should be sources of text analysis so that grammar focus is integrated with other prewriting activities.

(d) The lessons should generally be kept brief, especially for less advanced writers.

(e) The instructor may want to enhance the texts by underlining or bolding certain elements, especially those that are not very salient for some learners.

There are a few examples of lessons that focus on grammatical features in texts, such as that and zero-that clauses, times and time frame shifts, demonstrative reference, guided writing activities, text conversation, text elicitation, dictation, text completion, etc.

(4) Word Choice or Word Form

"Many researchers now advocate that learners should initially be taught a large productive vocabulary of at least two thousand high frequency words. Students should learn very large vocabularies when they first start to acquire a language" (Decarrico 2001: 287). Decarrico (2001: 288) also advices "new words should not be presented in isolation and should not be learned by simple rote memorization. It is important that new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn."

Exercises and activities include learning words in word association lists, focusing on highlighted words in texts, and playing vocabulary games. More recently, computer programs that include the sounds of the words as well as illustrative pictures provide opportunity for practice with a variety of contexts,

both written and spoken. There are some vocabulary learning strategies, such as "guessing meaning from context, mnemonic devices, vocabulary notebooks, etc" (Decarrico 2001: 290).

(5) Mechanics

A good written text should have good written mechanics too. "Mechanics refer to letter recognition, letter discrimination, word recognition, and basic rules of spelling, punctuation, and capitalization, as well as recognition of whole sentences and paragraphs" (Olshtain 2001: 208)

If the students write written texts with good written mechanics, the written texts will be more understandable to read. As a result, students need practicing a lot to be able to write with good written mechanics and an English teacher should be patient when teaching this aspect.

Olshtain (2001: 211) claims "in order to develop and use more demanding writing activities in the classroom, teachers need to develop a detailed set of specifications which will enable both teachers and students to cope successfully with the tasks." Such a set of specifications should include the following:

(a) Task Description: to present students with the goal of the task and its importance. There are many tasks which can be used, such as matching tasks, practical writing tasks, emotive writing tasks, etc.
(b) Content Description: to present students with possible content areas that might be relevant to the task.
(c) Audience Description: to guide students in developing an understanding of the intended audience, their background, needs, and expectations.
(d) Format Cues: to help students in planning the overall organizational structure of the written product.
(e) Linguistic Cues: to help students make use of certain grammatical structures and vocabulary choices.
(f) Spelling and Punctuation Cues: to help students focus their attention on spelling rules which they have learned and eventually

on the need to use the dictionary for checking accuracy of spelling, and to guide students to use acceptable punctuation and capitalization conventions.

### 2.2.4  Narrative Texts

Based on School Based Curriculum of Senior High School 2006, narrative is one of the texts which is taught in Senior High School. Narrative texts have been taught from Junior High School. Many students like reading narrative texts because it can entertain them through the story for examples, Cinderella, Alice in the Wonderland, Peterpan, Timun Emas, Tangkuban Perahu, Snow White, etc.

A narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners. Gerot and Wignell (1994: 204) give some characteristics of narrative texts.

(1) Social function of a narrative text is to amuse, entertain, and to deal with actual or vicarious experiences in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
(2) Generic structure of narrative texts
    a) Orientation: sets the scene and introduces the participants
    b) Evaluation: a stepping back to evaluate the plight
    c) Complication: a crisis arises
    d) Resolution: the crisis is resolved, for better or for worse
    e) Reorientation: optional
(3) Significant lexicogrammatical features
    a) Focus on specific and usually individualized participant
    b) Use of material processes, behavioral and verbal processes
    c) Use of relational processes and mental processes
    d) Use of temporal conjunctions and temporal circumstances
    e) Use of past tense

### 2.2.5  Teaching Writing Narrative Texts

When teaching writing narrative texts, a teacher should consider the elements of good writing text and the characteristics of narrative texts like mentioned above.

Meyers (2005: 52) says that besides considering those elements, in writing a narrative text, the text should achieve the following goals:

(1) It is unified, with all the actions developing a certain idea.
(2) It is interesting, it draws the readers or audience into the action and makes them fell as if they are observing or listening to the events.
(3) It introduces the four *wh-* of a setting–who, what, where, and when–within the context of the action.
(4) It is coherent, transition indicates changes in time, location, and characters.
(5) It begins at the beginning and end of the end. That is, the narrative follows a chronological order with events happening in a time sequence.
(6) It builds toward a climax. This is the moment of most tension or surprise time when the ending is revealed or the importance of events becomes clear.

John (1997: 27) states that "writing a narrative text can be separated into four parts. Each of these four parts will be single paragraph." The paragraph should be arranged as follows:

(1) The first paragraph should tell something about the characters and the setting. What kind of story were you writing? Where was the story happened?
(2) The second paragraph should describe the conflict. What was its source? Was it a conflict over two different attitudes toward the act, two different ways of doing the same act, two different personalities?
(3) The third paragraph should tell how the conflict was resolved. Was it resolved fairly or unfairly, by whom?
(4) The fourth paragraph should give the moral of the story. What did you learn from the experience? Were you able to apply what you learned to other experiences in your life?

## 2.2.6   Teaching English at Senior High School

English is one of compulsory subjects taught in Senior High School in grade X to XII. English is also one of the main subjects which is tested on National Examination. Based on School Based Curriculum of Senior High School (2006: 308), the purposes of teaching English in Senior High School are:

(1) to develop students' communicative competence in using spoken or written English texts as a means of communication.

(2) to grow the awareness of the reality and important of English to improve the nation competition in the global society. If the students can use English to communicate with other people in their life, the students' life skill will be developed.

(3) to develop their understanding about the relationship between language and culture.

School Based Curriculum of Senior High School 2006 is the base for all teachers of Senior High School in Indonesia in teaching learning activities. According to that curriculum, there are four English skills that must be taught in Senior High School. They are listening, speaking, reading and writing. In this research, I teach writing narrative text to the eleventh grade students in Science program of Senior High School on the second semester. Based on the curriculum, the standard competence and the basic competence for the eleventh grade students in Science program of Senior High School on the second semester for writing aspect are:

**Table 2.1. The Standard Competence and the Basic Competence for the Eleventh Grade Students in Science Program of Senior High School on the Second Semester for Writing Based on School Based Curriculum for Senior High School (2006: 319)**

| Standard Competence | Basic Competence |
|---|---|
| Menulis (Writing)<br>12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari | 12.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof* dan *hortatory exposition.* |

Besides considering the curriculum, teachers should consider the four main elements which determine whether the teaching learning process is successful or not like mentioned below when they teach those four skills.

(1) Learner

A learner is "a person who is gaining knowledge obtained by study" (Hornby 1995: 671). In this case, the Senior High School students are the learners. They have to learn English because English is one of compulsory subjects based on the School Based Curriculum and also make them to be able to communicate with international society.

Learners can be classified based on their age and their language knowledge levels. Based on their age, learners can be classified as children, young learners, adolescents, young adults or adults. Then, English teachers generally make three basic distinctions to categorize the language knowledge levels of their students: beginner, intermediate, and advance.

Senior High School students are students from the ages of about 16 to 18. They are classified into adolescents. Adolescents have developed a greater capacity for abstract thought as they have grown up. Their intellects are kicking in, and they can talk about more abstract ideas. Many adolescents readily understand and accept the need for learning of a more intellectual type. At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to things which interest them.

Based on their language knowledge levels, Senior High School students are in the intermediate level. They have a basic competence in speaking and writing and

an ability to comprehend fairly straightforward listening and reading. As a result, the teacher has to make strenuous attempts to show students what they still need to learn. One of the ways of doing this is to make the tasks the teachers give them more challenging, and to get them to analyze language.

To give the students more challenging task, the teachers can use video clips as media to teach writing narrative texts. In this research, I use video clips which come from famous singers and have interesting song, music, video and story lines. As a result, it will attract the students' attention in learning writing English text. It will challenge and help the students to write a new narrative text based on the video clips they have seen before.

(2) Teacher

A teacher is "a person who teaches, especially in a school" (Hornby 1995: 1225). A good teacher can be seen from his/her personality, adaptability, and the teacher roles. A good teacher should give different reaction for different events in the classroom when teaching learning proceeds. In addition, a good teacher should be creative. He/she should apply a number of interesting methods depending on the students' activities in class.

Good teachers should have a good relationship with the students. They have to recognize the students, listen to them properly, respect to them, and be even-handed or treat all students equally. In addition, the good teachers need to know a lot about the subject they are teaching. They will need to know what equipment is available in their school and how to use it. They need to know what materials are

available for teachers and students. They should also do their best to keep abreast of new developments in teaching approaches and techniques.

(3) Teaching Methods

Teaching methods have important roles in teaching learning process of a lesson. By using the correct methods, an English teacher can teach effectively and efficiently because he/she has a certain base in teaching language. Moreover, him/herself confidence will be increased since he/she knows what to do according to the certain method, such as grammar-translation method, direct method, audio-lingual method, silent way, total physical response method, etc.

In this research, I use Grammar-Translation Method. "Grammar Translation method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards and Rodgers 2001: 3-4). Therefore, Grammar Translation Method is appropriate to use in this research.

(4) Media

In the teaching learning activities, other element that has an important role is media. The word "media" derives from Latin word, "medium". The teacher and students will easily reach the goals of the study by using the correct media. In addition, by using the correct media to teach English to the students, English teachers are able to get students' interest in English. Wright (1976: 38) states some functions of media like mentioned below:

    a) to motivate the students,
    b) to create a context within which his written text will have meaning,

c) to provide students with information about objects, actions, events, or relationship,

d) to provide non-verbal cues for manipulation practices, and

e) to provide non-verbal prompts to written composition teacher in their teaching learning process.

Based on http://edu-articles.com/berbagai-jenis-media-pembelajaran/ (accessed January 25, 2011), media are classified into three categories like mentioned below:

a) Visual Media. These media can be seen directly by students. For examples picture, photo, sketch, diagram, chart, graph, etc.

b) Audio Media. These media can produce sound, so the students can listen to it. For examples, radio which is turning on, tape recorder, audio cassette, etc.

c) Audio Visual Media. It is very useful media for teaching learning process because it contains sounds and moving pictures for examples movies, video clip, slide, etc.

By using media in teaching learning process, teachers are able to increase students' motivation in learning English, make the teaching learning process more interesting, and to make the students easily understand the lesson. Furthermore, according to Brown et.al. (1977: 76), there are six principles of media selection.

a) Content: do the media have significant relation with the lesson? The choice of certain media must be conformed to the lesson to be given to the students.

b) Purposes: the use of audiovisual aids should contribute to the teaching learning process significantly.

c) Price: before buying certain media, a teacher should consider whether the cost or money spent is accordance with the educational result derived from its use.

d) Circumstances of use: in choosing certain media, a teacher should take into account the environment where the teacher teaches. He or she should think whether the media would function effectively or not.

e) Learner's verification: a teacher should think whether the media have been tested to certain students.

f) Validation: a teacher must think whether there are data providing that the students learnt accurately through the use of media.

Based on the explanation above, it can be concluded that Senior High School students as adolescents learners and intermediate learners are able to study English with more challenging materials. English teachers can use their own material based on the curriculum. However, the teachers should have a special and correct technique and media in teaching them to create enjoyable activities.

**2.2.7  Video Clips**

Video clip is "a short video" (The Third Edition of Cambridge Advanced Learner's Dictionary). Based on http://presentationsoft.about.com/od/uvw/g/95video-clip-definition.htm (accessed January 25, 2011), a video clip is "a small section of a larger video presentation. A series of video frames are run in succession to produce a short, animated video."

There are many kinds of video clips, for example video clips from a security camera, movie thriller, video clips from a singer or a music band, etc. In this research, I use video clips that contain song, music and story with interesting moving pictures coming from Avril Lavigne entitled Alice (Underground) and Emily Osment entitled Once Upon a Dream. Those video clips can be taken from VCD or downloaded from the Internet.

Video clip is one kind of audio visual media. It will be very useful in teaching learning process if the teacher carefully prepares it and then he/she uses it effectively to support the explanation of the lesson. By using video clips as teaching learning media, English teacher is able to teach how to write a good narrative text more interestingly because before the students try to write a narrative text, they can listen to the music and enjoy the video clips that contains

story that will help them to write their narrative texts. The video clips will be used as sources for the students to write narrative texts and for the teachers, video clips can be used as teaching media to teach how to write narrative texts following the generic structure of narrative texts.

Using video clips in teaching writing is actually intended to help students to get their idea easily. The lyrics of the song will help the students to choose the right words when they are writing the text. Besides the lyrics, the students will get some ideas from moving pictures in video clip. As a result, they do not need a very long time to express their idea. Therefore, the teachers can use video clips as media when they are teaching writing narrative texts.

## 2.3    The Concept of the Study

I am going to make a study entitled "Using Video Clips to Improve Students' Writing Skills of Narrative Texts: An Experimental Study at the Eleventh Grade Students of SMA Negeri 2 Mranggen in the Academic Year 2010/2011". In order to limit the study and to make it easy in searching the data, I use the term which can be described as follows:

(1)  Video Clips as Media: media to teach writing narrative texts to the students.

(2)  Writing: the activity in teaching learning process in which the students are able to express their idea, thought, opinion, and feeling and recognize them in simple sentence based on the media given by the teacher and compose them into text.

(3)  Narrative texts: the text type which is going to be written by the students based on the video clips.

# CHAPTER III
# METHODS OF INVESTIGATION

This chapter presents methods of investigation. It includes population, sample, variables, experiment design which contains experimental research, experiment, and procedure of experiment, instrument of the study, administration of the experiment, procedure of collecting data and method of analyzing data.

## 3.1    Population

Population is all the subjects of the study that would be investigated. Arikunto (2006: 130) quotes a definition of population from Encyclopedia of Educational Evaluation. Based on Encyclopedia of Educational Evaluation, "a population is a set (or collection) of all elements processing one or more attributes of interest." Furthermore, Widi (2010: 197) states that "population is every group which is being the subject of the research."

The population in this study was the eleventh grade students of SMA Negeri 2 Mranggen in the academic year 2010/2011. The total population was 279 students. It consisted of seven classes, four classes of science program (IA) and three classes of social program (IS) as listed below:

- XI IPA 1 = 38 students          - XI IPS 1 = 40 students

- XI IPA 2 = 38 students          - XI IPS 2 = 42 students

- XI IPA 3 = 40 students          - XI IPS 3 = 41 students

- XI IPA 4 = 40 students

I, then, chose two classes of science program, one class as the control group and the other one as the experimental group. Choosing the population was based on the following consideration:

(1) The eleventh grade students of SMA Negeri 2 Mranggen were not bothered by the preparation of having the national examination.

(2) The eleventh grade students of SMA Negeri 2 Mranggen had obtained more materials in learning English than those of the tenth grade students.

## 3.2 Sample

"A sample is a part or the representative of population that is investigated" (Arikunto 2006: 134). Sugiyono (2009: 118) states that "a sample is a part of population which has the same characteristics with the population". Sample is part of selected number of people or things representing the whole population. The representative of a sample determines the validity of the generalization of the result.

The population of this research was the eleventh grade students of SMA Negeri 2 Mranggen. Therefore, I decided to take two classes as sample. I took XI IPA 2 as the experimental group and XI IPA 3 as the control group. Choosing the sample was based on the following consideration:

(1) After I checked the average scores of the population on English subject, XI IPA 2 and XI IPA 3 were in the same level or quality in English achievement. There was no significant difference between their scores.

(2) In addition, after I consulted her sample to the English teacher, he approved it and also recommended those classes to make them as the samples of the experiment.

XI IPA 2 as the experimental group consisted of 38 students, but at the days when the pretest and the posttest were given to the students, a student was not able to join because she was sick. As a result, there were 37 students in the experimental group. Then, for the control group, I chose XI IPA 3 which consisted of 40 students. Unfortunately, at the days when the pretest and the posttest were given to the students, there were three students who were not able to join. Two students were sick and a student was absent. As a result, the total student of the control group was same with the experimental group. There were 37 students for each group. The list of students' names of XI IPA 2 and XI IPA 3 are on Appendix 9 and 10.

The students of the experimental group were taught writing narrative texts by using video clips containing music, song, and story, whereas the students of the control group were taught writing narrative texts by using series of pictures as media. Video clips from Avril Lavigne entitled Alice (Underground) and Emily Osment entitled Once Upon a Dream were used as media for teaching writing narrative for the experimental group. Meanwhile, the students of the control group were taught by using series of pictures about Alice in the Wonderland and Sleeping Beauty.

## 3.3 Variables

"In statistics and testing, a variable is a property whereby the members of a set of group differ from one another for examples, the level of interest each creates, the amount of teaching time each method is used for and how difficult each method is used" (Hartoyo 2009: 59). Variables can be classified as independent and dependent variables. "The independent variable is factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon, whereas the dependent variable is the factor which is observed and measured to determine the effect of the independent variable" (Tuckman 1978: 58). In this study the independent variable ($V_i$) is the use of video clips containing music, song and story as media in teaching writing narrative texts and the dependent variable ($V_d$) is the students' achievement in writing narrative texts.

## 3.4 Experiment Design

In carrying out a study, a researcher has to collect the data containing some information needed for her investigation. The data can be drawn from many sources, either person or things. Arikunto (2006: 129) states that "data sources in a study are basically subject from whom data can be drawn." In this research, the writer used experimental research to collect the data.

### 3.4.1   Experimental Research

Experimental research is a research which is used to investigate whether there is an effect of treatment that is treated to the subject of research. According to Sugiyono (2009: 107), experimental research is "a research method which is used to find an effect of treatment toward the subject in controlled condition." Furthermore, Johnson (1991: 165) states that "in an experiment, the researcher's goal is to establish a cause-and-effect relationship between two phenomena. The researcher aims to establish that one variable, the independent variable, causes changes in another variable, the dependent variable."

> independent variable →affects → dependent variable

Furthermore, kind of experimental research that was used was quasi experimental design.

> Quasi-experimental studies also examine outcomes; however, they do not involve randomly assigning participants to treatment and control groups. A quasi-experimental study might compare outcomes for individuals receiving program activities with outcomes for a similar group of individuals not receiving program activities. This type of study also might compare outcomes for one group of individuals before and after the group's involvement in a program (known as "pre-test/post-test design"). (Moore 2008: 1)

Then, method of quasi experimental design that was used in this research was pretest posttest nonequivalent groups.

> With this design, both a control group and an experimental group is compared, however, the groups are chosen and assigned out of convenience rather than through randomization. This might be the method of choice for our study on work experience as it would be difficult to choose students in a collage setting at random and place them in specific group and classes. We might ask students to participate in a one-semester work experience program. We would then measure all of the students' grades prior to the start of the

program and then again after the program. Those students who participated would be our treatment group; those who did not would be our control group. (Hartoyo 2009: 32)

The design of the pretest posttest nonequivalent groups could be described as the following:

$$
\begin{array}{llll}
\underline{EG} & \underline{O_1} & \underline{Y} & \underline{O_2} \\
CG & O_1 & X_- & O_2
\end{array}
$$

Where,  EG   = Experimental Group
        CG   = Control Group
        $O_1$   = Pretest
        $O_2$   = Posttest
        X    = Treatment              (Hartoyo 2009: 33)

## 3.4.2   Experiment

Experiment refers to the effort to obtain the data from the experimental group and control group. "An experiment, then, is a series of controlled observations which will inevitably need the use of one or more tests" (Allen and Davies 1977: 3). I chose SMA Negeri 2 Mranggen as the experiment site. I took XI IPA 2 as the experimental group and XI IPA 3 as the control group. Both groups consist of 37 students. Then, I took a narrative story writing composition test from the students before and after teaching writing. The test which was done before giving the treatment was called pretest and the test which was done after giving the treatment was called posttest. Video clips were used as teaching media and the treatment on the experimental group, while picture series were used as teaching media and the treatment on the control group.

### 3.4.3 Procedure of Experiment

I used the following design in my experiment.

$$
\begin{array}{cccc}
\underline{\text{EG}} & \underline{O_1} & \underline{X} & \underline{O_2} \\
\text{CG} & O_1 & x & O_2
\end{array}
$$

Where, EG = Experimental Group

CG = Control Group

$O_1$ = Pretest

$O_2$ = Posttest

X = Treatment using video clips

x = Treatment without video clips

The experimental group was taught writing narrative texts using video clips which contain music, song, and story, while the control group was taught writing narrative texts without using video clips. Both groups were taught the same topic but using different in the media in teaching it. The story writing pretest was given to the both groups before the video clips as media were given to the experimental group. Then, the story writing posttest was given later to the both groups after the treatment. The results of the pretest and the posttest were counted statistically.

