COMPARISON BETWEEN USING AUTHENTIC SONG LYRICS AND PICTURES AS MEDIA TO TEACH STUDENTS’ WRITING COMPETENCE OF NARRATIVE TEXTS

A final project submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan in English

by

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Dengan demikian, harap pernyataan ini digunakan sebagaimana mestinya.

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Yang membuat pernyataan

Aditya Rizkiyanto
MOTTO AND DEDICATION

Be ready when opportunity comes. Luck is the time when preparation and opportunity meet.

(Roy D. Chapin Jr.)

This Final Project is dedicated to:

My beloved parents

My beloved brother and sister

All of my friends
ACKNOWLEDGEMENT

First and foremost, I would like to express my highest gratitude to Allah SWT, the almighty for the endless blessing and mercy for every single thing in my life.

I would like to express my thanks to Prof. Dr. Dwi Rukmini, M. Pd., as the first advisor, who has given valuable and continuous guidance and encouragement as well in making and completing this final project, to Rohani, S.Pd., M.A., as the second advisor, who has read every single word in this final project and given useful correction and suggestion to be better, particularly in grammatical and structure of this final project.

Afterwards, to all lecturers of the English Department of UNNES, who have given meaningful lessons and knowledge during my study; to Drs. Hadi Waluyo, MM., the headmaster of SMA Negeri 2 Semarang, who gave me permission to conduct my experimental research in the school he leads in and to Fauziah Ratna Hapsari as the English teacher of the eleventh grade of SMA N 2 Semarang, who helped me during the experimental research with all her kindness in her classes.

I also would say special appreciation to my parents, Bp Sarno and Ibu Etik Triningsih, S.Pd, who always give support, contribution and also effort for my life, to my brother, Ihsan and my sister, Tika, for my best friends (Aries, Supri, Afrian, Bayu, Vinda, etc) who always support me in finishing my final project and for all of my friends in English Department, the last, but not least, to anyone who teaches and inspires me a lot of things.
The perfect is only belonged to God, the Most Merciful. I hope that this final project will be useful for all the readers either for English teachers or English students. And not to mention, this final project is to give contribution to the next researchers.

The Writer
ABSTRACT

Rizkiyanto, Aditya. 2014. Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students’ Writing Competence of Narrative Text (An Experimental Research at Eleventh Grade Students of SMA N 2 Semarang in the Academic Years of 2013/2014). Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Prof. Dr. Dwi Rukmini, M.Pd. Second Advisor: Rohani, S.Pd., M.A.

Keywords: authentic song lyrics, pictures, media, writing, narrative text

This final project is a quasi experimental research aiming at investigating any significant difference of students’ achievement in writing narrative texts which are taught by using authentic song lyrics and the one who are taught by using pictures with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eleventh graders of Semarang State Senior High School 2 in the academic year of 2013/2014.

In this study, there were two groups which were given different treatments. The first group was the experimental group consisting of 34 students that was taught by using “authentic song lyrics” as media and the second group was the control group consisting of 34 students that was taught by using “pictures”. In conducting experimental research, there were two classes that were used, XI IPA 11 as the experimental group and XI IPA 9 as the control group. Both groups were given pre test, treatments, and post test. In analyzing the data, normality test, homogeneity test, and t-test were used.

The results of the study showed that the “authentic song lyrics” media which was applied in creating narrative text gave contribution in helping them write narrative texts. The data proved that there was a significant difference between the experimental and the control group achievement. Based on the statistical analysis, it could be seen that the students’ post-test in the experimental group was higher than the control group. The mean of the experimental group improved than the control group. The t-value for two means of post-test was 3.333; meanwhile the critical value at $\alpha = 5\%$ was 2.035. It proved that there is significant difference between the experimental group which was given “authentic song lyrics” media and the control group which was given “picture”. It can be concluded that the “authentic song lyrics” is more effective than “pictures” to help the students in writing narrative texts.
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CHAPTER I
INTRODUCTION

This chapter gives an introduction about the study. It contains background of the study, reason for choosing the topic, research problems, research hypothesis, purpose of the study, significance of the study, and outline of the report.

1.1 Background of the Study

“Language”, that is a simple word, but it has an enormous meaning in our life. Every word that human said is language. Every activity that human do is language. But, they are simple forms of language. Language is very important thing for human being as a means to communicate among society. Human in society needs languages both spoken and written not only to convey their problems but also to communicate each other. As Ramelan (1992:8) said, “With language man can express his ideas and wishes to other people such as when he needs their help so that close operation among members of the group can be carried out”. In order to communicate each other, human not only use first language but also second language.

Every country has some different characteristic from another countries, one of them is a language. There are many kinds of language used among the country that is also different among other country because language is an identity of the country. Every country has its own language that usually used by their society in order to communicate each other. In this case, every country need a unite language in order to do communication between at least two countries or more. They agree that English is a language that can unite every country around
the world. With English they can communicate with other people from other countries. No wonder if there is no united language; it is very difficult to communicate with people around the world even when it can be conducted, there are a lot of misunderstandings between two countries when they are communicating using their own language. So, English is an important language which has to be understood by every human in the world during their life.

“Some people study English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has special position here since it becomes the international language of communication” (Harmer 1991:1).

Based on this statement, we know more that English is a united language that is very important to learn because of there are many advantages of it. Study English is compulsory for every productive people, especially students in many stages like elementary school, junior high school, senior high school, even at a university level. Considering the important of English, the government included English as a program in education field. Indonesia as a developing country needs English as an international language to communicate with other country in many sectors. With English included in the curricula, hopefully most of the Indonesian society can acquired English as a foreign language carefully. We can imagine if every people in Indonesia can acquire English fluently both spoken and written, it can be a pride of our nations to master in English. It also can make our nations not only as a developing country but also developed country in every people’s point of view. It also can be applied on all of students that are still learning English in their education programs. It would be a part of life when students acquire English
because through mastering in English, every student can apply for job in virtually
every profession that is needed English as a means of communication. It can be an
important thing for their future life by mastering in English both spoken and
written. By mastering English, the students are supposed to be able to gain
valuable information and knowledge from the texts and books about science,
commerce, economy, technology, etc which are written in English.

Based on the School – Based Curriculum (SBC) or we can called it as
Kurikulum Tingkat Satuan Pendidikan (KTSP), the teaching learning of English
has to develop four language skill; listening, speaking, reading, and writing. However, not only the four aspect that must be acquired by students, but also
there will be others aspects that can support the development of students in
mastering English, they are vocabulary, structure, and also pronunciation. These
components are very important to support the four English skills. It means that
English teachers have to mastering on these aspects and also taught them for
supporting four skills on English.

In order to teach all of components and skills in English, the English
teachers should use a certain media related to the material that will be delivered.
The use of media itself has been applied for increasing students’ interest during
the lessons. Another purpose that should be achieved from the use of media is to
make students understand about material. One of the writer’s suggestions that will
be examined in this final project is about the implementation of teaching English
to see the students’ improvement in writing narrative text by using media that are
authentic song lyrics and pictures and also find out the most effective of it by comparing the significant differences between both of them.

Harmer (2004:24), states that students who are writing within certain genre need to consider a number of different factors. Based on this statement, the students have to consider many components constructing a text with certain genre. According to Anderson (1997:1), creating a text requires us to make choices about the words we use and how we put them together. It means that in order to know how to construct a text, we have to understand about the important elements before creating a text. Hazel (2007:1), states that narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances as though any material were fit to receive man’s stories.

“Narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning.” (Anderson, M & K. Anderson, 1997:2). Based on the explanation, several media can be used to deliver and also create narrative text.

The study will focus on writing a narrative text only, which is included on the material in English lesson for SMA. We know that writing is very complex skill that must be acquired by students in Senior High School. In this study, the writer will compare two media that can be used in writing narrative text in order to know which media is more effective for narrative. Song lyrics can be delivered by using paper at the same time as the music played. While pictures can be deliver in a form of printed paper that must be understood by students. The students have
to write a narrative text by their own words based on the story from both media used. Hopefully both media can be understood easily by the student in writing narrative.

1.2 Reasons for Choosing the Topic

In this study, the writer has chosen the topic “Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students’ Writing Competence of Narrative Texts” because there are so many medium to teach writing especially narrative text. Nowadays, teacher uses various medium to teach narrative text. In order to conduct teaching learning, teacher should choose a media based on the students’ interest. For example: using authentic song lyrics or pictures to improve students’ writing competence of narrative texts. On the other hand, several people do not understand which media is more effective to conduct teaching learning in narrative text.

Besides, writing is a difficult skill in English that has a lot of complexity in the part of writing itself. In this case, when the students started to write, they have to understand what they will write, what grammar they will use, and also what kind of idea to build sentences in writing. Throughout the medium that will be used in writing narrative text, students will get several things that they think it is a kind of an interesting lesson while listening the music complete with the lyrics and also watching sequence of pictures.
1.3 Research Questions

There are two problems that will be solved through this study, they are;

a. Is there any significant difference of students’ achievement in writing narrative texts taught by using authentic song lyrics and those taught by using pictures?

b. Which one of them is more effective than the other one?

1.4 Research Hypothesis

Based on the research questions above, there are two hypotheses in this study, they are working hypothesis and null hypothesis.

Working Hypothesis (H1): There is a significant difference of students’ achievements in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures.

Null Hypothesis (H0): There is no difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures.

1.5 Purposes of the Study

Purposes of this study are;

a. To find out the significant difference of students’ achievement in the improvement of students’ competence in writing narrative text between using authentic song lyrics and pictures.

b. To compare the effectiveness of both medium that for students in order to improve their competencies in writing narrative text.
1.6 Significances of the Study

The result of the study will hopefully useful for English teacher, so it will upgrade the education in Indonesia. There are many advantages that can be acquired from this study, they are;

a. Theoretically

This study is expected to be able to develop the previous study and give many contributions for education especially in Indonesia.

b. Pedagogically

This study will provide English teacher with the understanding of the media “authentic song lyrics” and “pictures” that used to teach eleventh grade students to improve the students’ writing competence of narrative text.

c. Practically

This study is able to give variation within teaching learning in English, especially for narrative text through those medium. One of those medium also can be used as an effective medium to improve students’ writing competence easily, especially in narrative text.

1.7 Definition of the Key Terms

In order to avoid ambiguity and also in order to make this study is easier to be understood by the reader, the writer explains the definition of the key terms as follow:
a. Narrative text is a piece of writing that tells a story based on the chronological events to amuse the readers and it has characters inside the story.

b. Writing, according to Hornby (2000:1382), is an activity to put information on a sheet of paper or to compose something in written form.

c. Media, according to Gerlach and Ely (1980:241), are any persons, materials, or events that establish conditions which enable learners to acquire knowledge, skills and attitudes.

d. Lyric, according to (Hornby, 2005:921), is the word of a song.

e. Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation.

Therefore, Comparison between Using Authentic Song Lyrics and Pictures as Media to Teach Students’ Writing Competence of Narrative Texts is defines as using media to improve students’ achievement in writing narrative text by using those media and comparing which one of the media is better.

1.8 Scope of the Study

The study only conducted to eleventh grade students of SMA N 2 Semarang in the academic year of 2013/2014. This study focused on writing narrative text by using authentic song lyrics as media for the experimental group, and sequence of pictures for the control group. The students’ achievements on
writing narrative text by using those media are compared in order to know which media is better one.

1.9 Outline of The Report

This final project is developed into five chapters that can be explained as follow. The first chapter is about introduction of the study; include several points within, such as background of the study, reasons for choosing the topic, research problems, research hypothesis, purpose of the study, significance of the study, and outline of the report.

The second chapter describes review related literature that contains review theoretical background, and also review the previous study. The third chapter describes about methods of investigation, research design, and also methods of collecting data. Then the fourth chapter is about data analysis and discussion. The last chapter consists of conclusion and suggestion.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about literature underlying this study. It consists of the review of previous studies, the review of theoretical background of the studies, and the theoretical framework. This chapter has divided into three sub chapters, where the second sub chapter divided more into several points of sub chapter.

2.1 Review of the Previous Studies

In the area of linguistic, especially English, there are many researchers conduct the research about the study of language. There has been some researchers conduct the research related on this study. Some of researchers were conducted research about the use of media to improve students’ ability in text types, some others were conducted in comparing two media in order to know which one is the effective ways to teach students than the other one. Media is an important way to teach students in linguistic area, especially in a subject of English. English needs support from the media in order to make students understand about the material easily. In order to support this study, the writer chooses some of the literatures which relevant with my own study.

The study conducted by Astuti (2010) entitled The Students’ Paraphrase (Narrative Form) of “Oklahoma” Song Lyric Sung by Billy Gilman. The purposes of the study are to know how far the tenth grade students achieve the social function of narrative, to know how far the generic structure displayed, to know the
students mastery in using the significant lexicogrammatical features in writing narrative, and also to know the criteria of ability of the tenth grade students of SMAN 3 Magelang in writing narrative by paraphrasing Oklahoma song. The results of the study are the students have a good understanding on narrative construction and the basic concept of narrative itself.