**Table 3.1 The Table for Procedure of Experiment**

| Experimental Group | Control Group |
|---|---|
| 1. I gave story writing pretest about Cinderella to get the students' pretest scores. | 1. I gave story writing pretest about Cinderella to get the students' pretest scores. |
| 2. I analyzed the students' pretest scores from the experimental group and compared the scores to the students' pretest scores from the control group to measure the students' achievement on writing | 2. I analyzed the students' pretest scores from the control group and compared the scores to the students' pretest scores from the experimental group to measure the students' achievement on writing |

| | |
|---|---|
| test before giving the treatment. | test before giving the treatment. |
| 3. I taught writing narrative text by using video clips with music, song and story as media. In this research, video clips from Emily Osment entitled Once Upon a Dream and Avril Lavigne entitled Alice (Underground) were used. | 3. I taught writing narrative text by using series of pictures as media (without using video clips as media). In this research, the series of pictures which were used were about Alice in the Wonderland and Sleeping Beauty. |
| 4. I gave some exercises to the students using video clips with music, song and story as media. | 4. I gave some exercises to the students using series of pictures (without using video clips as media). |
| 5. I gave story writing posttest about Cinderella to get the students' posttest scores. | 5. I gave story writing posttest about Cinderella to get the students' posttest scores. |
| 6. I analyzed the students' posttest scores from the experimental group and compared the scores to the students' posttest scores from the control group to measure the students' achievement on writing test after giving the treatment. | 6. I analyzed the students' posttest scores from the control group and compared the scores to the students' posttest scores from the experimental group to measure the students' achievement on writing test after giving the treatment. |

## 3.5    Instrument of the Study

The success of a study is more or less influenced by the instrument used because the use of the right instrument will guarantee the data required. Therefore, an instrument plays an important role to collect data. There are many kinds of instruments, such as test, interview, questionnaire, observation, rating scale, and so on. The writer used test to collect the data.

"Test is some questions or exercises or other equipment that are used to measure the skill, knowledge or talent of an individual or group" (Arikunto 2006: 150). Furthermore, Allen and Davies (1977: 3) state that "a test, then, typically is the measurement of a comparison between effects or treatments." In this research,

the writer used test to measure the effectiveness of video clips as media in improving students' writing skill of narrative text. Here, I applied an achievement test in a form of story writing composition test to measure the students' achievement in writing narrative text, namely pretest and posttest. The pretest was used to see the students' achievement in writing narrative text before the treatment was given and the posttest was used to see the students' achievement in writing narrative text after the treatment was given.

I used story writing composition test because it was easy to prepare and compose and also it gave a chance for students to express their idea and thought when composing a narrative text in their own style. In preparing story writing composition test, I took some following steps:

(1) I consulted the first draft of the instrument with the English teacher as the advisor.

(2) After getting some revisions, the story writing composition test was ready to be administered. There were a clear instruction which could guide the students to write narrative text easily, a topic for writing a narrative text which the students were familiar with and some key words to help the students writing narrative text.

(3) The time allotment for the students doing the test was 45 minutes. They should write a narrative text about Cinderella story with minimum word length of the story is 250 words.

## 3.6 Administration of the Experiment

The administration of experiment includes two classes. They are experimental class and control class.

### 3.6.1 Experimental Class

The experimental class used video clips containing music, song and story as media in teaching writing narrative texts. Before I gave the treatment to the students, I asked them to do story writing composition pretest. There were 37 students joining the pretest. They were asked to write a narrative text in 45 minutes about Cinderella. They should write a narrative text about Cinderella story with minimum word length of the story is 250 words. Some keywords were provided to help them writing narrative text, such as a fairy good mother, dancing party, glass shoes, etc.

After conducting the pretest, I scored the pretest using the Boardman and Frydenberg's Essay Evaluation. There were five elements of good writing which were scored. They were content or ideas, organization, grammar or structure, word choice, and mechanics.

Next, I gave the first treatment to the students of the experimental group. I showed the first video clip coming from Avril Lavigne entitled Alice (Underground) for the first time to introduce the video clip to the students. They watched and enjoyed it. After finishing watching the video clip, the students shared their opinion about the video clip they had watched, such as who the characters were, what the characters did, how the story was, and other details they could get from the video clips. The lyrics of the song helped them to write the

details because it provided some vocabularies which were used in the video clip. In addition, they were also introduced to the grammar rule (past tense) from the lyrics.

The next activity was showing the students the first video clip for the second time. I showed the video clip by cutting it into three parts according to the generic structure of the narrative texts. It was done to make the students be able to differentiate when it was orientation, complication and resolution. Using the vocabularies they had shared before and the slices of video clip, they learned to write sentences and then composed the sentences into paragraphs. Here, I also taught the writing mechanics to the students. The students actively learned and tried to compose the sentences and the paragraphs in groups and individually. They shared their results with others. After they finished writing the text, they gave it to me to check it. I, then, gave their writing back after she gave correction or feedback. They did some revisions to get their best text.

At the next meeting, I showed the second video clip to the students which was coming from Emily Osment entitled Once Upon a Dream. I did the same teaching learning steps to teach writing narrative texts like in the first video clip. I gave more chances to the students to express their ideas based on the second video clips. As a result, after watching the video clips, listening to the song and reading the lyrics, they were able to write narrative text easily with good content, organization, diction, and mechanics and also correct grammar rule.

The last step of the experiment was after giving the treatments to the students of the experimental group, I administered the story writing composition posttest.

There were 37 students joining the posttest. They were asked to write a narrative text in 45 minutes about Cinderella. They should write a narrative text about Cinderella story with minimum word length of the story is 250 words. Some keywords were also provided to help them writing narrative texts. Then, I scored the posttest using the the Boardman and Frydenberg's Essay Evaluation. Like in the pretests, there were five elements of good writing which were scored. They were content or ideas, organization, grammar or structure, word choice, and mechanics. The score of the posttest was compared with the score of the pretest.

### 3.6.2   Control Class

I did not use video clips as media to teach writing narrative texts to the students of the control class. The control class used series of pictures as media which were usually used by the English teacher to teach writing narrative texts. Like the experimental group, before I taught the students how to write narrative texts correctly, I asked the students to do story writing composition pretest. The students were asked to write a narrative text in 45 minutes about Cinderella. They should write a narrative text about Cinderella story with minimum word length of the story is 250 words. Some keywords were also provided to help them writing the narrative text.

After conducting the pretest, I scored the pretest using the Boardman and Frydenberg's Essay Evaluation. There were five elements of good writing which were scored. They were content or ideas, organization, grammar or structure, word choice, and mechanics.

Then, I taught how to write narrative text using series of pictures as media. The series of pictures which were used were about Alice in the Wonderland and Sleeping Beauty. I taught how to write narrative text through the same steps like in the experimental group, but with different teaching media.

Then, I administered the story writing composition posttest with the same topic as the story writing composition pretest after I gave the treatments to the students of the control group. There were 37 students joining the posttest. They were asked to write a narrative text in 45 minutes about Cinderella. They should write a narrative text about Cinderella story with minimum word length of the story is 250 words. Some keywords were also provided to help them writing narrative text. Then, the writer scored the posttest using the Boardman and Frydenberg's Essay Evaluation. Like in the pretests, there were five elements of good writing which were scored. They were content or ideas, organization, grammar or structure, word choice, and mechanics. The score of the posttest was compared with the score of the posttest.

## 3.7    Procedure of Collecting Data

The collection of data was conducted through several steps as listed below.

**Table 3.2 The Table for the Steps of Collecting Data**

| No. | Day and Date | Procedure of Collecting Data |
|---|---|---|
| 1. | Monday April 25, 2011 | I asked for headmaster's permission to collect data by doing research in the classroom in his school. |
| 2. | Thursday April 28, 2011 | I got the headmaster's permission to conduct the research in the classroom. |
| 3. | Friday April 29, 2011 | I met the English teacher and consulted with him everything which were needed for doing the research, |

| | Saturday<br>April 30, 2011 | such as choosing two classes, research instrument, students' name lists, teaching schedule, students' English scores, etc. |
|---|---|---|
| 4. | Monday<br>May 2, 2011 | I introduced myself to the students and gave pretest to XI IPA 3 (the control group) and XI IPA 2 (the experimental group). |
| 5. | Wednesday<br>May 4, 2011 | I gave the first treatment to the experimental group's students by showing the first video clip from Avril Lavigne entitled Alice (Underground) as media for teaching writing narrative texts. |
| 6. | Friday<br>May 6, 2011 | I taught the control group's students how to write narrative texts by giving them the first series of pictures about Alice in the Wonderland. |
| 7. | Monday<br>May 9, 2011 | - I taught the control group's students how to write narrative texts by giving them the first series of pictures about Alice in the Wonderland for the second time.<br>- I gave the first treatment for the second time to the experimental group's students by showing the first video clip from Avril Lavigne entitled Alice (Underground) as media for teaching writing narrative texts. |
| 8. | Wednesday<br>May 11, 2011 | I gave the second treatment to the experimental group's students by showing the second video clip from Emily Osment entitled Once Upon a Dream as media for teaching writing narrative texts. |
| 9. | Friday<br>May 13, 2011 | I taught the control group's students how to write narrative texts by giving them the second series of pictures about Sleeping Beauty. |
| 10. | Monday<br>May 16, 2011 | - I taught the control group's students how to write narrative texts by giving them the second series of pictures about Sleeping Beauty for the second time.<br>- I gave the second treatment for the second time to the experimental group's students by showing the second video clip from Emily Osment entitled Once Upon a Dream as media for teaching writing narrative texts. |
| 11. | Wednesday<br>May 18, 2011 | I gave the posttest to the experimental group's students. |
| 12. | Friday<br>May 20, 2011 | I gave the posttest to the control group's students. |

## 3.8 Methods of Analyzing Data

I did some methods for analyzing the data from the research. The first method was scoring the students' writing works using Boardman and Frydenberg's Essay Evaluation (2002: 180). Then, I did the t-test to find out the significant difference between writing achievement of students who are taught writing narrative texts by using video clips and those who are taught without using video clips as media.

### 3.8.1. Scoring System

To find out the students' achievement in the pretest and posttest, the score of each student was counted individually by using Boardman and Frydenberg's Essay Evaluation (2002: 180). There are five major elements of writing which should be scored based on this essay evaluation.

I chose this type of evaluation because by using this type, I was able to make the evaluation on those five elements of writing in detail. Furthermore, I was able to evaluate the students' works and to give the reinforcement showing weaknesses and capitalizing on strength. In addition, it helped me to take the next steps to get the better writing scores of the students. For each scoring category there is a description that encompasses several subsets. Scores in five major elements also helped to call the writer's attention to areas of needed improvement.

**Table 3.3 Boardman and Frydenberg's Essay Evaluation (2002: 180)**

| SCORING | ASPECTS OF GOOD WRITING |
|---|---|
| Exceptional : 25-23 | **Content/Ideas** |
| Very good : 22-20<br>Average : 19-17<br>Needs work : 16-0 | • has excellent support<br>• is interesting to read<br>• has unity and completeness<br>• adheres to assignment parameters |
| Exceptional : 25-23 | **Organization** |

| Very good : 22-20 <br> Average : 19-17 <br> Needs work : 16-0 | • has introductory paragraph with clear introductory statement <br> • has body paragraph with good organization <br> • has concluding paragraph <br> • has coherence and cohesion |
|---|---|
| Exceptional : 25-23 <br> Very good : 22-20 <br> Average : 19-17 <br> Needs work : 16-0 | **Grammar/Structure** |
| | • demonstrates control of basic grammar (e.g., tenses, verb forms, noun forms, preposition, articles) <br> • shows sophistication of sentence structure with complex and compound sentences |
| Exceptional : 15-14 <br> Very good : 13-12 <br> Average : 11-10 <br> Needs work : 9-0 | **Word Choice/Word Form** |
| | • demonstrates sophisticated choice of vocabulary items <br> • has correct idiomatic use of vocabulary <br> • has correct word forms |
| Exceptional : 10 <br> Very good : 9-8 <br> Average : 7-6 <br> Needs work : 5-0 | **Mechanics** |
| | • has good paragraph format <br> • demonstrates good control over use of capital letters, periods, commas, and semicolons <br> • demonstrates control over spelling <br> • does not have fragments, comma splices, or run-on sentences |

The students' score of writing test = content score + organization score + grammar score + word choice score + mechanics score = 25 + 25 + 25 + 15 + 10 = 100.

While the average of the students' score in both pretest and posttest was counted by using the formula below:

$$\text{The average of the students' score} = \frac{\text{the total of the students' score}}{\text{the total of the students}}$$

### 3.8.2. The t-Test

All data collected of this study were analyzed. I compared the students' score in pretest and posttest. The results of the comparison were used to answer the

statement of the problem of this study, whether there is significant difference between writing achievement of students who are taught writing narrative texts by using video clips and those who are taught without using video clips as media.

"A t-test is a statistical test that allows you to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference" (Tuckman 1978: 257). Based on Arikunto (2006: 311), the t-test formula is:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where, t        = t value

M_x      = the mean score of the experimental group

M_y      = the mean score of the control group

$\Sigma x^2$      = the total of the square deviation of the experimental group

$\Sigma y^2$      = the total of the square deviation of the control group

N_x      = the number of the students of the experimental group

N_y      = the number of the students of the control group

"To decide whether the sample means do differ enough, the researcher must compare his calculated t value with an appropriate critical value. Two factors which are used to find the correct critical value are the degree of freedom (*df*) associated with his calculated t value and the level of significance" (Huck, Cormier, and Bounds1974: 51). To find the degree of freedom (*df*), the formula is:

*df* = the total number of data observations upon which his t test is based - 2

Huck, Cormier, and Bounds (1974: 52) state that "after locating the critical value in the t table, the researcher compares his calculated t value against it. If the calculated t value is larger than the critical value, the researcher is then able to say that a significant difference exists between the two sample means. On the other hand, if the calculated t value is less than the critical value, the researcher will be forced to conclude that the two sample means are not significantly different from one another." In addition, based on http://en.wikipedia.org/wiki/Student's_t-test (accessed June 14, 2011), in the t-test comparing the means of two independent samples, the following assumption should be met:

(1) Each of the two populations being compared should follow a normal distribution. This can be tested using a normality test.
(2) If using student's original definition of the t-test, the two populations being compared should have the same variance.
(3) The data used to carry out the test should be sampled independently from the two populations being compared.

# CHAPTER IV

# DATA ANALYSIS

This chapter deals with the analysis of the data that were found from the activities during the research. It consists of the result of the study, the result of pretest, and posttest. This chapter also presents the comparison between the result of the pretest and the posttest.

## 4.1 Results of the Study

The data were obtained from the students' scores achievement of the writing test of narrative texts. They were pretest scores and posttest scores from the experimental group and the control group. The total scores of writing test consisted of the scores of five elements of good writing: content, organization, grammar, word choice, and mechanics score. The complete computation of those five elements scores can be read on Appendix 11, 12, 13, 14. The following tables are the simple tables for the scores of five elements of good writing for the pretest and the posttest:

**Table 4.1 The Simple Table for the Scores of Five Elements of Good Writing for the Pretest**

| Elements of Good Writing | The Experimental Group | The Control Group |
|---|---|---|
| Content | 658 | 644 |
| Organization | 658 | 637 |
| Grammar | 589 | 591 |
| Word Choice | 381 | 372 |
| Mechanics | 223 | 225 |
| **Total** | **2509** | **2469** |

| | Average | 67.81 | 66.73 |
|---|---|---|---|

**Table 4.2 The Simple Table for the Scores of Five Elements of Good Writing**

**for the Posttest**

| Elements of Good Writing | The Experimental Group | The Control Group |
|---|---|---|
| Content | 743 | 714 |
| Organization | 738 | 681 |
| Grammar | 666 | 635 |
| Word Choice | 432 | 418 |
| Mechanics | 266 | 246 |
| **Total** | **2845** | **2694** |
| **Average** | **76.89** | **72.81** |

The total scores for the experimental group were 2509 for the pretest and 2845 for the posttest. Therefore, the score difference between the pretest and posttest for the experimental group was 336. While the total scores for the control group was 2469 for the pretest and 2694 for the posttest. Therefore, the score difference between the pretest and posttest score for the control group was 225. The complete computation of the scores can be read on Appendix 11, 12, 13, 14. The following are the simple table for the pretest and the posttest students' scores:

**Table 4.3 The Simple Table for the Pretest and the Posttest Students' Scores**

| Group | The Experimental Group | The Control Group |
|---|---|---|
| The Total Scores of the Pretest | 2509 | 2469 |
| The Total Scores of the Posttest | 2845 | 2694 |
| The Differences between the Pretest and the Posttest Scores | 336 | 225 |

## 4.2    The Data Analysis

Data analysis shows the analysis of the result of the activities given during the experimental research, both for the experimental group and the control group, and also the t-test computation.

### 4.2.1    The Improvement of Students' Writing Achievement

Treatment is needed in an experimental research and it is only given to the experimental group. It is usually used to make the students easier catching the learning material, so they can improve their learning achievement. In this experimental research, the treatment was the use of the video clips as media for teaching writing narrative text. There were two kinds of the video clips. They were video clips coming from Avril Lavigne and Emily Osment.

Then, the analysis was done to find out the improvement of students' writing achievement after being taught writing narrative texts using video clips as media and without using video clips as media. The analysis would be divided into two parts. The first part of the analysis was about the comparison between the total score of the elements of good writing of the experimental group and the control group. The second part of the analysis was about the comparison between the result of the pretest and the posttest on the elements of good writing of the experimental group.

*4.2.1.1 The Comparison between the Total Score of the Elements of Good Writing*
                    *of the Experimental Group and the Control Group*

Based on the Boardman and Frydenberg's essay evaluation (2002: 180), there are five major elements of writing. They consist of content, organization, grammar,

word choice and mechanics. As a result, to find out the improvement of students'
writing achievement after being taught writing narrative texts using video clips as
media and without using video clips as media, the analysis was made based on the
total score of the elements of good writing in the pretest and the posttest for the
experimental group and the control group.

4.2.1.1.1 The Pretest Results
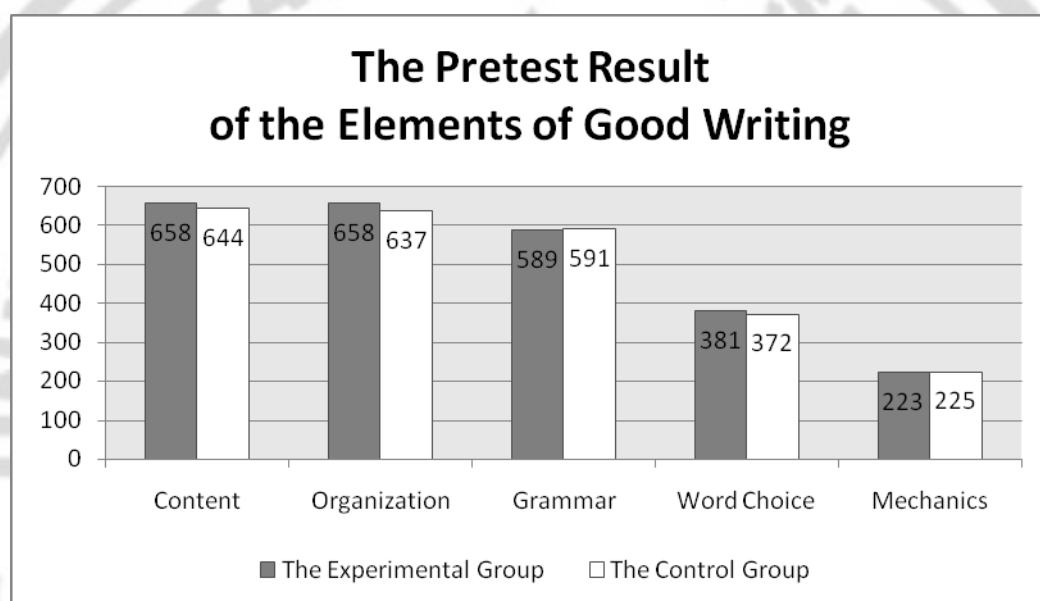


**Figure 4.1 The Column Chart for the Pretest Result of the Elements of Good Writing**

The column chart above was about the pretest result of the elements of good
writing. It showed that the total score of each element of good writing for the
experimental group was almost the same as the control group's one like listed
below:

(1) Total score of content for the experimental group        : 658

    Total score of content for the control group            : 644

(2) Total score of organization for the experimental group   : 658

Total score of organization for the control group          : 637

(3) Total score of grammar for the experimental group       : 589

Total score of grammar for the control group          : 591

(4) Total score of word choice for the experimental group   : 381

Total score of word choice for the control group        : 372

(5) Total score of mechanics for the experimental group      : 223

Total score of mechanics for the control group         : 225

It can be concluded that there was no significant difference and no improvement between each aspect in both groups. In other words, the experimental group and the control group had the same quality in English subject, especially in writing narrative texts. As a result, it was possible to do the experimental research in those groups.

4.2.1.1.2 The Posttest Results
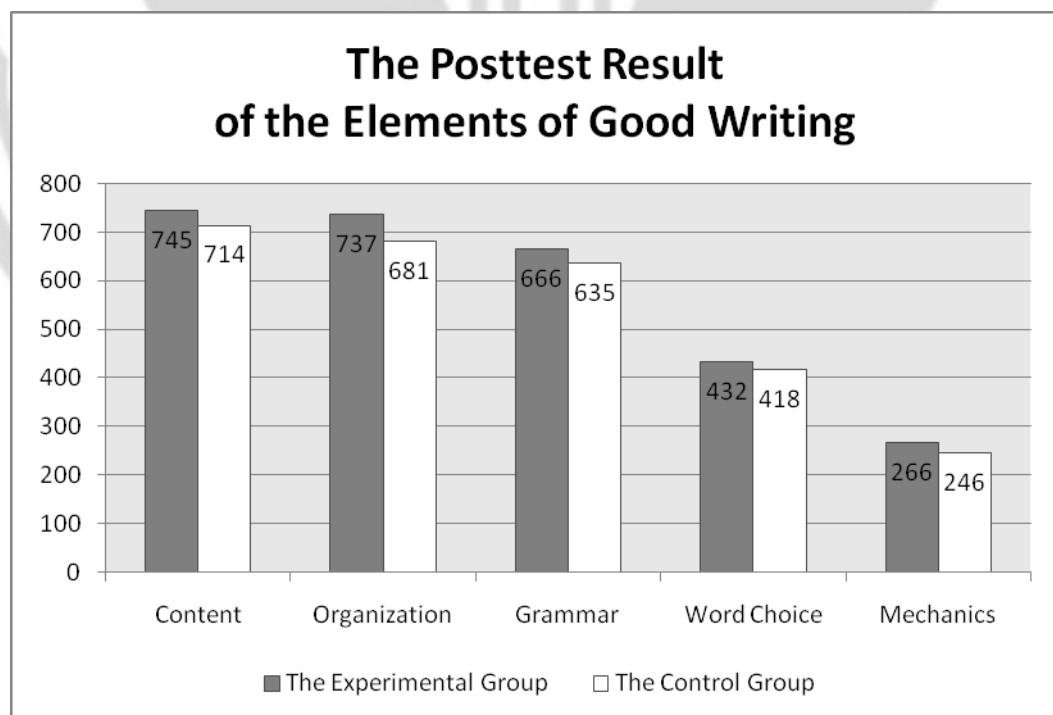


**Figure 4.2 The Column Chart for the Posttest Result of the Elements of Good**

**Writing**

The column chart above was about the posttest result of the elements of good writing. It showed that the total score of each element of good writing for the experimental group was higher than the control group's one like listed below:

(1) Total score of content for the experimental group       : 745

   Total score of content for the control group       : 714

(2) Total score of organization for the experimental group   : 737

   Total score of organization for the control group    : 681

(3) Total score of grammar for the experimental group    : 666

   Total score of grammar for the control group     : 635

(4) Total score of word choice for the experimental group   : 432

   Total score of word choice for the control group    : 418

(5) Total score of mechanics for the experimental group    : 266

   Total score of mechanics for the control group     : 246

The total score of content, organization, grammar, word choice and mechanics for the experimental group was higher than the score of the control group. It means that there is an improvement in each element for both groups, but the improvement of the experimental group is higher than the improvement of the control group. In other words, there is significant difference among each aspect.

**4.2.1.2** *The Comparison between the Total Score of the Elements of Good Writing*

   *in the Pretest and the Posttest of the Experimental Group*

Besides comparing the total score of the elements of good writing of the experimental group and the control group, the analysis was also made based on

the total score of the elements of good writing in the pretest and the posttest of the

experimental group.
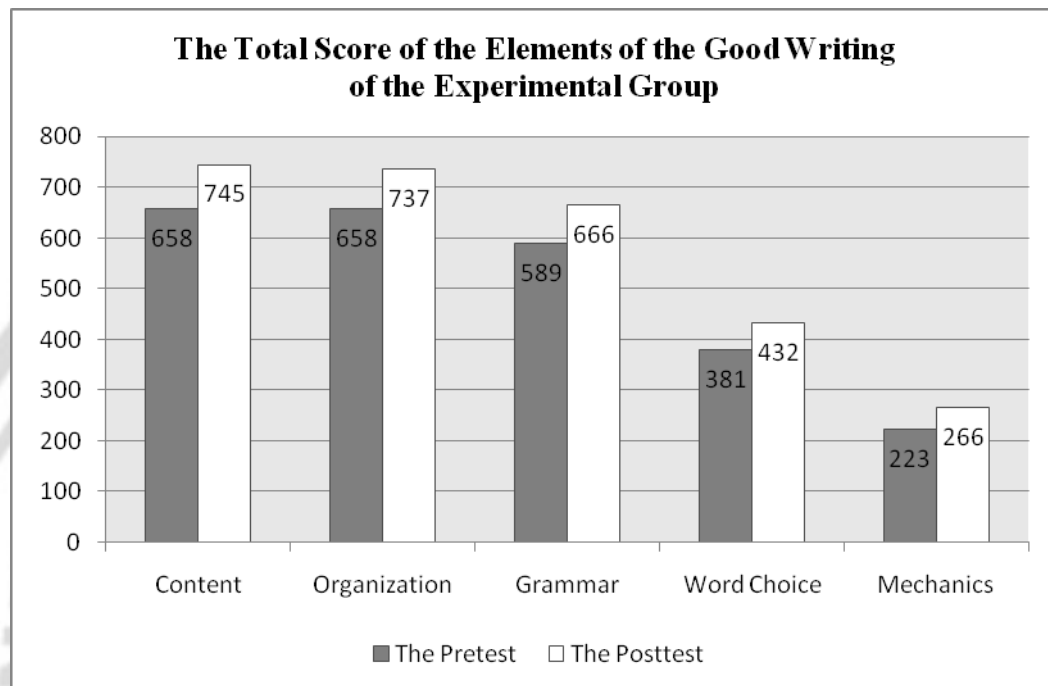


**Figure 4.3 The Column Chart for the Total Score of the Elements of Good Writing of the Experimental Group Analysis:**

After comparing the pretest result between the experimental group and the control group and also the posttest result of the experimental group and the control group, I, then, focused on comparing the pretest and the posttest results of the experimental group. The reason the writer did this comparison only for the experimental group was because I only gave the different treatment to them, so I wanted to know how effective the treatment was.

The chart above showed that the total score of each element of good writing for the experimental group was higher than the control group's one like listed below:

(1) Total score of content for the pretest       : 658

    Total score of content for the posttest      : 743

    Score difference       : 743 – 658 = 85

(2) Total score of organization for the pretest    : 658

    Total score of organization for the posttest    : 738

    Score difference       : 738 – 658 = 80

(3) Total score of grammar for the pretest      : 589

    Total score of grammar for the posttest      : 666

    Score difference       : 666 – 589 = 77

(4) Total score of word choice for the pretest    : 381

    Total score of word choice for the posttest    : 432

    Score difference       : 432 – 381 = 51

(5) Total score of mechanics for the pretest     : 223

    Total score of mechanics for the posttest     : 266

    Score difference       : 266 – 223 = 43

From the column chart, it can be seen that the posttest total score of all elements of good writing for the experimental group were higher than the pretest total score. Based on the analysis it can be concluded that there is an improvement in each element in the posttest.

(1) Content: The improvement of content was 85. It happened because the students had known how to write a narrative story in a right way after the treatment was given. The treatment helped them to imagine how the story should be. The test theme was about Cinderella and the video clips which had

been shown to them were about Sleeping Beauty and Alice in the Wonderland. The stories in the video clips were almost the same with the theme of the test.

(2) Organization: The improvement of organization was 80. The use of video clips as media helped the students to organize the story chronologically. They were able to determine what the orientation was, what the complication was and what the resolution was. When they did the pretest, they did not differentiate the orientation, the complication and the resolution. Then, after the treatment was given and they did the posttest, they were able to write a narrative text with clear orientation, complication and resolution.

(3) Grammar: The improvement of grammar was 77. The students were able to make a narrative text with good grammar in the posttest because they had been introduced to the grammar through the lyrics of the songs. The simple past tense was also used in the lyrics. It helped the students to memorize the simple past tense and use it easily.

(4) Word choice: The improvement of word choice was 51. The use of video clips helped the students to determine the best word choice for their stories. They knew the words they should use to express their ideas by watching the video clips. Besides the moving pictures in the video clips, the lyrics also helped their imagination to write a story.

(5) Mechanics: The improvement of mechanics was 43. Mechanics was the element which was not directly influenced by the video clips, but by knowing what they wanted to write in their story, they should know when they should use full stop, colon, semicolon, etc. Furthermore, to help the students to use

the right mechanics, I also taught them when they should use full stop, colon, semicolon, etc.

From the chart and the analysis, it could be seen that there is an improvement among each aspect. The treatment had influenced the writing ability of the experimental group. Their writing ability improved after the treatment was given.

**4.2.2   The Computation of the t-Test**

I did the t-test to know the effectiveness of the treatment which was given to the students of the experimental group and the control group and the significant difference between both groups. The first step before doing the t-test was calculating the average scores of the experimental and the control groups' pretest and the posttest scores. Besides calculating the average scores, I should complete three assumptions of the t-test before calculating the t-test.

*4.2.2.1 The Experimental Group*

After conducting the research in the experimental group, I calculated the average scores of the pretest and the posttest based on the research result.

4.2.2.1.1 The Average Score of the Pretest Scores

The pretest was conducted at the beginning of the research. It was done on May 2, 2011. There were 37 students who took the pretest. The purpose of giving the pretest to the students of the experimental group was to check the students' achievement in writing a narrative text before teaching writing narrative texts using video clips as media in the treatment.

In order to know the students' achievement in detail, the following formula was used to find out the average of the students' pretest score:

$$\bar{X}_1 = \frac{\Sigma X_1}{N_{X1}}$$

Where, $\bar{X}_1$      = the mean (the average) score of the pretest scores of the

experimental group students

$\Sigma X_1$      = the total of the experimental group students' pretest scores

$N_{X1}$      = the total of the experimental group students

The computation of the mean (the average) score of the pretest scores of the experimental group students was:

$$\bar{X}_1 = \frac{\Sigma X_1}{N_{X1}} = \frac{2509}{37} = 67.81$$

4.2.2.1.2 The Average Score of the Posttest Scores

On May 18, 2011, I gave the posttest to the students of the experimental group. The posttest was conducted at the end of the research. 37 students took the posttest. The purpose of giving the posttest to the students of the experimental group was to check the students' achievement in writing a narrative text after teaching writing narrative text using video clips as media in the treatment.

The following formula was used to find out the average of the students' posttest score:

$$\bar{X}_2 = \frac{\Sigma X_2}{N_{X2}}$$

Where, $\bar{X}_2$      = the mean (the average) score of the posttest scores of the

experimental group students

$\Sigma X_2$      = the total of the experimental group students' posttest scores

$N_{X2}$      = the total of the experimental group students

The computation of the mean (the average) score of the posttest score of the

experimental group students was:

$$\bar{X}_2 = \frac{\sum X_2}{N_{X2}} = \frac{2845}{37} = 76.89$$

**4.2.2.2** *The Control Group*

Besides conducting the research in the experimental group, I also conducted the research in the control group. I, then, also calculated the average scores of the pretest and the posttest of the control group based on the research result.

4.2.2.2.1 The Average Score of the Pretest Scores

Like the experimental group, I also gave the pretest for the students of the control group. The pretest was conducted at the beginning of the research. It was done on May 2, 2011. There were 37 students who took the pretest. The purpose of giving the pretest to the students of the control group was to check the students' achievement in writing a narrative text before teaching writing narrative texts using series of pictures as media in the treatment.

The following formula was used to find out the average of the control group students' pretest score:

$$\bar{Y}_1 = \frac{\sum Y_1}{N_{Y1}}$$

Where, $\bar{Y}_1$      = the mean (the average) score of the pretest scores of the

          control group students

    $\sum Y_1$    = the total of the control group students' pretest scores

    $N_{Y1}$    = the total of the control group students

The computation of the mean (the average) score of the pretest score of the control group students was:

$$\overline{Y}_1 = \frac{\Sigma Y_1}{N_{Y_1}} = \frac{2469}{37} = 66.73$$

4.2.2.2.2 The Average Score of the Posttest Scores

On May 20, 2011, I gave the posttest to the students of the control group. The posttest was conducted at the end of the research. 37 students took the posttest. The purpose of giving the posttest to the students of the control group was to check the students' achievement in writing a narrative text after teaching writing narrative texts using series of pictures as media in the treatment.

In order to know the students' achievement in detail, the following formula was used to find out the average of the students' posttest score:

$$\overline{Y}_2 = \frac{\Sigma Y_2}{N_{Y2}}$$

Where, $\overline{Y}_2$      = the mean (the average) score of the posttest scores of the

          control group students

     $\Sigma Y_2$      = the total of the control group students' posttest scores

     $N_{Y2}$      = the total of the control group students

The computation of the mean (the average) score of the posttest score of the control group students was:

$$\overline{Y}_2 = \frac{\Sigma Y_2}{N_{Y2}} = \frac{2694}{37} = 72.81$$

***4.2.2.3 The Result of the t-Test***

After collecting the data of the research, the data were analyzed using t-test formula. Based on http://en.wikipedia.org/wiki/Student's_t-test (accessed June 14, 2011), before analyzing the data using t-test, I should complete the three assumptions of the t-test. They are:

(4) Each of the two samples being compared should follow a normal distribution. This can be tested using a normality test.

(5) If using student's original definition of the t-test, the two samples being compared should have the same variance. This can be tested using Bartlett test.

(6) The data used to carry out the test should be sampled independently from the two samples being compared.

4.2.2.3.1 The Results of the Normality Test

Before doing the t-test, I should complete the three assumptions of the t-test. The first assumption is each of the two samples being compared should follow a normal distribution. This can be tested using a normality test. I did the normality test to the pretest and the posttest scores of the experimental and the control group. From the computation of the normality test, the results are:

(1) The result of the normality test for the pretest scores of the experimental group shows that chi-square value ($x^2$) is 6.945 for $\alpha = 5\%$, df = 4, $x^2_{(0.95)(4)} = 9.49$. Because $x^2 < x^2_{table}$ (6.945 < 9.49), it can be concluded that the pretest score of the experimental group is distributed normally.

(2) The result of the normality test for the posttest scores of the experimental group shows that chi-square value ($x^2$) is 7.5731 for $\alpha = 5\%$, df = 4, $x^2_{(0.95)(4)} = 9.49$. Because $x^2 < x^2_{table}$ (7.5731 < 9.49), it can be concluded that the posttest score of the experimental group is distributed normally.

(3) The result of the normality test for the pretest scores of the control group shows that chi-square value ($x^2$) is 5.5478 for $\alpha = 5\%$, df = 3, $x^2_{(0.95)(3)} = 7.81$. Because $x^2 < x^2_{table}$ (5.5478 < 7.81), it can be concluded that the pretest score of the control group is distributed normally.

(4) The result of the normality test for the posttest scores of the control group

shows that chi-square value ($x^2$) is 7.6584 for α = 5%, df = 3, $x^2_{(0.95)(3)}$ = 7.81.

Because $x^2 < x^2_{table}$ (7.6584 < 7.81), it can be concluded that the posttest score

of the control group is distributed normally.

The complete computation of the normality test can be read on Appendix 17,

18, 19, and 20. From the computation results above, it can be concluded that all

the test scores were distributed normally. The first assumption of the t-test had

been completed.

4.2.2.3.2 The Result of the Bartlett Test

The second assumption of the t-test is if using student's original definition

of the t-test, the two samples being compared should have the same variance. I,

then, used Bartlett test to analyze the data. I did Bartlett test to the experimental

and the control group's pretest and posttest. From the computation of the Bartlett

test, the results are:

(1) The result of the Bartlett test of the experimental and the control group's

pretest shows that chi-square value ($x^2$) is 1.174 for α = 5%, df = 36, $x^2_{(0.95)(36)}$

= 50.99. Because $x^2 < x^2_{table}$ (1.174 < 50.99), it can be concluded that before I

gave the treatment, the experimental group and the control group have the

same variance.

(2) The result of the Bartlett test of the experimental and the control group's

posttest shows that chi-square value ($x^2$) is 1.589 for α = 5%, df = 36, $x^2_{(0.95)(36)}$

= 50.99. Because $x^2 < x^2_{table}$ (1.589 < 50.99), it can be concluded that after I

gave the treatment, the experimental group and the control group still have the same variance.

The complete computation of the Bartlett test can be read on Appendix 21 and 22. From the computation results above, it can be concluded that the experimental and the control group have the same variance. The second assumption of the t-test had been completed.

4.2.2.3.3 The Result of the Independent Sample Test

The last assumption of the t-test is the data used to carry out the test should be sampled independently from the two samples being compared. I, then, used the independent sample test to analyze the data. I did the independent sample test between two mean scores of the experimental and the control group. From the computation of the Independent Sample test, the result shows that $t_{value}$ is higher than $t_{table}$ (2.29 > 1.99). Since $t_{value} > t_{table}$, it means there is a mean score increasing difference between the experimental group and the control group. Then, it can be concluded that there is a significant difference between the experimental and the control group on the test.

The complete computation of the Independent Sample test can be read on Appendix 23. From the computation results above, it can be concluded that the experimental group's mean is higher than the control group's mean. The third assumption of the t-test had been completed.

4.2.2.3.4 The Result of the t-Test for the Pretest and the Posttest

After completing the three assumptions of the t-test, the next step in analyzing data was doing the t-test. I did the t-test for the experimental and the control

group's pretest and also for the experimental and the control group's posttest. From the t-test computation of the experimental and the control group's pretest, the $t_{value}$ was 1.17. Because $t_{value}$ was in the Ho area and $t_{value} \leq t_{table}$ ($1.17 \leq 1.99$), so it could be concluded that there was no significant difference between the experimental group and the control group. It happened because the treatment had not been given to the students of the experimental and the control groups.

Then, I did the t-test for the experimental and the control group's posttest. From the t-test computation of the experimental and the control group's posttest, the $t_{value}$ was 3.029. Because $t_{value}$ was not in the Ho area and $t_{value} > t_{table}$ ($3.029 > 1.99$), so it can be concluded that there is significant difference between the experimental group and the control group. It shows that the treatment, which was given to the students of the experimental group, has influenced the students of the experimental group. By giving the treatment, the students' writing scores increase significantly. The complete computation of the t-test can be read on Appendix 24 and 25.

## 4.3 Interpretation

Based on the results of the research, I found that the use of video clips as media improve students' writing skills of narrative texts. It could be seen on the results between both groups and the results between the pretest and the posttest of the experimental group. The improvement of the experimental group is higher than the improvement of the control group. Furthermore, for the experimental

research where the treatment was given to, the posttest score was also higher than the pretest score.

After knowing that the use of video clips as media improve students' writing skills of narrative texts, I, then, did the computation of the t-test to know the significant difference between the results of both groups. Based on the computation of the t-test, there is a significant difference in writing achievement between the students who were taught by using video clips as the media and those who were taught without the video clips as the media. The increasing mean score of the experimental group is higher than the control group.

In addition, there are some advantages of using video clips as media for teaching writing narrative texts to the eleventh grade students of Senior High School:

(1) The use of video clips as the media can avoid the boredom during the teaching learning process. The students are allowed to sing the songs, enjoy the music and watch the video clips while writing the narrative texts. It will make the interesting teaching learning process.

(2) When a teacher uses video clips as media in teaching writing narrative texts, his/her students will be more active in joining the teaching learning process. It will create the students centered teaching learning process. It is not only teachers who are active during the teaching learning process, but the students are also active.

(3) The video clips media are interesting media for the students. As a result, it will make the students more easily practicing writing.

# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

In this chapter, I got some conclusions about the research finding that has been reported on the previous chapters. Besides, I also gave some suggestions as the contribution to support the teaching-learning process, especially in teaching writing for the eleventh grade students of Senior High School.

## 5.1 Conclusions

The whole description of chapter IV led me to draw the conclusions.

First, based on the results of the research, I found that the use of video clips as media improve students' writing skills of narrative texts. It could be seen on the results between both groups and the results between the pretest and the posttest of the experimental group. The improvement of the experimental group is higher than the improvement of the control group. Furthermore, for the experimental research where the treatment was given to, the posttest score was also higher than the pretest score.