Khasanah (2012) studied *The Use of Winamp MiniLyrics to Improve the Students’ Ability in Narrative Writing (An experimental research at Year XI of SMA Negeri Bawang in the Academic Year of 2012/2013)*. The objectives of this study are to know the students’ achievement in writing narrative text using Winamp MiniLyrics and also to find out the effectiveness of using Winamp MiniLyrics for students in Senior High School. Based on this research, the achievement of the students who are taught by using Winamp MiniLyrics are higher than those who are not taken by Winamp MiniLyrics. The results are Winamp MiniLyrics is effective to apply for the students on this grade.

Study conducted by Turasih (2008) entitled *The Use of Series Pictures as Media in Writing Procedure Text (A Case of the Tenth Grade Students of SMA N 2 Pemalang in The Academic Year 2007/2008)*. The purpose of this study was to find out how well pictures gave contribution to the students in writing procedure text. The result of this study showed that pictures were effective helping students in writing procedure text.

Arifia (2008) studied *The Use of Sequential Pictures in Teaching Written Narrative Text (A Case of the Eighth Year Students of MTsN Kendal in the*
Academic Year of 2007/2008). The purpose of this study was to describe the use of the sequential pictures in teaching written narrative text. The result of this study was the sequential pictures gave contribution in teaching written narrative text. The pictures could motivate the students. They also could guide the students in composing a text.

Gunarso (2011) studied A Comparative Study on Student’s Writing Ability Using Photographs and Leaflets in Writing Descriptive Text (An Experimental Study at the Eight Grade Students of SMP N 2 Limpung, Batang in the Academic Year of 2010/2011). The objective of the study is to investigate whether there are any significant differences of the achievements in writing descriptive texts of students who are taught by using photographs and those who are taught by using leaflets with an assumption that these media can help them to interpret the content of the course. The findings are there was a significance difference of the students who were taught by using photographs and those were taught by using leaflets and also the using of leaflets are more effective than photographs in order to improve students’ ability in writing a descriptive text.

In this study, the writer compared two media that can be used in writing narrative text in order to know which media is more effective for narrative. Song lyrics can be delivered by using paper at the same time as the music played. While, pictures delivered in a form of printed paper which must be understood by students. The students have to write a narrative text by their own words based on the story from both media used.
2.2 Review of Theoretical Background

This sub chapter is about the topic of discussion consists of general concept of a text, general concept of narrative text, general concept of writing, teaching writing, characteristic of Senior High School Students, general concept of media, song lyrics, using authentic song lyrics as media, pictures, using pictures as media.

2.2.1 General Concept of a Text

Derewianka (1990:17) stated that a text is any meaningful stretch of language, oral or written. To support Derewianka’s statement, Knapp & Watkins (2005:13) said, “A text can be any meaning – producing event, be it a book, a film, an advertisement, a phone conversation, and so on.” Based on those statements, a text can be produced by interaction among people in social life. As a product of social interaction, a text also can be used in many purposes based on the function of the text. Every text has its own function and also different characteristic one another. According to Knapp & Watkins (2005:29), “Different types of texts have distinctive characteristics, depending on what they are made to do”.

A text can be categorized into two main categories of text called literary and factual texts. Literary text is created to persuade the readers to use their emotions and also imaginations to when they read. Anderson and Anderson (1997:1), said that literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are many texts categorized in into literary text, one
of them is narrative text. While factual text is created to give information to others in a daily life or in the real situations. According to Knapp & Watkins (2005:30), factual texts deal with the exchange of knowledge (learning) in all of the learning area.

According to School-Based Curriculum (2006:36) there are three main texts taught in senior high school. They are:

1. **Narration**
   - This narrative genre includes narrative, recount, and news items. All these text types in narrative genres composed to tell and inform.

2. **Description**
   - The text which includes in descriptive genres are report, descriptive, and explanation. These text genres are written to describe. They tend to use words with describing sense and not telling.

3. **Argumentation**
   - Argumentation genres will cover analytical exposition, hortatory exposition, and discussion. These text types explore reason to answer the question “why” and “how”.

   (Depdiknas, 2006:36)

Based on that statement, we know that the three main genres of text have to be taught in Senior High School, included on them, there are a number of expanding texts. Actually, most of basic texts cover many kinds of text within.

### 2.2.2 General Concept of Narrative Text

Narrative text is a kind of text that has to be taught in the Senior High School students. “Narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener‘, (Anderson 1997:6). Based on this statement, narrative text tells us about the past story in order to amuse or entertain the reader about the story that has been made. In line, Gerot and Wignell (1994:204) also state that "the social function of narrative text is to amuse,
entertain and to deal with actual or vicarious experience in different ways; narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.”.

Charles et.al.(1985:129) has an opinion:

A narrative is a story; a narrative writing is writing tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

Based on the explanation above, the functions of narrative text are entertaining the reader and also retelling someone about the past story based on the chronological events that sometimes rising and falling before finding the problems solving.

2.2.2.1 Types of Narrative

Every literary works has many types of it in the way the story tells, even narrative, it has many types works categorized into a narrative work. Basically, the feature of the story in every literary works of narrative are same each other; it can be an imaginary story or sometimes can be factual, even the combination of both of them also appear in the way the story telling. There are many different types of narratives as Anderson and Anderson (1997:18) stated including humor, romance, crime, real – life fiction, historical fiction, mystery, fantasy, science fiction, diary novels, and adventure.

Anderson and Anderson (1997:18 – 30) also explain about those types of narrative as follow:

(1) Humor

A humorous narrative is one of narrative types that aim to make audience laugh as a part of telling story. Here is typical structure:
a. Orientation:
   a) The narrator tells the funny character names
b) Unusual setting used.

b. Complication:
   a) Something crazy happens.

c. Sequence of events:
   a) There are funny things said by characters
   b) Imaginative ideas
   c) Extraordinary things happening to ordinary people
   d) Making fun of serious situations
   e) Exaggeration
   f) Comedy of errors.

d. Resolution:
   a) All’s well that end well.

(2) Romance
The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

a. Orientation:
   a) “Hunk” male and female who is looking for love
   b) Character introduced
   c) Exotic Setting: sunsets, beaches, moonlight.

b. Complication:
   a) Boy meets girl

c. Sequence of Events:
   a) Jealousy
   b) Development of relationship
   c) Overcoming of problems
   d) Love
   e) Hurt and Pain
   f) Warmth and Sharing.

d. Resolution:
   a) Boy gets girl
   b) Married and life happily ever after.