Second, after knowing that the use of video clips as media improve students' writing skills of narrative texts, I, then, did the computation of the t-test to know the significant difference between the results of both groups. Based on the computation of the t-test, there is a significant difference in writing achievement between the students at the eleventh grade of SMA Negeri 2 Mranggen in the academic year 2010/2011 who were taught by using video clips

as the media and those who were taught without the video clips as the media. The increasing mean score of the experimental group is higher than the control group.

From the experimental and the control groups, the computation shows that the improvement of the writing achievement of the experimental group is higher than the control group. The result of the $t_{value}$ from t-test computation was 3.029, for $\alpha$ = 5%, with dk = 37 + 37 − 2 = 72. The $t_{table}$ was 1.99. This means that the $t_{value}$ is higher than the $t_{table}$. Since the $t_{value}$ is higher than $t_{table}$, it can be concluded that the experimental group's achievement in writing test is better than the control group.

## 5.2 Suggestions

Based on the conclusion presented above, I would like to offer some suggestions.

First, video clips can be used as an alternative media in teaching writing to the eleventh grade students of Senior High School because it has many advantages and can improve the students' achievement in writing narrative texts.

Second, the teacher should be able to create his/her own technique, method, and media in order to raise his/her students' interest in writing an English text, especially in writing narrative texts and create the atmosphere that challenges the students to be active during the teaching learning process.

Fifth, the teacher should have a good choice in selecting the media, technique, and method in teaching. They should be appropriate to the students' education level and interest.

The last, I hopes that there will be other researchers conducting the research about how to use video clips in teaching writing English texts in other genres and making teaching-learning process more effective in the future.

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# APPENDICES

## Appendix 1

**SYLLABUS**

School       : SMA Negeri 2 Mranggen                                                  Subject      : English

Class          : XI IPA 3                                                      Semester   : 2

Standard Competence:

MENULIS (WRITING)

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

| BASIC COMPETENCE | LEARNING MATERIALS | LEARNING ACTIVITIES | INDICATOR | EVALUATION | | | TIME ALLOTMENT | SOURCES |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | TECHNIQUE | FORM OF INSTRUMENT | EXAMPLE OF INSTRUMENT | | |
| 12.2.a. Mengung-kapkan makna dan langkah retorika dalam esei dengan mengguna-kan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* | • Teacher gives **an introduction** about narrative text: the social function, the generic structure, significant lexicogrammatical features, an example of written narrative text<br>• Teacher gives the students some pictures about Alice in the Wonderland as a source for the students to write a narrative text**.** | • Students listen to the teacher's **introductory** about a narrative text.<br>• Students look the pictures about Alice in the Wonderland..<br>• Students write down whatever comes to their head based on the pictures.<br>• Students learn about | • Students are able to write a narrative text with good content/ ideas, organiza-tion, grammar/ structure, word choice/word form and mechanics. | Writing test-Story Writing Composition Test | **WRITING TEST**<br><br>• Teacher gives a topic that is Cinderella and asks students to make a narrative text with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. The students should make a narrative text in 45 minutes. | • Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. | 12 x 45 minutes (6 meetings) | • Teacher-made written narrative text<br>• Teacher oral presentation<br>• Text books<br>• Pictures |

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|---|---|---|---|---|---|---|
| | • Teacher asks the students to write down whatever comes to their head based on the pictures.<br>• Teacher asks the students to share about what they have written in their notes (**vocabularies** which can be found in the pictures).<br>• Teacher teaches how to build sentences and paragraphs using the **vocabularies** which are found in the pictures with correct grammar rules: simple past tense.<br> S + was/were + C<br> S + $V_2$ + C<br>• Teacher explains the capitalization and punctuation | **vocabularies** which can be found in the pictures.<br>• Students learn about **how to build sentences and paragraphs** using vocabularies which are found in the pictures with correct **grammar rules**: simple past tense.<br>• Students practice to build sentences and paragraphs using the vocabularies which can be found in the pictures with correct grammar rules: simple past tense. | | | | |

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| | used in a narrative text<br>• Teacher guides the students to write a narrative text based on the pictures.<br>• Teacher scores the students' narrative texts.<br>• Teacher gives the feedback for the students' narrative texts.<br>• Teacher gives other pictures about Sleeping Beauty as the second source to write a narrative text.<br>• Teacher guides the students to write a narrative text based on the pictures.<br>• Teacher scores the students' narrative texts.<br>• Teacher gives the feedback for the students' narrative | • Students learn and pay attention to the use of **capitaliza-tion and punctuation** used in narrative text.<br>• Students practice the correct capitaliza-tion and punctuation used in narrative test.<br>• Students practice to write a narrative text based on the pictures they have looked.<br>• Students look other pictures about Sleeping Beauty.<br>• Students practice to write the second | | | | | |

| | texts. | narrative text based on the pictures. | | | | | | |
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**Appendix 2**

**Experimental Group**

**SYLLABUS**

School          : SMA Negeri 2 Mranggen                                                 Subject        : English

Class             : XI IPA 2                                                     Semester     : 2

Standard Competence:
MENULIS (WRITING)
12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

| BASIC COMPETENCE | LEARNING MATERIALS | LEARNING ACTIVITIES | INDICATOR | EVALUATION | | | TIME ALLOTMENT | SOURCES |
|---|---|---|---|---|---|---|---|---|
| | | | | TECHNIQUE | FORM OF INSTRUMENT | EXAMPLE OF INSTRUMENT | | |
| 12.2.a. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks | • Teacher gives **an introduction** about narrative text: the social function, the generic structure, significant lexicogrammatical features, an example of written narrative text <br> • Teacher shows **a video clip from Avril Lavigne entitled Alice** | • Students listen to the teacher's **introductory** about a narrative text. <br> • Students watch a video clip from **Avril Lavigne entitled Alice (Under-ground)** | Students are able to write a narrative text with content/ ideas, organization, grammar/ structure, word choice/word form and mechanics. | Writing test-Story Writing Composition Test | **WRITING TEST** <br><br> Teacher gives a topic that is Cinderella and asks students to make a narrative text with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. The students should make a narrative | Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. | 12 x 45 minutes (6 meetings) | • Teacher-made written narrative text <br> • Teacher oral presentation <br> • Text books <br> • Video clips |

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| kehidupan sehari-hari dalam teks berbentuk *narrative* | **(Undergeround)** as a source for the students to write a narrative text**.** It will be shown twice.<br>• Teacher asks the students to write down whatever comes to their head based on the video clip.<br>• Teacher asks the students to share about what they have written in their notes (**vocabularies** which can be found in the video clip).<br>• Teacher teaches how to build sentences and paragraphs using the **vocabularies** which are found in the video clip with correct grammar rules: simple past | twice.<br>• Students write down whatever comes to their head based on the video clip.<br>• Students learn about **vocabularies** which can be found in the video clip.<br>• Students learn about **how to build sentences and paragraphs** using the vocabularies which are found in the video clip with correct **grammar rules**: simple past tense.<br>• Students practice to build sentences and | | | text in 45 minutes. | | |

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| tense.<br> $S + was/were + C$<br> $S + V_2 + C$<br>• Teacher explains the capitalization and punctuation used in a narrative text<br>• Teacher guides the students to write a narrative text based on the first video clip.<br>• Teacher scores the students' narrative texts.<br>• Teacher gives the feedback for the students' narrative texts.<br>• Teacher shows the second video clip from **Emily Osment** entitled **Once Upon a Dream** as the second source to write a narrative text.<br>• Teacher guides the | paragraphs using the vocabularies which can be found in the video clip with correct grammar rules: simple past tense.<br>• Students learn and pay attention to the use of **capitaliza-tion and punctuation** used in narrative text.<br>• Students practice the correct capitaliza-tion and punctuation used in narrative test.<br>• Students practice to write a narrative text based on the first video | | | | | |

| | students to write a narrative text based on the second video clip.<br>• Teacher scores the students' narrative texts.<br>• Teacher gives the feedback for the students' narrative texts. | clip they have watched.<br>• Students watch the second video clip from **Emily Osment** entitled **Once Upon a Dream** twice.<br>• Students practice to write the second narrative text based on the second video clip. | | | | | |
|---|---|---|---|---|---|---|---|

## LESSON PLAN

School           : SMA Negeri 2 Mranggen
Subject          : English
Class/Semester   : XI IPA 3/2
Time Allotment   : 12 x 45 minutes (6 meetings)

Standard Competence : 12.  Menulis (Writing)
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

Basic Competence   : 12.2.a. Mengungkapkan makna dan langkah retorika dalam esei

dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

A.   **TEXT TYPE** : Written narrative text
B.   **LEARNING OBJECTIVES**

At the end of the lesson, 55 % of the students are able to write a narrative text with good content/ideas, organization, grammar/structure, word choice/word form, and mechanics.

C.   **LEARNING MATERIALS**
  **1. Narrative Text**
    **a.  Introduction**
    A narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners.
    **b.  Social Function**
    Social function of a narrative text is to amuse or entertain the readers or listeners; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
    **c.  Generic Structure of Narrative Text**
      1)  Orientation: sets the scene and introduces the participants
      2)  Complication: a crisis arises
      3)  Resolution: the crisis is resolved, for better or for worse
    **d.  Significant Lexicogrammatical Features**
      1)  Focus on specific and usually individual participant
      2)  Use of material processes, behavioral and verbal processes
      3)  Use of relational processes and mental processes

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4) Use of temporal conjunctions and temporal circumstances
5) Use of past tense

Statement   : S + V$_2$ + O or S + was/were + C
Negative     : S + did + not + V$_1$ + O or S + was/were + not + C
Interrogative: Did + S + V$_1$ + O + ? or Was/Were + S + C + ?

e.  **An Example of Written Narrative Text**

The Parts of the Body

Once, long ago, the parts of the body did not all work together as well as they do today. Each one had a will and a voice of its own.

It happened that the parts of the body began to find fault with the stomach.

"What does he do all day?" said the hands. "We work hard for our living but he just lies there lazily while we give him things to eat."

"Absolutely true," said the feet. "We walk miles carrying his great weight about."

"What about us?" asked the teeth. "We are quite worn out with chewing food – just so that he can feel contented"

"We've had enough," said the hands.

"So have we," said the feet.

"And us," said the teeth.

The other parts of the body agreed and they all decided that they would have nothing more to do with stomach. The feet would not go to market; the hands would not carry food to the mouth; the mouth would not take food in; the teeth would not chew it – and so on for each part.

They had not been doing this for very long, however, before they all began to feel very weak. The feet dragged slowly along the ground; the hands could scarcely hold a pen; the teeth grew loose in the gums.

"You see how it is, my friends," said the stomach. "It is true that I cannot do anything without you – but how do you feel without me? The fact is that none of us can manage without others."

Ever since that time the parts of the body have all worked together very well – though you may have noticed that the stomach still grumbles occasionally even now, just to let the rest of the body know he has not forgotten the quarrel completely.

f.  **Capitalization**

When a word or sentence is capitalized, its first letter is set as capital. All letters of a word should not be capitalized in ordinary text.

- **Names, Terms, and Titles**

Many names of people, places, organizations, political bodies, events, eras, and titles are capitalized. See Company Names, Military Terms, Personal Names, Religious terms, Titles of People (Courtesy), Titles of People (Professional and Honorary), and Titles of Works for more information on capitalizing names, terms, and titles.

- **First Word of a Sentence**
  - Capitalize the first letter of the first word of the sentence, including sentences within sentences.
    *Example*: The rule is "Never run near the swimming pool".
  - Also capitalize the first letter of sentence that follows a colon.
    *Example*: He had only one goal: He was going to become president of the firm.
  - You should not, however, capitalize the first letter of sentence that is enclosed within parentheses and inserted within another sentence.
    *Example*: Ellie slipped on her velvet heels (she at last had a reason to wear them) left for the club.
- **Direct Quotation**
  Capitalize the first word of a direct quotation even if it is not a complete sentence.
  *Example*: When I asked Mr. Wilson where he was going, he said, "To the mall".
- **Words Derived from Proper Nouns**
  - Most words that are derived from proper nouns are capitalized:
    *Example*: Platonic love, Russian dressing
  - Over time, however, some of these words have lost their close association with the proper nouns from which they were derived. These words are usually not capitalized.
    *Example*: italic type
    venetian blind
  - If in doubt, consult an up-to-date dictionary to determine the preferred styling of a word.
- **Personifications**
  If human characteristics are attributed to a natural phenomenon or season, capitalize the personified word or phrase.
  *Example*: We are all the children of Mother *Nature*.
  But: Spending time in *nature* is the perfect way to relax.

g. **Punctuation**
- Commas
  - Introducer Commas: an introducer comma follows any element that comes in front of the first independent clause in a sentence.

*Example*: Therefore, I plan to quit smoking.

- Coordinator Commas: together with a coordinating conjunction, a comma links coordinate (equal) elements in a sentence.
  *Example*: They were tired, so they went home early.
- Inserter Commas: are used before and after any element that is inserted into the middle of an independent clause.
  *Example*: My uncle, however, refuses to quit smoking
- Tag Commas: are used when adding certain elements to the end of a sentence.
  *Example*: It is not logical, is it?

- Semicolons
  - Between two sentences that are closely connected in idea
    *Example*: Computer use is increasing; computer crime is, too.
  - Before conjunctive adverbs and some transition phrases when they are followed by an independent clause
    *Example*: Skiing is dangerous; nevertheless, millions of people ski.
  - Between items in a series when the items themselves contain commas
    *Example*: I cannot decide which car I like best: the Ferrari, with its quick acceleration and sporty look; the midsize Ford Taurus, with its comfortable seats and ease of handling; or the compact Geo, with its economical fuel consumption.

- Colons
  - Before Lists: use a colon to introduce a list.
    *Example*: I need the following groceries: eggs, milk, and coffee.
  - Before Appositives: use a colon after an independent clause to direct attention to an appositive (a word or word group that renames another word or word group).
    *Example*: He had one great love in his life: himself.
  - Before Long Quotations: use a colon to introduce a quotation longer than three lines. This type of quote is intended on both sides, and no quotation marks are used.
  - Before Subtitles: use a colon between the main title and the subtitle of the book, article, or play.
    *Example*: The title of an article from the *New York Times* is "Man on Mars: Dream or Reality?"
  - In Expressions of Time or Day: use a colon between the numbers for hours and minutes when indicating the time of day.
    *Example*: Helen left the class at 12:30.
  - After Formal Salutation: use a colon after the salutation of a formal letter.

*Example*: Dear Professor Einstein:

- Quotation Marks
  - Around Direct Quotations: use quotation marks around a direct quotation that is shorter than three lines.
    *Example*: "We have already been waiting for an hour," we answered.
  - Around Unusual Words: use quotation marks around words with an unusual, especially ironic, meaning.
    *Example*: The "banquet" consisted of hot dogs and soft drinks.
  - Around Titles of Short Works: use quotation marks around the titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.
    *Example*: The *Times* of London recently published an article entitled "Who Needs the Monarchy?" in which the relevancy of the English monarchy was discussed.

## D. METHOD OF STUDY/LEARNING TECHNIQUE

**1. Grammar Translation Method**

The teacher is the authority in the classroom. The students do as she says, so they can learn what she knows. Students are taught to translate from one language to another. Students study grammar deductively. They are given the grammar rules and examples. They are told to memorize them and then asked to apply the rules to other examples.

**2. Discussion, question and answer, exercise, practices, and drill**

## E. STEPS OF LEARNING ACTIVITY

**1. Opening (1st-6th meeting)**
   a. The teacher greets the students.
   b. The students respond the teacher's question in order to become more friendly and comfortable with the condition.
   c. The teacher checks the attendance list.
   d. The teacher states the purpose of the lesson, the material will be given to the students, and focuses on the main activities.
   e. The students pay attention to the purpose or learning objectives of the lesson.

**2. 1st meeting:** Giving the pretest

**3. Main Activities (2nd and 3rd meeting)**
   **a. BKOF (Building Knowledge of the Field)**
   1) The students are given the introduction about a narrative text.
   2) The students are asked what they know about a narrative text.
   3) The students mention some examples of narrative text.
   4) The students listen to the teacher's introductory about a narrative text.

5) The students are asked whether there are any materials which are not clear.

**b. MOT (Modeling of Text)**

1) The students look pictures about Alice in the Wonderland.
2) The students write down everything they get after looking the pictures.
3) The students share the vocabularies they have found in the pictures.
4) The students pay attention to the teacher's explanation about vocabularies.
5) The students pay attention to the teacher's explanation about how to build sentences using the vocabularies they have found before.
6) The students pay attention to the grammar rule used in the narrative text.
7) The students pay attention to the teacher's explanation about the right capitalization and punctuation used in the narrative text.
8) The students pay attention to the teacher's explanation about how to build paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
9) The students are asked whether there are any materials which are not clear.

**c. JCOT (Joint Construction of Text)**

1) The students look pictures about Alice in the Wonderland.
2) The students discuss the vocabularies and difficult words together to know their meaning.
3) The students practice to write sentences using the vocabularies they have found in the pictures.
4) The students practice to write sentences using the grammar rule used in the narrative text.
5) The students practice to write sentences using the correct capitalization and punctuation.
6) The students practice to write paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
7) The students practice to write a written narrative text together based on the pictures.
8) The students are asked whether there are any materials which are not clear.

**d. ICOT (Independent Construction of Text)**

1) Each student look pictures about Alice in the Wonderland.
2) Each student translates the vocabularies and difficult words to know their meaning.
3) Each student practices to write sentences using the vocabularies they have found in the pictures.
4) Each student practices to write sentences using the grammar rule used in the narrative text.

5) Each student practice to write sentences using the correct capitalization and punctuation.
6) Each student practices to write paragraph using the sentences she/he has built before with correct grammar rule, punctuation and capitalization.
7) Each student practices to write a written narrative text based on the pictures.
8) Each student is asked whether there are any materials which are not clear.

4. **Main Activities (4$^{th}$ and 5$^{th}$ meeting)**
   a. **BKOF (Building Knowledge of the Field)**
      1) The students review the characteristics of the narrative text which had been learned in the last meeting.
      2) The students review the correct punctuation and capitalization of words or sentences in a narrative text.
      3) The students review the grammar rule used in a narrative text.
      4) The students are asked whether there are any materials which are not clear.
   b. **MOT (Modeling of Text)**
      1) The students look pictures about Sleeping Beauty.
      2) The students write down everything they get after looking the pictures.
      3) The students share the vocabularies they have found in the pictures.
      4) The students pay attention to the teacher's explanation about vocabularies.
      5) The students pay attention to the teacher's explanation about how to build sentences using the vocabularies they have found before.
      6) The students pay attention to the grammar rule used in the narrative text.
      7) The students pay attention to the teacher's explanation about the right capitalization and punctuation used in the narrative text.
      8) The students pay attention to the teacher's explanation about how to build paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
      9) The students are asked whether there are any materials which are not clear.
   c. **JCOT (Joint Construction of Text)**
      1) The students look pictures about Sleeping Beauty.
      2) The students discuss the vocabularies and difficult words together to know their meaning.
      3) The students practice to write sentences using the vocabularies they have found in the pictures.
      4) The students practice to write sentences using the grammar rule used in the narrative text.

5) The students practice to write sentences using the correct capitalization and punctuation.
6) The students practice to write paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
7) The students practice to write a written narrative text together based on the pictures.
8) The students are asked whether there are any materials which are not clear.

**d. ICOT (Independent Construction of Text)**
1) Each student look pictures about Sleeping Beauty.
2) Each student translates the vocabularies and difficult words to know their meaning.
3) Each student practices to write sentences using the vocabularies they have found in the pictures.
4) Each student practices to write sentences using the grammar rule used in the narrative text.
5) Each student practices to write sentences using the correct capitalization and punctuation.
6) Each student practices to write paragraph using the sentences she/he has built before with correct grammar rule, punctuation and capitalization.
7) Each student practices to write a written narrative text based on the pictures.
8) Each student is asked whether there are any materials which are not clear.

**5. Main Activities (6th meeting)**

**a. BKOF (Building Knowledge of the Field)**
1) The students review the characteristics of the narrative text which had been learned in the last meeting.
2) The students review the correct punctuation and capitalization of words or sentences in a narrative text.
3) The students review the grammar rule used in a narrative text.
4) The students are asked whether there are any materials which are not clear.

**b. MOT (Modeling of Text)**
1) The students listen to the teacher who is giving some instructions what they should do today.

**c. JCOT (Joint Construction of Text)**
1) The students are asked whether there are any instructions which are not clear.

**d. ICOT (Independent Construction of Text)**
1) Giving the posttest: Each student is evaluated to write a written narrative text about Cinderella with good content/ideas, organization, grammar, word choices, and mechanics.

**6. Closing (1st-6th meeting)**

a. The teacher asks the students whether there are any materials which are not clear.
b. The teacher solves the students' problems with discussing the problems together.
c. The students pay attention to the teacher's explanation about the conclusion of the materials which they have learned today.
d. The students give comments about the materials which they have learned today.
e. The students pay attention to the teacher's expectations and advices.
f. The teacher gives assignment or homework for students to deepen the students' competence.

## F. SOURCE AND MEDIA OF STUDY
1. Teacher-made narrative texts
2. Teacher oral presentation
3. Text books
4. Pictures

## G. ASSESSMENT
### 1. Requirement
The teacher does the assessment with requirement as follow:

| INDICATOR | EVALUATION | | |
|---|---|---|---|
| | TECHNIQUE | INSTRUMENT | EXAMPLE |
| Students are able to write a narrative text with good content/ideas, organization, grammar/structure, word choice/word form, and mechanics. | Writing test-Story Writing Composition Test | Teacher gives a topic that is Cinderella and asks students to make a narrative text with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. The students should make a narrative text in 45 minutes. | **WRITING TEST-STORY WRITING COMPOSITION TEST** Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. |

### 2. Instrument

**WRITING TEST**

School          : SMA Negeri 2 Mranggen
Subject         : English
Class/Semester  : XI IPA 3 /2

Time Allotment     : 45 minutes

Standard Competence     : 12. Menulis (Writing)
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Basic Competence     : 12.2.a. Mengungkapkan makna dan langkah retorika

dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

# ♫ STORY WRITING ♫

☺ Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar, word choice, and mechanics.

☺ Use these following key words to help you writing a narrative text about Cinderella.

- a step mother and two step sisters     - pumpkin     - a prince
- a fairy godmother     - midnight     - a palace
- dancing party     - glass shoes

☺ Good luck.

## H.    RUBRIC OF ASSESSMENT

Writing

a. Total score of writing skill     : 100

b. The final score of writing skill is the total score of writing skill
The formula: **N = total score of writing skill**

Boardman and Frydenberg's Essay Evaluation

| SCORING | ASPECTS OF GOOD WRITING |
|---|---|
| | **Content/Ideas** |
| Exceptional : 25-23<br>Very good : 22-20<br>Average : 19-17 | • has excellent support<br>• is interesting to read<br>• has unity and completeness<br>• adheres to assignment parameters |

| | |
|---|---|
| Needs work : 16-0 | |
| Exceptional : 25-23<br>Very good : 22-20<br>Average : 19-17<br>Needs work : 16-0 | **Organization**<br>• has introductory paragraph with clear thesis statement<br>• has body paragraph with good organization<br>• has concluding paragraph<br>• has coherence and cohesion |
| Exceptional : 25-23<br>Very good : 22-20<br>Average : 19-17<br>Needs work : 16-0 | **Grammar/Structure**<br>• demonstrates control of basic grammar (e.g., tenses, verb forms, noun forms, preposition, articles)<br>• shows sophistication of sentence structure with complex and compound sentences |
| Exceptional : 15-14<br>Very good : 13-12<br>Average : 11-10<br>Needs work : 9-0 | **Word Choice/Word Form**<br>• demonstrates sophisticated choice of vocabulary items<br>• has correct idiomatic use of vocabulary<br>• has correct word forms |
| Exceptional : 10<br>Very good : 9-8<br>Average : 7-6<br>Needs work : 5-0 | **Mechanics**<br>• has good paragraph format<br>• demonstrates good control over use of capital letters, periods, commas, and semicolons<br>• demonstrates control over spelling<br>• does not have fragments, comma splices, or run-on sentences |

Demak. April 30, 2011

Approved by English Teacher
of SMA Negeri 2 Mranggen

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**Appendix 4**

<div align="center">

**LESSON PLAN**

</div>

School : SMA Negeri 2 Mranggen
Subject : English
Class/Semester : XI IPA 2/2
Time Allotment : 12 x 45 minutes (6 meetings)

Standard Competence : 12. Menulis (Writing)
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari
Basic Competence : 12.2.a. Mengungkapkan makna dan langkah retorika dalam esei

dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

**A.** **TEXT TYPE** : Written narrative text
**B.** **LEARNING OBJECTIVES**
At the end of the lesson, 55 % of the students are able to write a narrative text with good content/ideas, organization, grammar/structure, word choice/word form, and mechanics.

**C.** **LEARNING MATERIALS**
**1. Narrative Text**
**a. Introduction**
A narrative text is a piece of text which tells a story to amuse or entertain the readers or listeners.
**b. Social Function**
Social function of a narrative text is to amuse or entertain the readers or listeners; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
**c. Generic Structure of Narrative Text**
1) Orientation: sets the scene and introduces the participants
2) Complication: a crisis arises
3) Resolution: the crisis is resolved, for better or for worse
**d. Significant Lexicogrammatical Features**
1) Focus on specific and usually individual participant
2) Use of material processes, behavioral and verbal processes
3) Use of relational processes and mental processes

4) Use of temporal conjunctions and temporal circumstances
5) Use of past tense

Statement : $S + V_2 + O$ or $S + $ was/were $+ C$
Negative   : $S + $ did $+ $ not $+ V_1 + O$ or $S + $ was/were $+ $ not $+ C$
Interrogative: Did $+ S + V_1 + O + ?$ or Was/Were $+ S + C + ?$

e. **An Example of Written Narrative Text**

The Parts of the Body

Once, long ago, the parts of the body did not all work together as well as they do today. Each one had a will and a voice of its own.

It happened that the parts of the body began to find fault with the stomach.

"What does he do all day?" said the hands. "We work hard for our living but he just lies there lazily while we give him things to eat."

"Absolutely true," said the feet. "We walk miles carrying his great weight about."

"What about us?" asked the teeth. "We are quite worn out with chewing food – just so that he can feel contented"

"We've had enough," said the hands.

"So have we," said the feet.

"And us," said the teeth.

The other parts of the body agreed and they all decided that they would have nothing more to do with stomach. The feet would not go to market; the hands would not carry food to the mouth; the mouth would not take food in; the teeth would not chew it – and so on for each part.

They had not been doing this for very long, however, before they all began to feel very weak. The feet dragged slowly along the ground; the hands could scarcely hold a pen; the teeth grew loose in the gums.

"You see how it is, my friends," said the stomach. "It is true that I cannot do anything without you – but how do you feel without me? The fact is that none of us can manage without others."

Ever since that time the parts of the body have all worked together very well – though you may have noticed that the stomach still grumbles occasionally even now, just to let the rest of the body know he has not forgotten the quarrel completely.

f. **Capitalization**

When a word or sentence is capitalized, its first letter is set as capital. All letters of a word should not be capitalized in ordinary text.

• **Names, Terms, and Titles**

Many names of people, places, organizations, political bodies, events, eras, and titles are capitalized. See Company Names, Military Terms, Personal Names, Religious terms, Titles of People (Courtesy), Titles of People (Professional and Honorary), and Titles of Works for more information on capitalizing names, terms, and titles.

- **First Word of a Sentence**
  - Capitalize the first letter of the first word of the sentence, including sentences within sentences.
    *Example*: The rule is "Never run near the swimming pool".
  - Also capitalize the first letter of sentence that follows a colon.
    *Example*: He had only one goal: He was going to become president of the firm.
  - You should not, however, capitalize the first letter of sentence that is enclosed within parentheses and inserted within another sentence.
    *Example*: Ellie slipped on her velvet heels (she at last had a reason to wear them) and left for the club.
- **Direct Quotation**
  Capitalize the first word of a direct quotation even if it is not a complete sentence.
  *Example*: When I asked Mr. Wilson where he was going, he said, "To the mall".
- **Words Derived from Proper Nouns**
  - Most words that are derived from proper nouns are capitalized:
    *Example*: Platonic love, Russian dressing
  - Over time, however, some of these words have lost their close association with the proper nouns from which they were derived. These words are usually not capitalized.
    *Example*: italic type
    venetian blind
  - If in doubt, consult an up-to-date dictionary to determine the preferred styling of a word.
- **Personifications**
  If human characteristics are attributed to a natural phenomenon or season, capitalize the personified word or phrase.
  *Example*: We are all the children of Mother *Nature*.
  But: Spending time in *nature* is the perfect way to relax.

g. **Punctuation**
  - Commas
    - Introducer Commas: an introducer comma follows any element that comes in front of the first independent clause in a sentence.

*Example*: Therefore, I plan to quit smoking.
- Coordinator Commas: together with a coordinating conjunction, a comma links coordinate (equal) elements in a sentence.
  *Example*: They were tired, so they went home early.
- Inserter Commas: are used before and after any element that is inserted into the middle of an independent clause.
  *Example*: My uncle, however, refuses to quit smoking
- Tag Commas: are used when adding certain elements to the end of a sentence.
  *Example*: It is not logical, is it?

- Semicolons
  - Between two sentences that are closely connected in idea
    *Example*: Computer use is increasing; computer crime is, too.
  - Before conjunctive adverbs and some transition phrases when they are followed by an independent clause
    *Example*: Skiing is dangerous; nevertheless, millions of people ski.
  - Between items in a series when the items themselves contain commas
    *Example*: I cannot decide which car I like best: the Ferrari, with its quick acceleration and sporty look; the midsize Ford Taurus, with its comfortable seats and ease of handling; or the compact Geo, with its economical fuel consumption.

- Colons
  - Before Lists: use a colon to introduce a list.
    *Example*: I need the following groceries: eggs, milk, and coffee.
  - Before Appositives: use a colon after an independent clause to direct attention to an appositive (a word or word group that renames another word or word group).
    *Example*: He had one great love in his life: himself.
  - Before Long Quotations: use a colon to introduce a quotation longer than three lines. This type of quote is intended on both sides, and no quotation marks are used.
  - Before Subtitles: use a colon between the main title and the subtitle of the book, article, or play.
    *Example*: The title of an article from the *New York Times* is "Man on Mars: Dream or Reality?"
  - In Expressions of Time or Day: use a colon between the numbers for hours and minutes when indicating the time of day.
    *Example*: Helen left the class at 12:30.
  - After Formal Salutation: use a colon after the salutation of a formal letter.

*Example*: Dear Professor Einstein:

- Quotation Marks
  - Around Direct Quotations: use quotation marks around a direct quotation that is shorter than three lines.
    *Example*: "We have already been waiting for an hour," we answered.
  - Around Unusual Words: use quotation marks around words with an unusual, especially ironic, meaning.
    *Example*: The "banquet" consisted of hot dogs and soft drinks.
  - Around Titles of Short Works: use quotation marks around the titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.
    *Example*: The *Times* of London recently published an article entitled "Who Needs the Monarchy?" in which the relevancy of the English monarchy was discussed.

**D.  METHOD OF STUDY/LEARNING TECHNIQUE**
  **1. Grammar Translation Method**
  The teacher is the authority in the classroom. The students do as she says, so they can learn what she knows. Students are taught to translate from one language to another. Students study grammar deductively. They are given the grammar rules and examples. They are told to memorize them and then asked to apply the rules to other examples.

  **2. Discussion, question and answer, exercise, practices, and drill**
**E.  STEPS OF LEARNING ACTIVITY**
  **1. Opening (1ˢᵗ-6ᵗʰ meeting)**
    a. The teacher greets the students.
    b. The students respond the teacher's question in order to become more friendly and comfortable with the condition.
    c. The teacher checks the attendance list.
    d. The teacher states the purpose of the lesson, the material will be given to the students, and focuses on the main activities.
    e. The students pay attention to the purpose or learning objectives of the lesson.
  **2. 1ˢᵗ meeting:** Giving the pretest
  **3. Main Activities (2ⁿᵈ and 3ʳᵈ meeting)**
    **a. BKOF (Building Knowledge of the Field)**
      1) The students are given the introduction about a narrative text.
      2) The students are asked what they know about a narrative text.
      3) The students mention some examples of narrative text.
      4) The students listen to the teacher's introductory about a narrative text.

5) The students are asked whether there are any materials which are not clear.

**b. MOT (Modeling of Text)**

1) The students watch a video clip from Avril Lavigne entitled Alice (Underground) twice.

2) The students write down everything they get after watching the video clip.

3) The students share the vocabularies they have found in the video clip.

4) The students pay attention to the teacher's explanation about vocabularies.

5) The students pay attention to the teacher's explanation about how to build sentences using the vocabularies they have found before.

6) The students pay attention to the grammar rule used in the narrative text.

7) The students pay attention to the teacher's explanation about the right capitalization and punctuation used in the narrative text.

8) The students pay attention to the teacher's explanation about how to build paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.

9) The students are asked whether there are any materials which are not clear.

**c. JCOT (Joint Construction of Text)**

1) The students watch a video clip from Avril Lavigne entitled Alice (Underground) twice.

2) The students discuss the vocabularies and difficult words together to know their meaning.

3) The students practice to write sentences using the vocabularies they have found in the video clip.

4) The students practice to write sentences using the grammar rule used in the narrative text.

5) The students practice to write sentences using the correct capitalization and punctuation.

6) The students practice to write paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.

7) The students practice to write a written narrative text together based on the video clip.

8) The students are asked whether there are any materials which are not clear.

**d. ICOT (Independent Construction of Text)**

1) Each student watches a video clip from Avril Lavigne entitled Alice (Underground) twice.

2) Each student translates the vocabularies and difficult words to know their meaning.

3) Each student practices to write sentences using the vocabularies they have found in the video clip.
4) Each student practices to write sentences using the grammar rule used in the narrative text.
5) Each student practices to write sentences using the correct capitalization and punctuation.
6) Each student practices to write paragraph using the sentences she/he has built before with correct grammar rule, punctuation and capitalization.
7) Each student practices to write a written narrative text based on the video clip.
8) Each student is asked whether there are any materials which are not clear.

4. **Main Activities (4th and 5th meeting)**
   a. **BKOF (Building Knowledge of the Field)**
      1) The students review the characteristics of the narrative text which had been learned in the last meeting.
      2) The students review the correct punctuation and capitalization of words or sentences in a narrative text.
      3) The students review the grammar rule used in a narrative text.
      4) The students are asked whether there are any materials which are not clear.
   b. **MOT (Modeling of Text)**
      1) The students watch a video clip from Emily Osment entitled Once Upon a Dream twice.
      2) The students write down everything they get after watching the video clip.
      3) The students share the vocabularies they have found in the video clip.
      4) The students pay attention to the teacher's explanation about vocabularies.
      5) The students pay attention to the teacher's explanation about how to build sentences using the vocabularies they have found before.
      6) The students pay attention to the grammar rule used in the narrative text.
      7) The students pay attention to the teacher's explanation about the right capitalization and punctuation used in the narrative text.
      8) The students pay attention to the teacher's explanation about how to build paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
      9) The students are asked whether there are any materials which are not clear.
   c. **JCOT (Joint Construction of Text)**
      1) The students watch a video clip from Emily Osment entitled Once Upon a Dream twice.

2) The students discuss the vocabularies and difficult words together to know their meaning.
3) The students practice to write sentences using the vocabularies they have found in the video clip.
4) The students practice to write sentences using the grammar rule used in the narrative text.
5) The students practice to write sentences using the correct capitalization and punctuation.
6) The students practice to write paragraph using the sentences they have built before with correct grammar rule, punctuation and capitalization.
7) The students practice to write a written narrative text together based on the video clip.
8) The students are asked whether there are any materials which are not clear.

d. **ICOT (Independent Construction of Text)**
1) Each student watches a video clip from Taylor Swift entitled You Belong with Me twice.
2) Each student translates the vocabularies and difficult words to know their meaning.
3) Each student practices to write sentences using the vocabularies they have found in the video clip.
4) Each student practices to write sentences using the grammar rule used in the narrative text.
5) Each student practices to write sentences using the correct capitalization and punctuation.
6) Each student practices to write paragraph using the sentences she/he has built before with correct grammar rule, punctuation and capitalization.
7) Each student practices to write a written narrative text based on the video clip.
8) Each student is asked whether there are any materials which are not clear.

5. **Main Activities (6ᵗʰ meeting)**
   a. **BKOF (Building Knowledge of the Field)**
   1) The students review the characteristics of the narrative text which had been learned in the last meeting.
   2) The students review the correct punctuation and capitalization of words or sentences in a narrative text.
   3) The students review the grammar rule used in a narrative text.
   4) The students are asked whether there are any materials which are not clear.
   b. **MOT (Modeling of Text)**
   1) The students listen to the teacher who is giving some instructions what they should do today.
   c. **JCOT (Joint Construction of Text)**

1) The students are asked whether there are any instructions which are not clear.
   **d. ICOT (Independent Construction of Text)**
   1) Giving the posttest: Each student is evaluated to write a written narrative text about Cinderella with good content/ideas, organization, grammar, word choices, and mechanics.

**6. Closing (1st-6th meeting)**
   a. The teacher asks the students whether there are any materials which are not clear.
   b. The teacher solves the students' problems with discussing the problems together.
   c. The students pay attention to the teacher's explanation about the conclusion of the materials which they have learned today.
   d. The students give comments about the materials which they have learned today.
   e. The students pay attention to the teacher's expectations and advices.
   f. The teacher gives assignment or homework for students to deepen the students' competence.

**F. SOURCE AND MEDIA OF STUDY**
   5. Teacher-made narrative texts
   6. Teacher oral presentation
   7. Text books
   8. Video Clips

**G. ASSESSMENT**
   **3. Requirement**
   The teacher does the assessment with requirement as follow:

| INDICATOR | EVALUATION | | |
|---|---|---|---|
| | TECHNIQUE | INSTRUMENT | EXAMPLE |
| Students are able to write a narrative text with good content/ideas, organization, grammar/structure, word choice/word form, and mechanics. | Writing test-Story Writing Composition Test | Teacher gives a topic that is Cinderella and asks students to make a narrative text with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. The students should make a narrative text in 45 minutes. | **WRITING TEST-STORY WRITING COMPOSITION TEST** Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar/ structure, word choice/word form and mechanics. |

**4. Instrument**

## WRITING TEST

School              : SMA Negeri 2 Mranggen
Subject           : English
Class/Semester    : XI IPA 2/2
Time Allotment     : 45 minutes

Standard Competence          : 12. Menulis (Writing)
Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof*, dan *hortatory exposition* dalam konteks kehidupan sehari-hari.

Basic Competence          : 12.2.a. Mengungkapkan makna dan
langkah retorika

dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*

## ♫ STORY WRITING ♫

☺ Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar, word choice, and mechanics.

☺ Use these following key words to help you writing a narrative text about Cinderella.

| | | |
|---|---|---|
| - a step mother and two step sisters | - pumpkin | - a prince |
| - a fairy godmother | - midnight | - a palace |
| - dancing party | - glass shoes | |

☺ Good luck.

**H.    RUBRIC OF ASSESSMENT**

Writing

c. Total score of writing skill             : 100

d. The final score of writing skill is the total score of writing skill
The formula: **N = total score of writing skill**

Approved by English Teacher
of SMA Negeri 2 Mranggen


David Yudi F, S.Pd.                          Rosyida Rachmah
NIP. 19740603 200801 1 008          NIM. 2201407113

**CONTROL GROUP'S MEDIA: SERIES OF PICTURES ABOUT "ALICE IN WONDERLAND"**
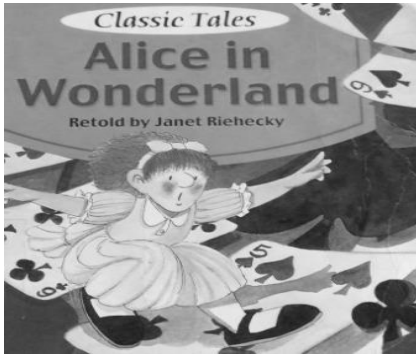
**Appendix 6**

## CONTROL GROUP'S MEDIA: SERIES OF PICTURES ABOUT "SLEEPING BEAUTY"

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9. 