(3) Historical Fiction
Here are the features of a typical historical fiction text:

a. Orientation:
   a) Setting in the past
   b) Description of a period in history

b. Complication
   a) Good meets evil

c. Sequence of Events
   a) Action related to period in history
   b) Characters’ lives affected by the events of history
   c) Good versus evil
   d) Descriptions of life the time.

d. Resolution
   a) Characters survive the chaos of the time (for example, the war ends).
(4) The Diary Novel
This type of narrative has the text presented like diary entries. Here are features of a typical diary novel:
a. Orientation
   a) Main character is the narrator
   b) Time setting given diary entries.
b. Complication
   a) Given in one of the diary entries
   b) Can be related to romance, adventure, humor, mystery, or other types.
c. Sequence of Events
   a) Each diary entry builds up the sequence of events
   b) Diary entries tell of feeling, hopes and happening.
d. Resolution
   a) The narrator tells what happens to solve the complication.

(5) Fantasy
Below are the features of a typical fantasy narrative:
a. Orientation
   a) Hero may have magical power
   b) Setting may be in another dimension with gods, witches, wizards, and so on.
b. Complication
   a) Evil forces affect the goodies.
c. Sequence of Events
   a) A quest
   b) Struggle between good and evil
   c) Imaginative descriptions
   d) Use of magic
   e) Action includes elves, dragons, and mystical beasts
   f) Heroism.
d. Resolution
   a) Good defeats evil forces.

(6) Science Fiction
Science fiction narratives use a setting involving science and technology. Here are the typical features of this text type:
a. Orientation
   a) A future setting
   b) A world with technology
   c) Aliens or strange creatures.
b. Complication
   a) An evil force threatens the world.
c. Sequence of Events
   a) Imaginative descriptions
   b) Struggle between good and evil
   c) Action involves technology, science, and super inventions
   d) Other worlds and creatures are involved.
d. Resolution
   a) Good defeats evil.

  e. Coda
     a) Take care that science is used for good, not evil.
        (Anderson, 1997:18 – 30)

Based on the explanation above, our narrative text can be categorized easily on which kinds of narrative text because there are many kinds of narrative texts that are aiming at entertaining to the reader.

2.2.2.2 Generic Structure of Narrative

   Every building in the world has a foundation that can make it strong and also indicate what kind of building it is. Those also can be applied in the text, in order to construct what kind of text it belongs to. Every text has generic structure as a foundation to build or arrange the purpose of the text. Generic structure of the text indicates the form of text itself. No wonder that the generic structure of text is very important to know more about the text that would be created. With no exception of those is a narrative text. It has generic structure that has to be understood before construction.

   Gerot and Wignell (1994:204), stated that the generic structure of narrative included:

   (1) Orientation : Sets the scene and introduces the participants.
   (2) Evaluation : A stepping back to evaluate the plight.
   (3) Complication : A crisis arises.
   (4) Resolution : The crisis is resolved, for better or for worse.
   (5) Re – orientation : Optional
     (Gerot & Wignell, 1994:204)

A little different with generic structures of narrative explained by Gerot and Wignell, Anderson and Anderson (1997:12) tell us how to make a good narrative text with scaffolding:
(1) Orientation
   In this paragraph, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

(2) Complication
   This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more characters. The complication is the trigger.

(3) Sequence of events
   This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator’s point of view.

(4) Resolution
   In this part of the narrative where the complication is sorted out or the problem is solved.

(5) Coda or re-orientation (optional)
   The narrator includes a coda if there is to be a moral message to be learned from the story.

   (Anderson, 1997:27)

Based on both suggestions on narratives, the writer infers that generic structures of narrative are Orientation, Evaluation, Complication, Resolution, and Coda or Re-orientation (Optional). The opinion about generic structures of narrative given by Gerot and Wignell is the most common used in teaching narrative text in schools.

2.2.2.3 Language Features of Narrative Text

Besides generic structures, in order to construct a good text, we have to consider about language features that can be used. According to Anderson and Anderson (1997:8), the language features usually found in a narrative are:

(1) Specific characters (proper noun)
(2) Time words that connect events to tell when they occur (word showing order)
(3) Verbs that show the actions that occur in the story (past tense)
(4) Descriptive words to portray the character and settings.

   (Anderson, 1997:8)
Based on the statement above, by considering language features of narrative text, the products of narrative text are easily to be read by the readers. It is because the language features of narrative show the readers about the clarity of the story.

2.2.3 General Concept of Writing

This part discusses about definition of writing, components of writing, types of writing, and process of writing. The discussion can be explained below.

2.2.3.1 Definitions of Writing

As a foreign language, there are four skills of English that have to be mastered by students. Those fourth skills are listening, speaking, reading, and also writing. Among the fourth skills above, writing is the most difficult skill that has to be mastered by the students. Writing is one of language skills that can be used as a means to convert writer’s idea become a text or product of writing itself in order to make the reader understand about the writer’s ideas which want to express.

Hornby (2000:1382) explains that “writing is an activity to put information on a sheet of paper or to compose something in written form.” It means that the writer needs a lot of process to convert the information that would be delivered in the written product.

According to Meyers (2005:2), “writing is an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. It means that to create a good writing, the writers need to employ
all their thoughts and knowledge.” Based on this opinion, writing is not only emphasizing on the product but also the process of making product. So, writers have to be creative to convey their ideas on the process of making product of writing itself.

According to Oxford Advanced Learners Dictionary (1995), “writing is the activity or occupation of writing, e.g. books, stories, or articles”. Another definition is taken from Cambridge Advanced Learner's Dictionary (2008), “writing is the activity of creating pieces of written work, such as stories, poems or articles.” Based on those statements, the purpose of writing activity is to create written works, like a story, poem, article, and so many kinds of written projects.

Brown (2004:221) suggests microskills and macroskills of writing for the successful mastery of writing:

**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.

(Brown, 2004:221)

Based on the explanation above, micro and macro skills of writing are very important for teacher to assist in assessing the procedure of writing. Micro skills of writing can be applied more in imitative and intensive writing, while macro skills of writing can be applied to succeed the mastery of responsive and extensive writing.

2.2.3.2 Component of Writing

Writing is a process of composing, organizing, revising our ideas in our mind into a text in order to make the reader understand about what the writer’s thought. So, writing also has components that influence the result of writing process. According to Brown (2004:243), there are five components of writing:

(1) Organization
In writing, a writer needs to organize the content of writing. Organization means how a writer organizes his writing. The content should be well organized from the introduction, body and the last is the conclusion.

(2) Content
Content means logical development of ideas. In other words, a writer is expected to express and develop his ideas into a writing logically. The logical development ideas of writing will make the readers easy in getting the substance of writing.

(3) Grammar
In writing, especially English, a writer has to employ the grammatical forms and syntactic patterns.

(4) Mechanics
Mechanics is the use of the graphic conventions of the language. It includes the correct use of punctuation and spelling.
(5) Style
Style means the use of vocabulary, quality of expression and register.
(Brown, 2004:243)

Based on the explanation above, organization, content, grammar, mechanics, and style are the important components to assess the writing products.