10. 
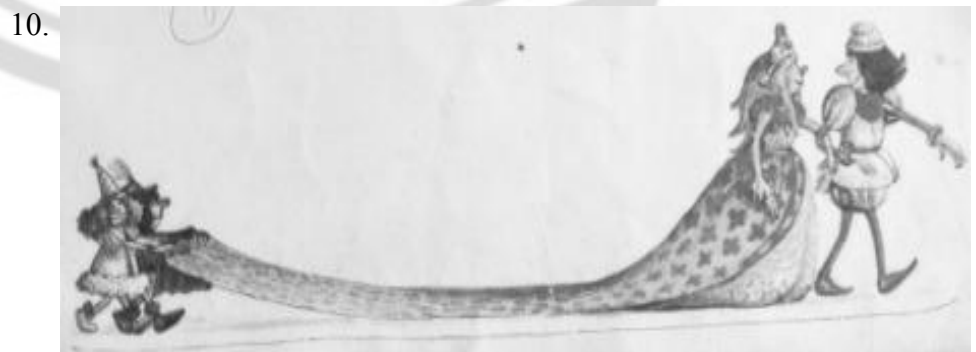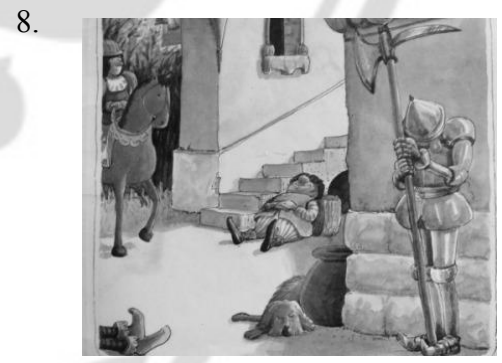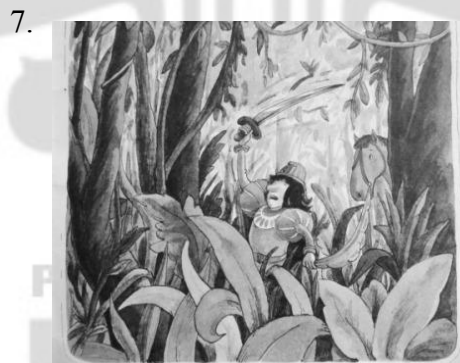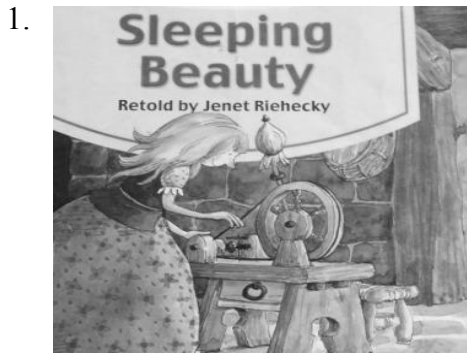
**Appendix 7**

**Alice (Underground)**
by Avril Lavigne

Tripping out
Spinning around
I'm underground
I fell down
Yeah I fell down

I'm freaking out, where am I now?
Upside down and I can't stop it now
Can't stop me now, oh oh

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, I won't cry

I found myself in Wonderland
Get back on my feet, again
Is this real?
Is this pretend?
I'll take a stand until the end

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, I won't cry

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, and I won't cry
Tripping out

Spinning around
I'm underground
I fell down
Yeah I fell down

I'm freaking out, where am I now?
Upside down and I can't stop it now
Can't stop me now, oh oh

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, I won't cry

I found myself in Wonderland
Get back on my feet, again
Is this real?
Is this pretend?
I'll take a stand until the end

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, I won't cry

I, I'll get by
I, I'll survive
When the world's crashing down
When I fall and hit the ground
I will turn myself around
Don't you try to stop me
I, and I won't cry

81

## ONCE UPON A DREAM

by Emily Osment

I know you
I walked with you
Once upon a dream

I know you
The gleam in your eyes
Is so familiar, a gleam

I know it's true
That visions are seldom
All they seem

But if I know you
I know what you'll do

You'll love me at once
The way you did once
Upon a dream

Once upon a time
I dreamed we'd be together
In love forever

Once upon a night
I was for a never
A never ending

Once upon a time
Once upon a night
Once upon a wish
Once upon a dream

I know you
I danced with you
Once upon a night

There we were
Wishing this dance
Would last forever all time

I hope it's true
This vision is more
Than what it seems

Cause if dreams come true
I know what we'll do

We'll dance once again
The way we did then
Upon a dream

Once upon a time
I dreamed we'd be together
In love forever

Once upon a night
I was wishing for a never
A never ending

Once upon a time
Once upon a night
Once upon a a wish
Once upon a dream
Yeah yeah yeah, yeah

Once upon a night
I was wishing for a never
A never ending

Once upon a time
Once upon a night
Once upon a wish
Once upon a love

(Once upon a time)
(Once upon a night)
(Once upon a wish)
Once upon a dream

Once upon a dream
Once upon a dream
Once upon a dream

**Appendix 8: Instrument**

Name                :
Student Number :
Class               :

# ♫ STORY WRITING♫

☺ Write a narrative text about Cinderella in 45 minutes with good content/ideas, organization, grammar, word choice, and mechanics. Minimum word length of the story is 250 words.

☺   Use these following key words to help you writing a narrative text about Cinderella.
- a step mother and two step sisters     -   pumpkin          -   a prince
- a fairy godmother                                -   midnight         -   a palace
- dancing party                                       -   glass shoes

☺ Good luck.

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**Appendix 9**

## THE LIST OF STUDENTS' NAMES
Class: XI IPA 2 (The Experimental Group)
SMA Negeri 2 Mranggen

| No. | Code | Name | Male/Female |
|-----|------|------|-------------|
| 1. | E-01 | Ambar Setyoresti | F |
| 2. | E-02 | Ana Tri Aryani | F |
| 3. | E-03 | Anis Zulaikhah | F |
| 4. | E-04 | Asnul Hidayati | F |
| 5. | E-05 | Astrid Panca Puspita | F |
| 6. | E-06 | Asyifawan Kholiq | M |
| 7. | E-07 | Budi Santoso | M |
| 8. | E-08 | Diah Ayu Ruyani Putri | F |
| 9. | E-09 | Diana Purbasari | F |
| 10. | E-10 | Ervi Widyaningrum | F |
| 11. | E-11 | Hendra Widiatmoko | M |
| 12. | E-12 | Indah Saputri M. Wulanda | F |
| 13. | E-13 | Khosi' Hidayah | F |
| 14. | E-14 | Kridho Bambang Hartomo | M |
| 15. | E-15 | Kumairoh | F |
| 16. | E-16 | Laila Fitriani | F |
| 17. | E-17 | Lisa Inayatul Ulya | F |
| 18. | E-18 | Maulana Wildan Fahlefi | M |
| 19 | E-19 | Maya Shabrina | F |

| No. | Code | Name | Male/Female |
|-----|------|------|-------------|
| 20. | E-20 | Melina Nurmala Oktavia | F |
| 21. | E-21 | M. Evrie Witantya S | M |
| 22. | E-22 | M. Ady Rukhiyat | M |
| 23. | E-23 | M. Nur Auliya H | M |
| 24. | E-24 | Mussandingmi Elok Nurul | F |
| 25. | E-25 | Ratna Marsiana | F |
| 26. | E-26 | Rika Novia Yuliandora | F |
| 27. | E-27 | Rizal Agus Budianto | M |
| 28. | E-28 | Rizqi Indira Febyanti | F |
| 29. | E-29 | Samsul Hidayat | M |
| 30. | E-30 | Siska Dyah Ratnasari | F |
| 31. | E-31 | Syrico Arindamo Setyawa | M |
| 32. | E-32 | Toto Bachtiar Palokoto | M |
| 33. | E-33 | Ulfi Septiani Setianingsih | F |
| 34. | E-34 | Umi Nadhiroh | F |
| 35. | E-35 | Wiji Handayani | F |
| 36. | E-36 | Wisnu Cahyo Purnomo | M |
| 37. | E-37 | Yuyun Nailufa Y | F |

**Appendix 10**

## THE LIST OF STUDENTS' NAMES
Class: XI IPA 3 (The Control Group)
SMA Negeri 2 Mranggen

| No. | Code | Name | Male/Female |
|-----|------|------|-------------|
| 1. | C-01 | Ahmad Ghufroni | M |
| 2. | C-02 | Alfi Dwi Rohmawati | F |
| 3. | C-03 | Alifia Rizka Oktaviana | F |
| 4. | C-04 | Ambar Arifah | F |
| 5. | C-05 | Anjarsari Dewi Anggraeni | F |
| 6. | C-06 | Arina Hidayah | F |
| 7. | C-07 | Aristia Riati | F |
| 8. | C-08 | Aryani Wardani | F |
| 9. | C-09 | Atika Septiana | F |
| 10. | C-10 | Avita Tri Anggraeni | F |
| 11. | C-11 | Awang Bagus Pambudi | M |
| 12. | C-12 | Dannia Ayu Martina | F |
| 13. | C-13 | Dita Komalasari | F |
| 14. | C-14 | Diyah Puspita Sari | F |
| 15. | C-15 | Eka Rohmawati | F |
| 16. | C-16 | Erna Susanti | F |

| 17. | C-17 | Faisal Hadi Kurniawan | M |
|-----|------|-----------------------|---|
| 18. | C-18 | Gama Fakhrul Arifa | M |
| 19 | C-19 | Kuncoro Aji Prasetyo | M |
| 20. | C-20 | Kunti Fatimaz Zahro | F |
| 21. | C-21 | Megalena Anggraheni | F |
| 22. | C-22 | M. Khanif Syarifudin | M |
| 23. | C-23 | M. Nur Rohim | M |
| 24. | C-24 | Norlili Nujumullaili | F |
| 25. | C-25 | Nur Fithriani Fatma Cholid | F |
| 26. | C-26 | Olif Fitriyani | F |
| 27. | C-27 | Rizqullah Nazih Naufal | M |
| 28. | C-28 | Royyana Fatchul Abidin | M |
| 29. | C-29 | Sella Putri Sari | F |
| 30. | C-30 | Setyowati | F |
| 31. | C-31 | Siska Aning Pramita | F |
| 32. | C-32 | Siti Nur Aliyah | F |
| 33. | C-33 | Sophia Wulandari | F |
| 34. | C-34 | Sylvia Ayu Rusmanto | F |
| 35. | C-35 | Tri Sundari | F |
| 36. | C-36 | Triana | F |
| 37. | C-37 | Umi Farida | F |

**THE RESULTS OF PRETEST**
**Class: XI IPA 2 (The Experimental Group)**

| No. | Code | Name | Score | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Content | Organization | Grammar | Word Choice | Mechanics | |
| 1 | E-01 | Ambar Setyoresti | 19 | 19 | 16 | 11 | 7 | 72 |
| 2 | E-02 | Ana Tri Aryani | 18 | 22 | 15 | 11 | 5 | 71 |
| 3 | E-03 | Anis Zulaikhah | 18 | 18 | 15 | 9 | 6 | 66 |
| 4 | E-04 | Asnul Hidayati | 16 | 16 | 15 | 8 | 5 | 60 |
| 5 | E-05 | Astrid Panca Puspita | 17 | 17 | 15 | 10 | 6 | 65 |
| 6 | E-06 | Asyifawan Kholiq | 17 | 19 | 16 | 10 | 6 | 68 |
| 7 | E-07 | Budi Santoso | 17 | 19 | 16 | 9 | 5 | 66 |
| 8 | E-08 | Diah Ayu Ruyani Putri | 17 | 17 | 16 | 9 | 5 | 64 |
| 9 | E-09 | Diana Purbasari | 17 | 19 | 15 | 9 | 5 | 65 |
| 10 | E-10 | Ervi Widyaningrum | 19 | 20 | 15 | 11 | 7 | 72 |
| 11 | E-11 | Hendra Widiatmoko | 16 | 18 | 16 | 9 | 5 | 64 |
| 12 | E-12 | Indah Saputri M. Wulanda | 17 | 17 | 15 | 10 | 6 | 65 |
| 13 | E-13 | Khosi' Hidayah | 20 | 20 | 16 | 11 | 7 | 74 |
| 14 | E-14 | Kridho Bambang Hartomo | 16 | 16 | 15 | 8 | 5 | 60 |
| 15 | E-15 | Kumairoh | 18 | 17 | 16 | 12 | 7 | 70 |
| 16 | E-16 | Laila Fitriani | 19 | 19 | 15 | 11 | 6 | 70 |
| 17 | E-17 | Lisa Inayatul Ulya | 17 | 17 | 15 | 10 | 5 | 64 |
| 18 | E-18 | Maulana Wildan Fahlefi | 18 | 20 | 15 | 12 | 6 | 71 |
| 19 | E-19 | Maya Shabrina | 18 | 19 | 16 | 11 | 7 | 71 |
| 20 | E-20 | Melina Nurmala Oktavia | 17 | 20 | 17 | 12 | 6 | 72 |
| 21 | E-21 | M. Evrie Witantya Sant | 17 | 17 | 15 | 10 | 6 | 65 |
| 22 | E-22 | M. Ady Rukhiyat | 17 | 18 | 16 | 12 | 7 | 70 |
| 23 | E-23 | M. Nur Auliya H | 17 | 16 | 16 | 10 | 5 | 64 |
| 24 | E-24 | Mussandingmi Elok Nurul | 20 | 17 | 15 | 11 | 5 | 68 |
| 25 | E-25 | Ratna Marsiana | 16 | 16 | 15 | 8 | 5 | 60 |
| 26 | E-26 | Rika Novia Yuliandora | 19 | 15 | 19 | 10 | 7 | 70 |
| 27 | E-27 | Rizal Agus Budianto | 20 | 18 | 16 | 10 | 5 | 69 |
| 28 | E-28 | Rizqi Indira Febyanti | 18 | 15 | 17 | 10 | 8 | 68 |
| 29 | E-29 | Samsul Hidayat | 17 | 16 | 16 | 11 | 5 | 65 |
| 30 | E-30 | Siska Dyah Ratnasari | 17 | 17 | 15 | 10 | 6 | 65 |
| 31 | E-31 | Syrico Arindamo Setyawa | 18 | 17 | 16 | 11 | 6 | 68 |
| 32 | E-32 | Toto Bachtiar Palokoto | 17 | 18 | 16 | 10 | 7 | 68 |
| 33 | E-33 | Ulfi Septiani Setianingsih | 22 | 19 | 19 | 11 | 8 | 79 |
| 34 | E-34 | Umi Nadhiroh | 18 | 15 | 16 | 11 | 5 | 65 |
| 35 | E-35 | Wiji Handayani | 19 | 20 | 19 | 12 | 7 | 77 |
| 36 | E-36 | Wisnu Cahyo Purnomo | 18 | 17 | 17 | 10 | 6 | 68 |
| 37 | E-37 | Yuyun Nailufa Y | 17 | 18 | 16 | 11 | 8 | 70 |
| | | Total | 658 | 658 | 589 | 381 | 223 | 2509 |
| | | Average | 17.78 | 17.78 | 15.92 | 10.30 | 6.03 | 67.81 |

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| Highest Score | 22 | 22 | 19 | 12 | 8 | 79 |
|---|---|---|---|---|---|---|
| Lowest Score | 16 | 15 | 15 | 8 | 5 | 60 |

**Appendix 12**

**THE RESULTS OF PRETEST**
**Class: XI IPA 3 (The Control Group)**

| No. | Code | Name | Score | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | | | Content | Organization | Grammar | Word Choice | Mechanics | |
| 1 | C-01 | Ahmad Ghufroni | 17 | 17 | 15 | 10 | 6 | 65 |
| 2 | C-02 | Alfi Dwi Rohmawati | 16 | 18 | 15 | 10 | 6 | 65 |
| 3 | C-03 | Alifia Rizka Oktaviana | 17 | 18 | 16 | 11 | 7 | 69 |
| 4 | C-04 | Ambar Arifah | 17 | 16 | 15 | 9 | 6 | 63 |
| 5 | C-05 | Anjarsari Dewi Anggraeni | 16 | 17 | 15 | 9 | 7 | 64 |
| 6 | C-06 | Arina Hidayah | 20 | 20 | 18 | 10 | 7 | 75 |
| 7 | C-07 | Aristia Riati | 17 | 17 | 15 | 9 | 6 | 64 |
| 8 | C-08 | Aryani Wardani | 15 | 15 | 15 | 9 | 6 | 60 |
| 9 | C-09 | Atika Septiana | 17 | 18 | 16 | 10 | 7 | 68 |
| 10 | C-10 | Avita Tri Anggraeni | 19 | 20 | 17 | 11 | 6 | 73 |
| 11 | C-11 | Awang Bagus Pambudi | 17 | 17 | 16 | 10 | 5 | 65 |
| 12 | C-12 | Dannia Ayu Martina | 17 | 17 | 18 | 11 | 7 | 70 |
| 13 | C-13 | Dita Komalasari | 17 | 16 | 15 | 10 | 5 | 63 |
| 14 | C-14 | Diyah Puspita Sari | 18 | 17 | 17 | 10 | 6 | 68 |
| 15 | C-15 | Eka Rohmawati | 18 | 17 | 17 | 10 | 6 | 68 |
| 16 | C-16 | Erna Susanti | 18 | 19 | 17 | 10 | 6 | 70 |
| 17 | C-17 | Faisal Hadi Kurniawan | 17 | 17 | 16 | 10 | 6 | 66 |
| 18 | C-18 | Gama Fakhrul Arifa | 18 | 18 | 15 | 10 | 6 | 67 |
| 19 | C-19 | Kuncoro Aji Prasetyo | 15 | 15 | 15 | 9 | 6 | 60 |
| 20 | C-20 | Kunti Fatimaz Zahro | 17 | 17 | 16 | 10 | 6 | 66 |
| 21 | C-21 | Megalena Anggraheni | 17 | 17 | 16 | 11 | 5 | 66 |
| 22 | C-22 | M. Khanif Syarifudin | 17 | 18 | 15 | 10 | 6 | 66 |
| 23 | C-23 | M. Nur Rohim | 18 | 18 | 16 | 10 | 6 | 68 |
| 24 | C-24 | Norlili Nujumullaili | 19 | 19 | 18 | 11 | 7 | 74 |
| 25 | C-25 | Nur Fithriani Fatma Cholid | 18 | 17 | 16 | 9 | 5 | 65 |
| 26 | C-26 | Olif Fitriyani | 18 | 15 | 16 | 10 | 6 | 65 |
| 27 | C-27 | Rizqullah Nazih Naufal | 17 | 18 | 16 | 11 | 6 | 68 |
| 28 | C-28 | Royyana Fatchul Abidin | 15 | 16 | 16 | 10 | 6 | 63 |
| 29 | C-29 | Sella Putri Sari | 19 | 19 | 17 | 11 | 8 | 74 |
| 30 | C-30 | Setyowati | 17 | 17 | 17 | 10 | 7 | 68 |
| 31 | C-31 | Siska Aning Pramita | 17 | 16 | 15 | 10 | 6 | 64 |
| 32 | C-32 | Siti Nur Aliyah | 18 | 17 | 15 | 10 | 6 | 66 |
| 33 | C-33 | Sophia Wulandari | 20 | 18 | 17 | 11 | 6 | 72 |
| 34 | C-34 | Sylvia Ayu Rusmanto | 17 | 17 | 17 | 10 | 5 | 66 |

| 35 | C-35 | Tri Sundari | 20 | 17 | 15 | 11 | 6 | 69 |
| 36 | C-36 | Triana | 17 | 16 | 15 | 9 | 6 | 63 |
| 37 | C-37 | Umi Farida | 17 | 16 | 15 | 10 | 5 | 63 |
| | | Total | 644 | 637 | 591 | 372 | 225 | 2469 |
| | | Average | 17.41 | 17.22 | 15.97 | 10.05 | 6.08 | 66.73 |
| | | Highest Score | 20 | 20 | 18 | 11 | 8 | 75 |
| | | Lowest Score | 15 | 15 | 15 | 9 | 5 | 60 |