2.2.3.3 Types of Writing


(1) Imitative
In this type of writing, learners must attain skills in the fundamental and basic skill of writing. Learners may be asked to imitate letters or words. Another task in imitative writing is giving correct punctuation in a brief sentence. The imitative level is usually for students of elementary school.

(2) Intensive (controlled)
The tasks of this type of writing are concerned in forming or constructing sentences. The objective of this category is to find out the students’ competence in grammar and vocabulary in forming sentences and conveying the meaning is not necessarily needed. This writing type is usually applied in students of junior high school.

(3) Responsive
At this level, learners are required to perform at a limited discourse level in forming sentences. Learners are asked not only to connect sentences into a paragraph but also create a logical connection of two or three paragraph. In this level of writing, learners can involve the genres of writing such as narrative and descriptive. This level is intended for students of senior high school.

(4) Extensive
The level of extensive writing implies all the processes and strategies of writing for all purposes. At this level, learners are expected to be able to form an essay, a major project, or even a thesis. This level of writing is usually for advanced learners.

(Brown, 2004:220)

Based on the explanation above, the level of writing for the learners is categorized into imitative, intensive, responsive, and extensive writing. So, in senior high school, the level of writing is responsive writing.
2.2.3.4 Process of Writing

Since writing is a way to produce language that comes from our thought, it is working through a process of writing. Harmer (2004:4) writes:

“...the writing process – that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novels), and the medium in it is written in (pen and paper, computer word files, live chat, etc).”

Based on this statement, writing is a means of communication that has been produced by complex creative process or long way process to convert the idea into a written project that influenced by content and medium.

Harmer (2004:4-5) also states that —the process of writing is affected by some aspects, such as: the content of writing, the type of writing, and the medium of it is written. He also suggests four main elements in writing process. They are:

1) Planning
   In this stage, the writers have to think about three main issues: the purposes of their writing, the audience they are writing for, and the content structure of the piece.

2) Drafting
   This is the first version of a piece writing as a draft and it will produce on the way to the final version.

3) Editing (reflecting and revising)
   This stage needs some reflecting and revising helped by other readers (or editors) who comment and make suggestions to make it better.

4) Final version
   After editing their draft and making the changes they consider to be necessary, they produce their final version.

(Harmer, 2004:4-5)

Based on the Hammer’s explanation above, there are four important elements in writing process that can help every writer to produce good texts, including narrative texts.
While, Meyers (2005:3) states that there are six steps to make a good writing. Those six steps are:

1. Explore ideas
   Writing first involves discovering and considering one’s idea. There are three points which should be considered. They are subject, purpose, and audience.

2. Prewrite
   Starting to write point of the ideas or thoughts as they come to you without worrying about structure, logic and grammar. Prewrite includes brainstorming, clustering and free writing.

3. Organize
   This process involves selecting, subtracting, and adding ideas then outlining the ideas.

4. Write a first draft
   One have done the prewriting, selected the best ideas, expanded on them, and arranged them in some reasonable order.

5. Revise the draft
   Return to your first draft and revise it several times. You may add some new ideas and improve the organization.

6. Produce the final copy
   The last step is producing a final clean copy when one is reasonably satisfied with his work. Edit the copy and make another if you find errors. (Meyers, 2005:3)

Based on the Meyers’ explanation above, there are six steps in writing process that has to be considered by writers to produce a good final copy of a text.

2.2.4 Teaching Writing

There are four skills in English; listening, speaking, reading, and writing that have to be mastered by the students. Among those four skills in English, we have known that writing is the most difficult skill to learn. This condition caused by the complexity in writing steps. Students have to master a lot of aspects in English before they produce a written text. The aspects are influence the quality of product of writing itself. The students have to think about their idea first before
write it down on the paper. In the way to make a good result of writing, the students not only convey their idea but also pack their idea into a good essay, and then they have to revise it in order to check whether it is a good writing or not. “The difficulty of writing grows from the same coordination of hands, brain and eyes” (Gebhardt and Rodrigues 1989:2).

In teaching writing, a teacher should be clear what kind of text he or she is trying to develop. So the students are able to understand about the component of the text that developed by the teacher. In teaching writing, teacher plays an influential role. A teacher should be able to guide the students in acquiring the skill. She or he acts as a facilitator. Teacher has to promote students skill in the aspects of writing-grammar, punctuation, and genre. By having the competence in these aspects, students have ingredients to compose a good text.

In conducting teaching learning, teacher should follow the curriculum. Based on Indonesian School Based Curriculum or KTSP, there are a number of text that should be mastered by the students, such as narrative, descriptive, recount, information, procedure, report, exposition, and argumentation. A narrative text is a text that should be mastered by students in Senior High School. A narrative text can be taught by students in Senior High School started from tenth grade until twelfth grade students.

2.2.4.1 Teaching Writing in Senior High School

Teaching writing is an activity to develop students’ skill in writing not only for writing narrative text but also another type of writing. Teaching writing
in Senior High School is different from teaching writing in Junior High School. Based on the purposes, teaching English in Senior High School has aims especially for the students. Senior High School students’ are expected to develop their communication written and spoken to reach the information because they are prepared to continue their study to university level. In order to do that, we as a teacher have to motivate, support, and provoke the students to write as much as they can.

Teaching students in Senior High School is more difficult than teaching students in Junior High School. One of the reasons is that the students in Senior High School are reaching their adolescence period. As we know that people who are in the adolescence period often doing something that they want to do without considering the effect on each other. They want to find out who they really are and what they are going to be. The students in Senior High School often do not pay attention to the teacher and the lesson that has to be acquired. Sometimes they do everything that makes them happy without considering other’s interest. Students in the adolescence period often have low respect to their teacher and difficult to teach. In order to make them interested in the material that the teacher delivered, the teacher has to use a number of media that support the lesson.

The use of media helps the students more enthusiastic to the lesson delivered by the teacher. So, in the teaching learning, the use of media is very important not only for the students but also for the teacher and the material that the teacher delivered. The media used in this study were song lyrics and pictures.
2.2.4.2 Characteristic of Senior High School Students

Senior High School students are people in the adolescence who are very difficult to control in the class. In this case, people who are in the adolescence period like to spend their time for hanging around with their friends. Sometimes, they are bothering somebody else and often disruptive in the class in order to get more attention from another people in the class. However, they have great capacity in learning if the teacher is able to engage them in learning process.