**Appendix 13**

**THE RESULTS OF POSTTEST**

**Class: XI IPA 2 (The Experimental Group)**

| No. | Code | Name | Score | | | | | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Content | Organization | Grammar | Word Choice | Mechanics | |
| 1 | E-01 | Ambar Setyoresti | 20 | 23 | 17 | 13 | 8 | 81 |
| 2 | E-02 | Ana Tri Aryani | 18 | 22 | 18 | 10 | 6 | 74 |
| 3 | E-03 | Anis Zulaikhah | 20 | 19 | 17 | 11 | 7 | 74 |
| 4 | E-04 | Asnul Hidayati | 18 | 18 | 17 | 11 | 6 | 70 |
| 5 | E-05 | Astrid Panca Puspita | 19 | 19 | 17 | 13 | 8 | 76 |
| 6 | E-06 | Asyifawan Kholiq | 19 | 20 | 16 | 11 | 6 | 72 |
| 7 | E-07 | Budi Santoso | 20 | 20 | 20 | 9 | 7 | 76 |
| 8 | E-08 | Diah Ayu Ruyani Putri | 18 | 20 | 18 | 11 | 7 | 74 |
| 9 | E-09 | Diana Purbasari | 19 | 19 | 15 | 10 | 7 | 70 |
| 10 | E-10 | Ervi Widyaningrum | 19 | 20 | 17 | 11 | 7 | 74 |
| 11 | E-11 | Hendra Widiatmoko | 21 | 22 | 17 | 12 | 8 | 80 |
| 12 | E-12 | Indah Saputri M. Wulanda | 22 | 22 | 20 | 12 | 8 | 84 |
| 13 | E-13 | Khosi' Hidayah | 21 | 21 | 17 | 12 | 8 | 79 |
| 14 | E-14 | Kridho Bambang Hartomo | 23 | 22 | 23 | 12 | 8 | 88 |
| 15 | E-15 | Kumairoh | 22 | 17 | 17 | 13 | 7 | 76 |
| 16 | E-16 | Laila Fitriani | 23 | 23 | 17 | 12 | 8 | 83 |
| 17 | E-17 | Lisa Inayatul Ulya | 20 | 19 | 18 | 12 | 7 | 76 |
| 18 | E-18 | Maulana Wildan Fahlefi | 20 | 20 | 18 | 13 | 8 | 79 |
| 19 | E-19 | Maya Shabrina | 19 | 19 | 17 | 12 | 7 | 74 |
| 20 | E-20 | Melina Nurmala Oktavia | 18 | 22 | 18 | 10 | 6 | 74 |
| 21 | E-21 | M. Evrie Witantya Sant | 19 | 18 | 17 | 12 | 8 | 74 |
| 22 | E-22 | M. Ady Rukhiyat | 18 | 18 | 16 | 12 | 7 | 71 |
| 23 | E-23 | M. Nur Auliya H | 20 | 18 | 17 | 11 | 6 | 72 |
| 24 | E-24 | Mussandingmi Elok Nurul | 20 | 19 | 18 | 12 | 7 | 76 |
| 25 | E-25 | Ratna Marsiana | 23 | 20 | 21 | 13 | 8 | 85 |
| 26 | E-26 | Rika Novia Yuliandora | 23 | 19 | 23 | 13 | 8 | 86 |
| 27 | E-27 | Rizal Agus Budianto | 21 | 18 | 17 | 11 | 6 | 73 |
| 28 | E-28 | Rizqi Indira Febyanti | 19 | 19 | 17 | 11 | 8 | 74 |
| 29 | E-29 | Samsul Hidayat | 17 | 17 | 17 | 12 | 6 | 69 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 30 | E-30 | Siska Dyah Ratnasari | 21 | 20 | 20 | 13 | 7 | 81 |
| 31 | E-31 | Syrico Arindamo Setyawa | 18 | 17 | 17 | 11 | 7 | 70 |
| 32 | E-32 | Toto Bachtiar Palokoto | 23 | 23 | 17 | 13 | 7 | 83 |
| 33 | E-33 | Ulfi Septiani Setianingsih | 23 | 23 | 22 | 12 | 8 | 88 |
| 34 | E-34 | Umi Nadhiroh | 19 | 21 | 17 | 12 | 7 | 76 |
| 35 | E-35 | Wiji Handayani | 20 | 21 | 20 | 13 | 7 | 81 |
| 36 | E-36 | Wisnu Cahyo Purnomo | 20 | 20 | 18 | 10 | 7 | 75 |
| 37 | E-37 | Yuyun Nailufa Y | 20 | 20 | 18 | 11 | 8 | 77 |
| | | Total | 743 | 738 | 666 | 432 | 266 | 2845 |
| | | Average | 20.08 | 19.95 | 18.00 | 11.68 | 7.19 | 76.89 |
| | | Highest Score | 23 | 23 | 23 | 13 | 8 | 88 |
| | | Lowest Score | 17 | 17 | 15 | 9 | 6 | 69 |

**Appendix 14**

## THE RESULTS OF POSTTEST
### Class: XI IPA 3 (The Control Group)

| No. | Code | Name | Score | | | | |
|---|---|---|---|---|---|---|---|
| | | | Content | Organization | Grammar | Word Choice | Mechanics |
| 1 | C-01 | Ahmad Ghufroni | 20 | 17 | 20 | 12 | 7 |
| 2 | C-02 | Alfi Dwi Rohmawati | 18 | 18 | 16 | 11 | 6 |
| 3 | C-03 | Alifia Rizka Oktaviana | 18 | 18 | 16 | 11 | 7 |
| 4 | C-04 | Ambar Arifah | 17 | 17 | 15 | 9 | 6 |
| 5 | C-05 | Anjarsari Dewi Anggraeni | 18 | 18 | 16 | 11 | 7 |
| 6 | C-06 | Arina Hidayah | 19 | 18 | 20 | 13 | 8 |
| 7 | C-07 | Aristia Riati | 22 | 22 | 20 | 13 | 6 |
| 8 | C-08 | Aryani Wardani | 20 | 16 | 16 | 12 | 7 |
| 9 | C-09 | Atika Septiana | 20 | 20 | 20 | 12 | 7 |
| 10 | C-10 | Avita Tri Anggraeni | 21 | 22 | 17 | 13 | 7 |
| 11 | C-11 | Awang Bagus Pambudi | 20 | 19 | 16 | 10 | 5 |
| 12 | C-12 | Dannia Ayu Martina | 22 | 22 | 21 | 13 | 8 |
| 13 | C-13 | Dita Komalasari | 17 | 16 | 16 | 10 | 5 |
| 14 | C-14 | Diyah Puspita Sari | 22 | 22 | 18 | 13 | 7 |
| 15 | C-15 | Eka Rohmawati | 20 | 16 | 16 | 12 | 7 |
| 16 | C-16 | Erna Susanti | 22 | 20 | 20 | 12 | 7 |
| 17 | C-17 | Faisal Hadi Kurniawan | 18 | 18 | 15 | 10 | 6 |
| 18 | C-18 | Gama Fakhrul Arifa | 18 | 17 | 17 | 11 | 7 |
| 19 | C-19 | Kuncoro Aji Prasetyo | 18 | 17 | 15 | 10 | 5 |
| 20 | C-20 | Kunti Fatimaz Zahro | 19 | 17 | 16 | 12 | 7 |
| 21 | C-21 | Megalena Anggraheni | 18 | 18 | 16 | 10 | 5 |
| 22 | C-22 | M. Khanif Syarifudin | 17 | 18 | 16 | 11 | 6 |
| 23 | C-23 | M. Nur Rohim | 20 | 20 | 19 | 12 | 7 |
| 24 | C-24 | Norlili Nujumullaili | 20 | 20 | 18 | 12 | 8 |

| No. | Code | Name | | | | | |
|---|---|---|---|---|---|---|---|
| 25 | C-25 | Nur Fithriani Fatma Cholid | 21 | 19 | 18 | 13 | 8 |
| 26 | C-26 | Olif Fitriyani | 17 | 17 | 16 | 10 | 6 |
| 27 | C-27 | Rizqullah Nazih Naufal | 18 | 18 | 16 | 12 | 7 |
| 28 | C-28 | Royyana Fatchul Abidin | 19 | 18 | 18 | 11 | 8 |
| 29 | C-29 | Sella Putri Sari | 22 | 21 | 20 | 12 | 8 |
| 30 | C-30 | Setyowati | 19 | 18 | 17 | 10 | 7 |
| 31 | C-31 | Siska Aning Pramita | 19 | 17 | 18 | 10 | 7 |
| 32 | C-32 | Siti Nur Aliyah | 18 | 17 | 15 | 10 | 6 |
| 33 | C-33 | Sophia Wulandari | 22 | 22 | 18 | 13 | 8 |
| 34 | C-34 | Sylvia Ayu Rusmanto | 19 | 17 | 17 | 11 | 6 |
| 35 | C-35 | Tri Sundari | 20 | 17 | 15 | 11 | 6 |
| 36 | C-36 | Triana | 19 | 18 | 17 | 10 | 6 |
| 37 | C-37 | Umi Farida | 17 | 16 | 15 | 10 | 5 |
| | | Total | 714 | 681 | 635 | 418 | 246 |
| | | Average | 19.30 | 18.41 | 17.16 | 11.30 | 6.65 |
| | | Highest Score | 22 | 22 | 21 | 13 | |
| | | Lowest Score | 17 | 16 | 15 | 9 | |

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**Appendix 15**
**THE DIFFERENCE BETWEEN THE PRETEST AND THE POSTTEST SCORES OF THE EXPERIMENTAL GROUP**

| No. | Code | Pretest Scores (X1) | Posttest Scores (X2) | $X_1^2$ | $X_2^2$ | $x = X_2 - X_1$ | $x^2$ |
|---|---|---|---|---|---|---|---|
| 1 | E-01 | 72 | 81 | 5184 | 6561 | 9 | 81 |
| 2 | E-02 | 71 | 74 | 5041 | 5476 | 3 | 9 |
| 3 | E-03 | 66 | 74 | 4356 | 5476 | 8 | 64 |
| 4 | E-04 | 60 | 70 | 3600 | 4900 | 10 | 100 |
| 5 | E-05 | 65 | 76 | 4225 | 5776 | 11 | 121 |
| 6 | E-06 | 68 | 72 | 4624 | 5184 | 4 | 16 |
| 7 | E-07 | 66 | 76 | 4356 | 5776 | 10 | 100 |
| 8 | E-08 | 64 | 74 | 4096 | 5476 | 10 | 100 |
| 9 | E-09 | 65 | 70 | 4225 | 4900 | 5 | 25 |
| 10 | E-10 | 72 | 74 | 5184 | 5476 | 2 | 4 |
| 11 | E-11 | 64 | 80 | 4096 | 6400 | 16 | 256 |
| 12 | E-12 | 65 | 84 | 4225 | 7056 | 19 | 361 |
| 13 | E-13 | 74 | 79 | 5476 | 6241 | 5 | 25 |
| 14 | E-14 | 60 | 88 | 3600 | 7744 | 28 | 784 |
| 15 | E-15 | 70 | 76 | 4900 | 5776 | 6 | 36 |
| 16 | E-16 | 70 | 83 | 4900 | 6889 | 13 | 169 |
| 17 | E-17 | 64 | 76 | 4096 | 5776 | 12 | 144 |
| 18 | E-18 | 71 | 79 | 5041 | 6241 | 8 | 64 |

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| 19 | E-19 | 71 | 74 | 5041 | 5476 | 3 | 9 |
|---|---|---|---|---|---|---|---|
| 20 | E-20 | 72 | 74 | 5184 | 5476 | 2 | 4 |
| 21 | E-21 | 65 | 74 | 4225 | 5476 | 9 | 81 |
| 22 | E-22 | 70 | 71 | 4900 | 5041 | 1 | 1 |
| 23 | E-23 | 64 | 72 | 4096 | 5184 | 8 | 64 |
| 24 | E-24 | 68 | 76 | 4624 | 5776 | 8 | 64 |
| 25 | E-25 | 60 | 85 | 3600 | 7225 | 25 | 625 |
| 26 | E-26 | 70 | 86 | 4900 | 7396 | 16 | 256 |
| 27 | E-27 | 69 | 73 | 4761 | 5329 | 4 | 16 |
| 28 | E-28 | 68 | 74 | 4624 | 5476 | 6 | 36 |
| 29 | E-29 | 65 | 69 | 4225 | 4761 | 4 | 16 |
| 30 | E-30 | 65 | 81 | 4225 | 6561 | 16 | 256 |
| 31 | E-31 | 68 | 70 | 4624 | 4900 | 2 | 4 |
| 32 | E-32 | 68 | 83 | 4624 | 6889 | 15 | 225 |
| 33 | E-33 | 79 | 88 | 6241 | 7744 | 9 | 81 |
| 34 | E-34 | 65 | 76 | 4225 | 5776 | 11 | 121 |
| 35 | E-35 | 77 | 81 | 5929 | 6561 | 4 | 16 |
| 36 | E-36 | 68 | 75 | 4624 | 5625 | 7 | 49 |
| 37 | E-37 | 70 | 77 | 4900 | 5929 | 7 | 49 |
| **Total** | | 2509 | 2845 | 170797 | 219725 | 336 | 4432 |

**Appendix 16**

THE DIFFERENCE BETWEEN THE PRETEST AND THE POSTTEST SCORES OF THE CONTROL GROUP

| No. | Code | Pretest Scores (X1) | Posttest Scores (X2) | $X_1^2$ | $X_2^2$ | $x=X_2-X_1$ | $x^2$ |
|---|---|---|---|---|---|---|---|
| 1 | C-01 | 65 | 76 | 4225 | 5776 | 11 | 121 |
| 2 | C-02 | 65 | 69 | 4225 | 4761 | 4 | 16 |
| 3 | C-03 | 69 | 70 | 4761 | 4900 | 1 | 1 |
| 4 | C-04 | 63 | 64 | 3969 | 4096 | 1 | 1 |
| 5 | C-05 | 64 | 70 | 4096 | 4900 | 6 | 36 |
| 6 | C-06 | 75 | 78 | 5625 | 6084 | 3 | 9 |
| 7 | C-07 | 64 | 83 | 4096 | 6889 | 19 | 361 |
| 8 | C-08 | 60 | 71 | 3600 | 5041 | 11 | 121 |
| 9 | C-09 | 68 | 79 | 4624 | 6241 | 11 | 121 |
| 10 | C-10 | 73 | 80 | 5329 | 6400 | 7 | 49 |
| 11 | C-11 | 65 | 70 | 4225 | 4900 | 5 | 25 |
| 12 | C-12 | 70 | 86 | 4900 | 7396 | 16 | 256 |
| 13 | C-13 | 63 | 64 | 3969 | 4096 | 1 | 1 |
| 14 | C-14 | 68 | 82 | 4624 | 6724 | 14 | 196 |
| 15 | C-15 | 68 | 71 | 4624 | 5041 | 3 | 9 |
| 16 | C-16 | 70 | 81 | 4900 | 6561 | 11 | 121 |
| 17 | C-17 | 66 | 67 | 4356 | 4489 | 1 | 1 |
| 18 | C-18 | 67 | 70 | 4489 | 4900 | 3 | 9 |
| 19 | C-19 | 60 | 65 | 3600 | 4225 | 5 | 25 |
| 20 | C-20 | 66 | 71 | 4356 | 5041 | 5 | 25 |
| 21 | C-21 | 66 | 67 | 4356 | 4489 | 1 | 1 |
| 22 | C-22 | 66 | 68 | 4356 | 4624 | 2 | 4 |
| 23 | C-23 | 68 | 78 | 4624 | 6084 | 10 | 100 |
| 24 | C-24 | 74 | 78 | 5476 | 6084 | 4 | 16 |
| 25 | C-25 | 65 | 79 | 4225 | 6241 | 14 | 196 |
| 26 | C-26 | 65 | 66 | 4225 | 4356 | 1 | 1 |
| 27 | C-27 | 68 | 71 | 4624 | 5041 | 3 | 9 |
| 28 | C-28 | 63 | 74 | 3969 | 5476 | 11 | 121 |
| 29 | C-29 | 74 | 83 | 5476 | 6889 | 9 | 81 |
| 30 | C-30 | 68 | 71 | 4624 | 5041 | 3 | 9 |
| 31 | C-31 | 64 | 71 | 4096 | 5041 | 7 | 49 |
| 32 | C-32 | 66 | 66 | 4356 | 4356 | 0 | 0 |
| 33 | C-33 | 72 | 83 | 5184 | 6889 | 11 | 121 |
| 34 | C-34 | 66 | 70 | 4356 | 4900 | 4 | 16 |
| 35 | C-35 | 69 | 69 | 4761 | 4761 | 0 | 0 |

| 36 | C-36 | 63 | 70 | 3969 | 4900 | 7 | 49 |
|---|---|---|---|---|---|---|---|
| 37 | C-37 | 63 | 63 | 3969 | 3969 | 0 | 0 |
| Total | | 2469 | 2694 | 165239 | 197602 | 225 | 2277 |

**Appendix 17**

## NORMALITY TEST FOR THE PRETEST OF THE EXPERIMENTAL GROUP

| Class Interval | f | $x_1$ | $x_1^2$ | $f.x_1$ | $f.x_1^2$ | Lower Boundaries | Z | 0-Z Wide |
|---|---|---|---|---|---|---|---|---|
| 60.00 - 62.00 | 3 | 61 | 3721 | 183 | 11163 | 59.5 | -1.96 | 0.475 |
| 63.00 - 65.00 | 11 | 64 | 4096 | 704 | 45056 | 62.5 | -1.26 | 0.3962 |
| 66.00 - 68.00 | 8 | 67 | 4489 | 536 | 35912 | 65.5 | -0.55 | 0.2088 |
| 69.00 - 71.00 | 9 | 70 | 4900 | 630 | 44100 | 68.5 | 0.16 | 0.0636 |
| 72.00 - 74.00 | 4 | 73 | 5329 | 292 | 21316 | 71.5 | 0.87 | 0.3078 |
| 75.00 - 77.00 | 1 | 76 | 5776 | 76 | 5776 | 74.5 | 1.58 | 0.4429 |
| 78.00 - 80.00 | 1 | 79 | 6241 | 79 | 6241 | 77.5 | 2.29 | 0.489 |
| | | | | | | 80.5 | 3.00 | 0.4987 |
| Total | 37 | 490 | 34552 | 2500 | 169564 | | | |

| Wide of every class interval | $E_i$ | $O_i$ | $O_i - E_i$ | $(O_i - E_i)^2$ | $\dfrac{(O_i - E_i)^2}{E_i}$ |
|---|---|---|---|---|---|
| 0.0788 | 2.9156 | 3 | 0.0844 | 0.0071 | 0.0024 |
| 0.1874 | 6.9338 | 11 | 4.0662 | 16.5340 | 2.3845 |
| 0.1452 | 5.3724 | 8 | 2.6276 | 6.9043 | 1.2851 |
| 0.3714 | 13.7418 | 9 | -4.7418 | 22.4847 | 1.6362 |
| 0.1351 | 4.9987 | 4 | -0.9987 | 0.9974 | 0.1995 |
| 0.0461 | 1.7057 | 1 | -0.7057 | 0.4980 | 0.2920 |
| 0.0097 | 0.3589 | 1 | 0.6411 | 0.4110 | 1.1452 |
| Total | | 37 | | | 6.9450 |

Highest Score : 79          n : 37
Smallest Score : 60          Mean : 67.81
Range (R) : 79 - 60 = 19
Class (K) : 1 + 3.3 log n = 1 + 3.3 log 37 = 1 + 3.3 x 1.57 = 1 + 5.18 = 6.18 = 6-7
Class Interval : R/K = 19/7 = 2.71 = 3

Standard Deviation:

$$ s = \sqrt{\frac{n\sum f.x_i^2 - (\sum f.x_i)^2}{n(n-1)}} = \sqrt{\frac{37.169564 - (2500)^2}{37(37-1)}} = \sqrt{\frac{6273868 - 6250000}{37 \times 36}} = \sqrt{\frac{23868}{1332}} $$

$$ = \sqrt{17.92} = 4.23 $$

Z-score = (Lower Boundary - Mean) : standard deviation

$H_0$ = the data were distributed normally

$H_a$ = the data were not distributed normally

$\alpha$ = 0.05 with df = k – 3 = 7 – 3 = 4

$x^2_{table} = x^2_{1-\alpha;df} = x^2_{0.95;4} = 9.49$

$H_0$ is rejected if $x^2 \geq x^2_{table}$ and $H_0$ is accepted if $x^2 < x^2_{table}$

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 6.945$$

**CONCLUSION:**

$\alpha$ = 5%, df = 4, $x^2_{table}$ = 9.49, $x^2$ = 6.945

Because $x^2 < x^2_{table}$ (6.945 < 9.49), it can be concluded that the pretest score is distributed normally.

**Appendix 18**

## NORMALITY TEST FOR THE PRETEST OF THE CONTROL GROUP

| Class Interval | f | $x_1$ | $x_1^2$ | $f.x_1$ | $f.x_1^2$ | Lower Boundaries | Z | 0-Z Wide |
|---|---|---|---|---|---|---|---|---|
| 60.00 - 62.00 | 2 | 61 | 3721 | 122 | 7442 | 59.5 | -2.05 | 0.4798 |
| 63.00 - 65.00 | 13 | 64 | 4096 | 832 | 53248 | 62.5 | -1.20 | 0.3849 |
| 66.00 - 68.00 | 13 | 67 | 4489 | 871 | 58357 | 65.5 | -0.35 | 0.1368 |
| 69.00 - 71.00 | 4 | 70 | 4900 | 280 | 19600 | 68.5 | 0.50 | 0.1915 |
| 72.00 - 74.00 | 4 | 73 | 5329 | 292 | 21316 | 71.5 | 1.35 | 0.4115 |
| 75.00 - 77.00 | 1 | 76 | 5776 | 76 | 5776 | 74.5 | 2.20 | 0.4861 |
| | | | | | | 77.5 | 3.05 | 0.4989 |
| Total | 37 | 411 | 28311 | 2473 | 165739 | | | |

| Wide of every class interval | $E_i$ | $O_i$ | $O_i - E_i$ | $(O_i - E_i)^2$ | $\dfrac{(O_i - E_i)^2}{E_i}$ |
|---|---|---|---|---|---|
| 0.0949 | 3.5113 | 2 | -1.5113 | 2.2840 | 0.6505 |
| 0.2481 | 9.1797 | 13 | 3.8203 | 14.5947 | 1.5899 |
| 0.3283 | 12.1471 | 13 | 0.8529 | 0.7274 | 0.0599 |
| 0.22 | 8.1400 | 4 | -4.1400 | 17.1396 | 2.1056 |
| 0.0746 | 2.7602 | 4 | 1.2398 | 1.5371 | 0.5569 |
| 0.0128 | 0.4736 | 1 | 0.5264 | 0.2771 | 0.5851 |
| Total | | 37 | | | 5.5478 |

Highest Score     : 75          n               : 37
Smallest Score    : 60          Mean            : 66.73
Range (R)         : 75 - 60 = 15
Class (K)         : 1 + 3.3 log n = 1 + 3.3 log 37 = 1 + 3.3 x 1.57 = 1 + 5.18 = 6.18 = 6
Class Interval    : R/K = 15/6 = 2.5 = 3

Standard Deviation:

$$s = \sqrt{\frac{n\sum f.x_t^2 - (\sum f.x_t)^2}{n(n-1)}} = \sqrt{\frac{37.165739 - (2473)^2}{37(37-1)}} = \sqrt{\frac{6132343 - 6115729}{37 \times 36}} = \sqrt{\frac{16614}{1332}}$$

$$= \sqrt{12.47} = 3.53$$

Z-score = (Lower Boundary - Mean) : standard deviation

$H_0$ = the data were distributed normally

$H_a$ = the data were not distributed normally

$\alpha = 0.05$ with df = k – 3 = 6 – 3 = 3

$x^2_{table} = x^2_{1-\alpha;df} = x^2_{0.95;3} = 7.81$

$H_0$ is rejected if $x^2 \geq x^2_{table}$ and $H_0$ is accepted if $x^2 < x^2_{table}$

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 5.5478$$

**CONCLUSION:**

$\alpha = 5\%$, df = 3, $x^2_{table} = 7.81$, $x^2 = 5.5478$

Because $x^2 < x^2_{table}$ (5.5478 < 7.81), it can be concluded that the pretest score is distributed normally.

**Appendix 19**

## NORMALITY TEST FOR THE POSTTEST OF THE EXPERIMENTAL GROUP

| Class Interval | f | $x_1$ | $x_1^2$ | $f.x_1$ | $f.x_1^2$ | Lower Boundaries | Z | 0-Z Wide |
|---|---|---|---|---|---|---|---|---|
| 69.00 - 71.00 | 5 | 70 | 4900 | 350 | 24500 | 68.5 | -1.60 | 0.4452 |
| 72.00 - 74.00 | 11 | 73 | 5329 | 803 | 58619 | 71.5 | -1.02 | 0.3461 |
| 75.00 - 77.00 | 8 | 76 | 5776 | 608 | 46208 | 74.5 | -0.45 | 0.1736 |
| 78.00 - 80.00 | 3 | 79 | 6241 | 237 | 18723 | 77.5 | 0.12 | 0.0478 |
| 81.00 - 83.00 | 5 | 82 | 6724 | 410 | 33620 | 80.5 | 0.69 | 0.2549 |
| 84.00 - 86.00 | 3 | 85 | 7225 | 255 | 21675 | 83.5 | 1.26 | 0.3962 |
| 87.00 - 89.00 | 2 | 88 | 7744 | 176 | 15488 | 86.5 | 1.83 | 0.4664 |
| | | | | | | 89.5 | 2.40 | 0.4918 |
| Total | 37 | 553 | 43939 | 2839 | 218833 | | | |

| Wide of every class interval | $E_i$ | $O_i$ | $O_i - E_i$ | $(O_i - E_i)^2$ | $\dfrac{(O_i - E_i)^2}{E_i}$ |
|---|---|---|---|---|---|
| 0.0991 | 3.6667 | 3 | -0.6667 | 0.4445 | 0.1212 |
| 0.1725 | 6.3825 | 11 | 4.6175 | 21.3213 | 3.3406 |
| 0.1258 | 4.6546 | 8 | 3.3454 | 11.1917 | 2.4044 |
| 0.3027 | 11.1999 | 9 | -2.1999 | 4.8396 | 0.4321 |
| 0.1413 | 5.2281 | 4 | -1.2281 | 1.5082 | 0.2885 |
| 0.0702 | 2.5974 | 1 | -1.5974 | 2.5517 | 0.9824 |
| 0.0254 | 0.9398 | 1 | 0.0602 | 0.0036 | 0.0039 |
| Total | | 37 | | | 7.5731 |

Highest Score : 88          n : 37
Smallest Score : 69          Mean : 76.89
Range (R) : 88 - 69 = 19
Class (K) : 1 + 3.3 log n = 1 + 3.3 log 37 = 1 + 3.3 x 1.57 = 1 + 5.18 = 6.18 = 6-7
Class Interval : R/K = 19/7 = 2.71 = 3

Standard Deviation:

$$s = \sqrt{\frac{n\sum f.x_t^2 - (\sum f.x_t)^2}{n(n-1)}} = \sqrt{\frac{37.218833 - (2839)^2}{37(37-1)}} = \sqrt{\frac{8096821 - 8059921}{37 \times 36}} = \sqrt{\frac{36900}{1332}}$$

$$= \sqrt{27.703} = 5.26$$

Z-score = (Lower Boundary - Mean) : standard deviation

$H_0$ = the data were distributed normally

$H_a$ = the data were not distributed normally

$\alpha = 0.05$ with df = k – 3 = 7 – 3 = 4

$x^2_{table} = x^2_{1-\alpha;df} = x^2_{0.95;4} = 9.49$

$H_0$ is rejected if $x^2 \geq x^2_{table}$ and $H_0$ is accepted if $x^2 < x^2_{table}$

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 7.5731$$

**CONCLUSION:**

$\alpha = 5\%$, df = 4, $x^2_{table} = 9.49$, $x^2 = 7.5731$

Because $x^2 < x^2_{table}$ (7.5731 < 9.49), it can be concluded that the posttest score is distributed normally.

**Appendix 20**

**NORMALITY TEST FOR THE POSTTEST OF THE CONTROL GROUP**

| Class Interval | f | $x_1$ | $x_1^2$ | $f.x_1$ | $f.x_1^2$ | Lower Boundaries | Z | 0-Z Wide |
|---|---|---|---|---|---|---|---|---|
| 63.00 - 66.00 | 6 | 64.5 | 4160.25 | 387 | 24961.5 | 62.5 | -1.59 | 0.4441 |
| 67.00 - 70.00 | 11 | 68.5 | 4692.25 | 753.5 | 51614.75 | 66.5 | -0.97 | 0.334 |
| 71.00 - 74.00 | 7 | 72.5 | 5256.25 | 507.5 | 36793.75 | 70.5 | -0.36 | 0.1406 |
| 75.00 - 78.00 | 4 | 76.5 | 5852.25 | 306 | 23409 | 74.5 | 0.26 | 0.1026 |
| 79.00 - 82.00 | 5 | 80.5 | 6480.25 | 402.5 | 32401.25 | 78.5 | 0.88 | 0.3106 |
| 83.00 - 86.00 | 4 | 84.5 | 7140.25 | 338 | 28561 | 82.5 | 1.49 | 0.4319 |
|  |  |  |  |  |  | 86.5 | 2.11 | 0.4826 |
| Total | 37 | 447 | 33581.5 | 2694.5 | 197741.25 |  |  |  |

| Wide of every class interval | $E_i$ | $O_i$ | $O_i - E_i$ | $(O_i - E_i)^2$ | $\dfrac{(O_i - E_i)^2}{E_i}$ |
|---|---|---|---|---|---|
| 0.1101 | 4.0737 | 6 | 1.9263 | 3.7106 | 0.9109 |
| 0.1934 | 7.1558 | 11 | 3.8442 | 14.7779 | 2.0652 |
| 0.2432 | 8.9984 | 7 | -1.9984 | 3.9936 | 0.4438 |
| 0.208 | 7.6960 | 4 | -3.6960 | 13.6604 | 1.7750 |
| 0.1213 | 4.4881 | 5 | 0.5119 | 0.2620 | 0.0584 |
| 0.0507 | 1.8759 | 4 | 2.1241 | 4.5118 | 2.4051 |
| Total |  | 37 |  |  | 7.6584 |

| | | | |
|---|---|---|---|
| Highest Score | : 86 | n | : 37 |
| Smallest Score | : 63 | Mean | : 72.81 |
| Range (R) | : 86 - 63 = 23 | | |
| Class (K) | : 1 + 3.3 log n = 1 + 3.3 log 37 = 1 + 3.3 x 1.57 = 1 + 5.18 = 6.18 = 6 | | |
| Class Interval | : R/K = 23/6 = 3.83 = 4 | | |

Standard Deviation:

$$s = \sqrt{\frac{n\sum f.x_i^2 - (\sum f.x_i)^2}{n(n-1)}} = \sqrt{\frac{37.197741.25 - (2694.5)^2}{37(37-1)}} = \sqrt{\frac{7316426.25 - 7260330.25}{37 \times 36}}$$

$$= \sqrt{\frac{56096}{1332}} = \sqrt{42.11} = 6.49$$

Z-score = (Lower Boundary - Mean) : standard deviation

$H_0$ = the data were distributed normally

$H_a$ = the data were not distributed normally

$\alpha = 0.05$ with df $= k - 3 = 6 - 3 = 3$

$x^2_{table} = x^2_{1-\alpha;df} = x^2_{0.95;3} = 7.81$

$H_0$ is rejected if $x^2 \geq x^2_{table}$ and $H_0$ is accepted if $x^2 < x^2_{table}$

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} = 7.6584$$

**CONCLUSION:**

$\alpha = 5\%$, df $= 3$, $x^2_{table} = 7.81$, $x^2 = 7.6584$

Because $x^2 < x^2_{table}$ (7.6584 < 7.81), it can be concluded that the posttest score is distributed normally.

**Appendix 21**

**BARTLETT TEST**

## OF THE EXPERIMENTAL AND THE CONTROL GROUPS' PRETEST

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

Standard Deviation of the Pretest Score of the Experimental Group ($s_1$):

$$s = \sqrt{\frac{n\sum f.x_i^2 - (\sum f.x_i)^2}{n(n-1)}} = \sqrt{\frac{37.169564 - (2500)^2}{37(37-1)}} = \sqrt{\frac{6273868 - 6250000}{37 \times 36}} = \sqrt{\frac{23868}{1332}}$$

$$= \sqrt{17.92} = 4.23$$

$s_1^2 = 17.89$

Standard Deviation of the Pretest Score of the Control Group ($s_2$):

$$s = \sqrt{\frac{n\sum f.x_i^2 - (\sum f.x_i)^2}{n(n-1)}} = \sqrt{\frac{37.165739 - (2473)^2}{37(37-1)}} = \sqrt{\frac{6132343 - 6115729}{37 \times 36}} = \sqrt{\frac{16614}{1332}}$$

$$= \sqrt{12.47} = 3.53$$

$s_1^2 = 12.46$

| Sample | df | 1/df | $s_i^2$ | $\log s_i^2$ | (df) $\log s_i^2$ |
|---|---|---|---|---|---|
| 1 | 36 | 0.028 | 17.89 | 1.25 | 45.09 |
| 2 | 36 | 0.028 | 12.46 | 1.10 | 39.44 |
| Total | 72 | 0.056 | | | 84.53 |

$s^2 = [\Sigma(n_i - 1) s_i^2 / \Sigma(n_i - 1)] = [36 (17.89) + 36 (12.46)] : (36 + 36) = (644.04 + 448.56) : 72$
$= 1092.6 : 72 = 15.175$

$\log s^2 = \log 15.175 = 1.1811$

$B = (\log s^2) \Sigma(n_i - 1) = (1.1811)(72) = 85.04$

$x^2 = (In\ 10)[B - \Sigma(n_i - 1) \log s_i^2] = (2.3026)(85.04 - 84.53) = (2.3026)(0.51) = 1.174$

For $\alpha = 0.05$, df = 36, then $x^2_{(0.95)(36)} = 50.99$

CONCLUSION:

$\alpha = 5\%$, df = 36, $x^2_{table} = 50.99$, $x^2 = 1.174$

Because $x^2 < x^2_{table}$ (1.174 < 50.99), it can be concluded that $H_0 = \sigma_1^2 = \sigma_2^2$ (the experimental and the control groups have the same variance).

**Appendix 22**

# BARTLETT TEST
## OF THE EXPERIMENTAL AND THE CONTROL GROUPS' POSTTEST

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

Standard Deviation of the Posttest Score of the Experimental Group ($s_1$):

$$s = \sqrt{\frac{n \sum f_i . x_i^2 - (\sum f_i . x_i)^2}{n(n-1)}} = \sqrt{\frac{37 . 218833 - (2839)^2}{37(37-1)}} = \sqrt{\frac{8096821 - 8059921}{37 \times 36}} = \sqrt{\frac{36900}{1332}}$$

$$= \sqrt{27.703} = 5.26$$

$s_1^2 = 27.67$

Standard Deviation of the Posttest Score of the Control Group ($s_2$):

$$s = \sqrt{\frac{n \sum f_i . x_i^2 - (\sum f_i . x_i)^2}{n(n-1)}} = \sqrt{\frac{37 . 197741.25 - (2694.5)^2}{37(37-1)}} = \sqrt{\frac{7316426.25 - 7260330.25}{37 \times 36}}$$

$$= \sqrt{\frac{56096}{1332}} = \sqrt{42.11} = 6.49$$

$s_1^2 = 42.12$

| Sample | df | 1/df | $s_i^2$ | log $s_i^2$ | (df) log $s_i^2$ |
|--------|-----|-------|---------|-------------|-------------------|
| 1 | 36 | 0.028 | 27.67 | 1.44 | 51.91 |
| 2 | 36 | 0.028 | 42.12 | 1.62 | 58.48 |
| Total | 72 | 0.056 | | | 110.39 |

$s^2 = [\Sigma(n_i - 1) s_i^2 / \Sigma(n_i - 1)] = [36 (27.67) + 36 (42.12)] : (36 + 36) = (996.12 + 1516.32) : 72$
$\quad = 2512.44 : 72 = 34.895$

$\log s^2 = \log 34.895 = 1.5428$

$B = (\log s^2) \Sigma(n_i - 1) = (1.5428)(72) = 111.08$

$x^2 = (\text{In } 10)[B - \Sigma(n_i - 1) \log s_i^2] = (2.3026)(111.08 - 110.39) = (2.3026)(0.69) = 1.589$

For $\alpha = 0.05$, df = 36, then $x^2_{(0.95)(36)} = 50.99$

CONCLUSION:

$\alpha = 5\%$, df $= 36$, $x^2_{table} = 50.99$, $x^2 = 1.589$

Because $x^2 < x^2_{table}$ (1.589 < 50.99), it can be concluded that $H_0 = \sigma_1^2 = \sigma_2^2$ (the experimental and the control groups have the same variance).

**Appendix 23**

## INDEPENDENT SAMPLE TEST BETWEEN TWO MEAN SCORES
## OF THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

The Experimental Group

$$\bar{x} = \frac{\sum x}{N_X} = \frac{336}{37} = 9.08$$

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N_X} = 4432 - \frac{(336)^2}{37} = 4432 - \frac{112896}{37} = 4432 - 3051.24 = 1380.76$$

The Control Group

$$\bar{y} = \frac{\sum y}{N_Y} = \frac{225}{37} = 6.08$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N_Y} = 2277 - \frac{(225)^2}{37} = 2277 - \frac{50625}{37} = 2277 - 1368.24 = 908.76$$

The Independent Sample Test Computation

$$t = \frac{\bar{X} - \bar{Y}}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}} = \frac{9.08 - 6.08}{\sqrt{\left[\frac{1380.76 + 908.76}{37 + 37 - 2}\right]\left[\frac{1}{37} + \frac{1}{37}\right]}} = \frac{3}{\sqrt{\left[\frac{2289.52}{72}\right]\left[\frac{2}{37}\right]}}$$

$$= \frac{3}{\sqrt{(31.799)(0.054)}} = \frac{3}{\sqrt{1.7172}} = \frac{3}{1.31} = 2.29$$

For $\alpha = 5\%$, df $= N_X + N_Y - 2 = 37 + 37 - 2 = 72$, $t_{(0.95)(72)} = 1.99$

CONCLUSION:

Because $t_{value} > t_{table} = 2.29 > 1.99$, so it can be concluded that there is a significant difference between the experimental and the control groups on the test. The experimental group's mean is higher than the control group's mean.

**Appendix 24**

## t-TEST DATA OF THE EXPERIMENTAL A    CONTROL GROUPS' PRETEST

The Experimental Group

$$\bar{X}_1 = \frac{\sum X_1}{N_{X1}} = \frac{2509}{37} = 67.81$$

$$\sum' z_1^2 = \sum' X_1^2 - \frac{(\sum X_1)^2}{N_x} = 170797 - \frac{(2509)^2}{37} = 170797 - \frac{6295081}{37} = 170797 - 170137.32$$

$$= 659.68$$

The Control Group

$$\bar{Y}_1 = \frac{\sum Y_1}{N_{Y1}} = \frac{2469}{37} = 66.73$$

$$\sum y_1^2 = \sum Y_1^2 - \frac{(\sum Y_1)^2}{N_y} = 165239 - \frac{(2469)^2}{37} = 165239 - \frac{6095961}{37} = 165239 - 164755.70$$

$$= 483.3$$

T-test Computation

$$t = \frac{\bar{X}_1 - \bar{Y}_1}{\sqrt{\left[\frac{\sum x_1^2 + \sum y_1^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}} = \frac{67.81 - 66.73}{\sqrt{\left[\frac{659.68 + 483.3}{37 + 37 - 2}\right]\left[\frac{1}{37} + \frac{1}{37}\right]}} = \frac{1.08}{\sqrt{\left[\frac{1142.98}{72}\right]\left[\frac{2}{37}\right]}}$$

$$= \frac{1.08}{\sqrt{(15.87)(0.054)}} = \frac{1.08}{\sqrt{0.8569}} = \frac{1.08}{0.9257} = 1.17$$

For α = 5%, df = $N_X + N_Y - 2$ = 37 + 37 – 2 = 72, $t_{(0.95)(72)}$ = 1.99

CONCLUSION:

Because t $_{value}$ is in the Ho area ($t_{value} \leq t_{table}$ = 1.17 ≤ 1.99), so it can be concluded that there is no significant difference between the experimental group and the control group.

**Appendix 25**
**t-TEST DATA OF THE EXPERIMENTAL AND CONTROL GROUPS' POSTTEST**

The Experimental Group

$$\bar{X}_2 = \frac{\sum X_2}{N_{X2}} = \frac{2845}{37} = 76.89$$

$$\sum x_2^2 = \sum X_2^2 - \frac{(\sum X_2)^2}{N_x} = 219725 - \frac{(2845)^2}{37} = 219725 - \frac{8094025}{37} = 219725 - 218757.43$$

$$= 967.57$$

The Control Group

$$\bar{Y}_2 = \frac{\sum Y_2}{N_{Y2}} = \frac{2694}{37} = 72.81$$

$$\sum y_2^2 = \sum Y_2^2 - \frac{(\sum Y_2)^2}{N_y} = 197602 - \frac{(2694)^2}{37} = 197602 - \frac{7257636}{37} = 197602 - 196152.32$$

$$= 1449.68$$

T-test Computation

$$t = \frac{\bar{X}_2 - \bar{Y}_2}{\sqrt{\left[\frac{\sum x_2^2 + \sum y_2^2}{N_x + N_y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}} = \frac{76.89 - 72.81}{\sqrt{\left[\frac{967.57 + 1449.68}{37 + 37 - 2}\right]\left[\frac{1}{37} + \frac{1}{37}\right]}} = \frac{4.08}{\sqrt{\left[\frac{2417.25}{72}\right]\left[\frac{2}{37}\right]}}$$

$$= \frac{4.08}{\sqrt{(33.57)(0.054)}} = \frac{4.08}{\sqrt{1.813}} = \frac{4.08}{1.347} = 3.029$$

For $\alpha$ = 5%, df = $N_X$ + $N_Y$ – 2 = 37 + 37 – 2 = 72, $t_{(0.95)(72)}$ = 1.99

CONCLUSION:

Because t value is not in the Ho area ($t_{value}$ > $t_{table}$ = 3.029 > 1.99), so it can be concluded that there is significant difference between the experimental group and the control group.