According to Harmer (2001:38), the characteristic of adolescents’ learners are

(1) They seem to be less lively and humorous than adults;
(2) Identity has to be forgetting among classmates and friends; peers approval maybe considerably more important for the student than the attention of the teacher;
(3) They would be much happier if such problem did not exist;
(4) They are disruptive in class;
(5) They have a great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

(Harmer, 2001:38)

Based on the explanation above, the teacher has to be patient when he or she is teaching adolescents’ students. The teacher should engage them by using a number of interesting media in teaching. Teaching by using such media maybe able to make the students interested in the learning process that the teacher conducted. Sometimes Senior High School students can be more attractive in learning process, thus, it would be effective way to use the media in teaching adolescents’ students.
Adolescence is a difficult period that has to be passed by all of people where their psychology and emotion still develop and tend to be fluctuated. Adolescents often confused about their identity and they want to look for their identity by doing a lot of activity that they want to do to find out their identity. Students in this category need to be nurtured with encouragement, understanding, support, communication, and respect from both parents and teachers. That’s why teacher has to support, motivate, and also engage them in communication during learning process in order to control their attitude.

2.2.5 General Concept of Media

In teaching learning process, media are very important to support the material delivered by the teacher. The use of media is able to make the students understand about the material easily. Teaching media is one of the components involved in teaching and learning processes. It is strongly suggested that teachers make the use of teaching media to support presentations of materials so students would get the meaning easily in the classroom. Harmer (2001:134) states, ”As language teacher, we use variety of teaching aids to explain language meaning and construction language students in a topic or as the basis of a whole activity”.

According to Gerlach and Ely (1980:241), “media are any persons, materials, or events that establish conditions which enable learners to acquire knowledge, skills and attitudes.” While Brown (1977:2-3) defines that “media are tools or physical things used by the teacher to facilitate the instructions.” In general, media can be defined as an important device to help someone to reach his
goal. In teaching learning processes, the existence of media is absolutely needed, especially for language teaching.

2.2.5.1 The Importance of Media

According to Wright (1976:36), Media have important roles in teaching and learning processes. There are a number of functions of media as follow:

(1) To motivate the students
   It means that by using media such as audiovisual aids can affect the students’ interest and motivation. If they are interested and motivated, they will give much attention to what is being taught or discussed. They will be curious and motivated to know the lesson.

(2) To create a context within which his written text will have meaning
   By using media, teacher can create a context within which his or her written text will have meaning. It means that by using media, students will more understand about material because the teacher provides the context within the material and the meaning.

(3) To provide the students with information to refer to, including object, action, events, relationship. It means that media can give additional information that students can’t get from the written text. For example, by using loyalty story, the students will see the object, action, of the character, event, and relationship between an event and another. So the students will more understand about the narrative text that being talk.

(4) To provide non verbal cues for manipulation practice
   Sometimes, teachers have difficulty to explain cue or command with spoken language. But by using media, it would be easier because the students not only receive a cue or command from spoken language but also film for example. So that, teaching and learning process will more effective and efficient.

   (Wright, 1976:36)

Based on the explanation above, media are very important to take part in teaching and learning process in the language field. By using media, teaching and learning process can be supported maximum.
2.2.5.2 Types of Media

Gerlach and Ely (1980:247) divide media into six types:

1. Still Pictures
   A still picture is an image of a real object or event which may be smaller or bigger. It involves drawing, painting or photograph.

2. Audio Recording
   Audio recording is a record of voice or sound. It is usually used as listening media. Teachers can use audio recording to the students individually or over a central sound system.

3. Motion Pictures
   A motion picture is a moving image in color or black and white. It may be silent or with sound. The example of motion picture is animated film which is usually used in teaching and learning.

4. Television
   Television is electrical equipment which can show moving image with sound through its screen. Television can be used as an audio-visual medium.

5. Real Things, Simulations, and Models
   Real thing is the object itself. It is not represent another object or event. Simulation is the replication of real events which can be used to teach someone to do something. While model is a copy or representation of an object. A model can be a miniature, exact size or an enlargement.

6. Programmed and Computer-Assisted Instruction
   This type of media is designed by using computer. By using this media, it is expected that the students are able to elicit more information.
   (Gerlach & Ely, 1980:247)

Based on those types of media, there are a lot of media can be used by the teacher to conduct teaching learning process. The use of media has to appropriate with the material delivered. If there are a lot of media can be used, it means that the teacher has many options to choose the appropriate media to use. In this research, the writer compared the effectiveness between using authentic song lyrics and pictures as media to improve students’ writing competence of narrative texts.
2.2.6 Song Lyrics

2.2.6.1 Definition of A Song

A song is one of media that can be used to teach a narrative text. Before talk about song lyrics, the writer wants to discuss about definition of a song at the first time. “A song is a short of piece in one concise movement for the medium of solo voice and piano”, (Simms, 1993:29). Other definition comes from Webster (1983) who states that “a song is a short musical composition made up of mutually dependent words and music which together produce a unique aesthetic response”. We know that a song has rhyme and rhythm. It also uses beautiful words and conveys subjective feelings. It represents of the human’s emotion when someone sing or listening to a song.

As we know that a song expresses many kinds of human’s emotion, such as joyful, sorrow, suffer, etc, so we can use a song as media to express human’s idea to deliver a message that they want to convey. Actually, people want to listen and sing sad songs if they feel sad. Besides, if they feel happy they want to listen and sing cheerful songs. Based on the fact, a song can be representative of human’s emotion.

Suyanto (2008:101) states that “Songs are sequence of words which are sung by rhythm and tone.” Based on the statement, we know that set of words can be sung by using intonation, rhythm and tone to form a beautiful sound. When we listen to a song, we often try to be able to sing that song. In order to be able singing that song, we have to listen it carefully and write every words that the
singer said. Every word that the singer said called lyric. Every kind of song has a lyric that should we know in order to be able singing this song. A lyric is a part of element that can build a song.

2.2.6.2 Lyrics

When we talked about songs, we have to talk about lyrics too. Songs and lyrics are two terms that cannot be separated, because in order to create songs, we have to write the lyrics of the songs at the first time. Without lyrics, songs are not able to be sung because there is no written text to be sounded by rhythm and tone. Lyrics in song are used to deliver ideas or messages to the listener. When people want to know about the messages contain in the song, they have to know the lyric of the song. We know that song lyrics are able to be used for criticizing the condition of the world. It contains messages or ideas to be delivered from one to the others in order to get changes of condition. “Lyric also means as the word of a song” (Hornby, 2005:921).

As we know that a lyric is a set of words that forms sentences to build a song, because of that, the role of lyrics in songs are not to be a complement anymore. They would be the important element to build a song which determines the theme, character, and mission of the song we can feel the rhythm and melody, harmony and voices of the singer by singing the song.

2.2.6.3 Authentic Song Lyrics

We know that lyrics are the important part of the songs that can make us understand about the messages delivered by the songs. Some musicians create a
song includes lyrics on it in order to convey their ideas through that song. Sometimes, some musicians do not include lyrics on their songs, so it is only an instrumental music that they create. Because of there are a lot of variation of music, instrumental music has no lyrics to construct a song.

Sometimes, we found that the lyric of the song can be sung by using multiple languages. For example, Indonesian song lyrics can be sung in other languages by translating the lyrics into the languages that would be used to sing the songs. This condition makes the lyrics unauthentic anymore. So, the authentic song lyrics mean that song lyrics which are not translated into other languages. Thus, those lyrics are still authentic and not be translated yet. Authentic song lyrics can be used as a media to improve students’ writing competence of narrative text.

2.2.7 Using Authentic Song Lyrics As a Medium

Suyanto (2008:101) explains why songs are chosen as one of a good technique for learning English. It is because song and rhythm are important part of children life and can be a tool or media of learning language.

The students are very interested in teaching learning by using certain media. Students in Senior High School tend to be active students, so, in order to control them, the teacher needs media in teaching learning process. Authentic song lyrics can be used as a media in teaching language especially in listening skill. In this listening skill, the teacher gives a paper contains uncompleted song
lyrics. So the students have to complete the missing lyrics while listening to the song. Besides, authentic song lyrics also can be used in teaching narrative text.

In teaching narrative text, authentic song lyrics are used to stimulate the students to write a narrative text based on the lyrics of the song by using their own words. At the first time song played, the students have to listen carefully to the song. The teacher gives the song lyrics in a form of paper to the students and the students have to understand about the words in the paper. The students have to understand about the meaning of the song itself to help them create a story. The students use their imagination to write a story about the song. The students have to paraphrase the song lyrics into a story by using their own words. The authentic song lyrics which used in this research are “Love Story” by Taylor Swift. The song lyrics which used are listed below:

2.2.7.1 Love Story by Taylor Swift

"Love Story" is a country pop song performed by American singer-songwriter Taylor Swift. It was released on September 12, 2008 by Big Machine Records, as the lead single from Swift's second studio album, Fearless. The song was written about a love interest of Swift's who was not popular among Swift's family and friends. Because of the scenario, Swift related to the plot of William Shakespeare's Romeo and Juliet (1597) and used it as a source of inspiration to compose the song. However, she replaced Romeo and Juliet's original tragic conclusion with a happy ending.
“This is a song I wrote when I was dating a guy who wasn't exactly the popular choice. His situation was a little complicated, but I didn't care. I started this song with the line "This love is difficult, but it's real." When I wrote the ending to this song, I felt like it was the ending every girl wants to go with her love story. It's the ending that I want. You want a guy who doesn't care what anyone thinks, what anyone says. He just says, "Marry me, Juliet, I love you, and that's all I really know." It's sort of told in a character kind of thing, where it's Romeo and Juliet, and it's not me saying that I'm getting married or anything...but I think it's fun to write about it.”

(http://taylorswift.wikia.com/wiki/Love_Story_(song))

2.2.7.2 Seven Days Ago by Mocca

Seven days ago is a love song sung by Mocca, a band from Indonesia. The song was released by Mocca in 2007. This popular song that was released by a band from Bandung included on the album entitled “Colours”. This song tells us about girl’s feeling about love that was betrayed by a boy she loved. In this song, there is a boy who said to love a girl seven days ago. The girl doubts about the boy’s statement whether it is real or only a dream. However, the girl is very happy about the boy’s statement and the boy promise to love her forever until the end of time. But everything changes recently, the boy is telling lie to the girl about his love and make the girl really hate the boy because of lies that he said.

2.2.8 Pictures

Pictures are kind of media that can be used for improving students’ competence in writing narrative texts. By using pictures, the students are very interested in learning about language. Pictures can help the students getting information to convey their ideas. Pictures also give information to the students about the situation appear through the pictures. According to Oxford Learner’s Pocket Dictionary (2003), “Picture is description that gives you an idea in your
mind of what something is like, give somebody the information they need to be able to understand a situation.”

Picture is drawings, photographs, posters, slides, cartoons, magazines, advertisements, diagrams, graphs, tables, charts, and maps, can be valuable resource for teaching writing (Ann Raimes 1983:27). Based on the statement, pictures can be in the form of photographs, posters, slides, cartoons, magazines, etc. The used of those kinds of picture in language learning can be appropriated with the function of the text that would be produced. For teaching writing, especially narrative texts, the teacher should use pictures that represent some activities based on the chronological events. Because it is conform to the characteristic of narrative that shows a story based on the chronology.

By using pictures, students can identify the situation happens in the story. They are able to describe each pictures based on the chronological event. The students can use the pictures as media to strengthen their ideas in their mind. With pictures, the students aren’t doubt with the ideas that would be converted in writing story.

White and Arndt (1997:35) state that picture is classified into visually representational material. Picture has own particular characteristic that appropriate to the kinds of use. Based on the use of picture, it is divided into two kinds: single picture and picture sequences. Single picture can be used to describe a momentary description. Single picture is usually named by situational picture. Situational pictures are those that show person is doing something with object and show the
relationship of the object with the person. A sequence of pictures, the content must be related to the interest, sophistication and linguistic level of the students. According to Wright (1997), pictures series are pictures, which show some actions or events in chronological order. Sequences of pictures tend to range from four to eight pictures and usually tell a short story. Sometimes they can be used as a way to depict of process in making something, in other words, they can be used to describe a procedure to make something. Wright (1997:72-74) states that picture sequence can highlight certain language features and it can illustrate a story or a process. Based on the statement, picture series or sequences of pictures are appropriate media used for teaching narrative, recount, and also procedure texts.

2.2.8.1 The Advantages of Pictures

Pictures are media that suggested in the language teaching learning. Those visual aids can play role to motivate the students in order to catch the lesson easily. Wright (1997:10) says, “Picture can play a key role in motivating students, conceptualizing the language they want to use, giving them a reference, and in helping the discipline the activity.”

There are a lot of advantages of using pictures as media in teaching narrative texts. Bowen (1994:1) gives a summary of the advantages of using visual aids in the language classroom:

1. They vary the pace of lesson.
2. They encourage the learners to lift their eyes from their books which make it easier and more natural for one to speak to another.
(3) They allow the teacher to talk less, by the diminishing the importance of the verbal stimuli provided by the teacher’s voice and allow the students to talk more. This visual rather than verbal approach results in less teacher talking time and more student participation.

(4) They enrich the classroom by bringing the topics from the outside world, which are made real and immediate by the pictures.

(5) They spotlight issues, providing a new dimension of dramatic realism and clarifying facts that might past unnoticed or be quickly forgotten.

(6) A student with a creative imagination will often find he learns a new language easily and enjoyable through the use of pictures while he finds it is difficult to learn just from a textbook or dictionary.

(7) They make a communicative approach to language learning easier and natural.

(8) They help to teach listening, speaking, reading, and writing and allow the teacher to integrate these skills constructively.

(9) They inspire imaginativeness in teacher and students comments, guesses, interpretations and argument newly practiced phrases into a lively give and take.

(10) They provide variety at all levels of proficiency. A collection of visual in the various media enters for all ages of learners and all types of groups from beginners to the most advanced and most highly specialized.

(Bowen, 1994:1)

Based on the explanation above, the advantages of using pictures as media are not only aimed for the students but also for the teacher and the development on teaching learning in general.

2.2.8.2 Using Pictures As Media

In teaching narrative texts, there are a lot of media can be used in order to increase the students’ passion to learn more about narrative texts. Picture is one of those kinds of media that can be used. By using picture, students can imagine the accidents happen in the picture. If they are able to imagine those situations, it means that they are also able to depict the situations into sentences form a short story.
In teaching narrative text, teacher uses sequence of picture as media in teaching. The sequences of picture offer some activity that can be shown in the picture itself. Practically, in teaching learning narrative text, teacher gives the sequence of picture in pieces of paper to the students. Then, students identify what accidents are happening in the picture. The students are able to imagine the accidents from the pictures. By using their imagination, the students are able to create a short story based on the chronological events from the pictures. The pictures as a media are going to be used to see the students’ reactions especially in improving their ideas in learning process. So, by seeing the picture, students’ ideas emerge and then it can help the students in transferring the ideas into sentences.

By using pictures in learning narrative text, hopefully teacher can motivate the students to learn the material conducted by the teacher. Using pictures in teaching writing is actually meant to help students catch and express their ideas easily. Without any pictures, they can get difficulty in writing sentences or paragraph because the students may need very long time to express their idea that is appropriate to the topic. Thereby, picture is very important media in teaching writing narrative text to help students catching their ideas and converting them into sentences.

In this study, the writer uses sequence of pictures to give instruction to the students for making narrative text. In order to do that, the writer prepares sequence of pictures related to the story of Romeo and Juliet and also Sleeping Beauty. The story of both narrative texts can be described below.
(1) Romeo and Juliet

Romeo and Juliet is a tragic love story happened in Verona, Italy. This is a popular love story about two families, Montague and Capulet, who have been engaged into a bitter feud. In the story, there is Romeo from Montague family and Juliet from Capulet family. In this story, Romeo was falling in love with Juliet when his eyes looked at Juliet. Because of their love was forbidden to be known, they were suggested by Friar Lawrence to hold a secret wedding. After that, Romeo had made a terrible mistake by killing Tybalt, one of Capulet’s clan. By that accident, he traveled to Mantua until the situation cool down and he promised to inform Juliet. In the other hand, Juliet's father had decided the time for her to marry with Paris. Juliet consulted Friar Lawrence and made a plot to take a sleeping potion for Juliet which would simulate death for three days. The plot proceeded according to the plan. Juliet was sleeping in death. Unfortunately, The Friar's letter failed to reach Romeo. Under the cover of darkness, he broke into Juliet's tomb. Romeo kissed the lips of his Juliet one last time and drank the poison. Meanwhile, the effects of the sleeping potion wear off. Juliet woke up calling for Romeo. She found her love next to her but was lying dead, with a cup of poison in his hand. She tried to kiss the poison from his lips, but failed. Then, she died. This is a tragic love story from Italy.
(2) Sleeping Beauty

Sleeping Beauty is a familiar fairy tale that usually told by our parents before we slept when we were still a child. It’s a kind of fairy tale which tells us about a king and queen who have a dream to have a child. Someday, that dream has been fulfilled, and then they held a kind of feast to give thanks to God that has given them a child. At that moment, there was a wicked fairy uninvited in the feast and then she was spited the King and gave a swearword for his child. Because of the swearword from the wicked fairy, when the child was 16, she slept for hundred years until a Prince came to her and wake her up. This story is a very interesting story which can be told for children.

2.3 Theoretical Framework

Writing is the most difficult subject to be learned by the students in Senior High School. Therefore, the students often face the difficulties in learning one of four skills in English. Based on that condition, the teachers need to encourage and also facilitate the students to have involvement toward the material given in teaching learning process. One of several ways to get them involved in the teaching learning process is the use of media in teaching learning process.

There are many kinds of media can be used in the teaching learning process, especially in the language field. “Authentic song lyrics” and “pictures” are the example of the media that can be used in writing narrative text. By using those media, the teachers have many options to make the students interested in the material given. Those media have each own advantages to be treated for the senior
high school students especially in writing narrative text. In order to know the better one, the writer compares those media.

In this study, the writer uses a quasi experimental research. There are three steps in both experimental and control group in conducting this study; they are Pre Test, Treatment, and Post Test. The writer uses writing test to gather the data. In analyzing the data, he uses SPSS 21 to calculate the significant difference between the experimental group and control group.

Below is the diagram of The Theoretical Framework:

**Chart 2.1 Theoretical Framework**

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>Pre Test</td>
</tr>
<tr>
<td>Treatment (Authentic Song Lyrics)</td>
<td>Treatment (Pictures)</td>
</tr>
<tr>
<td>Post Test</td>
<td>Post Test</td>
</tr>
</tbody>
</table>
CHAPTER III
METHOD OF INVESTIGATION

This chapter focuses on the method of this study. This chapter consists of approach, research design, subject of research, research variables, research instrument, research procedure, methods of collecting data, and methods of analyzing data.

3.1 Approach

Approach is a way of considering or doing something. The research approach that used in this study is quantitative approach. It uses and deals with statistical calculation. Statistical calculation is the process of using information discovered from studying numbers by adding, multiplying, subtracting or dividing numbers to judge the number or amount of something.

3.2 Research Design

In this research, the writer used an experimental design that is called quasi experimental design. Quasi experimental research contains of pre – test, treatment, and post – test. The design of quasi experimental can be described as the following:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>01</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>03</td>
<td>Y</td>
</tr>
</tbody>
</table>

(Arikunto, 2006:86)

E is experimental group

C is control group
01 is pre – test for the experimental group
02 is post – test for the experimental group
03 is pre – test for the control group
04 is post – test for the control group

X is treatment for experimental group (authentic song lyrics)
Y is treatment for control group (pictures)

In that design, there were two observations; those are before and after experiment. Those observations called pre – test and post – test, in which pre – test is the observation which was conducted before the experiment and post – test is the observation which was conducted after the experiment. In this design, there were two groups of students as the samples. At the first time, both of groups were given pre – test in order to know the competence in writing narrative text before they were given treatment. In the treatment, each group was given different treatment. The experimental group was given treatment by using authentic song lyrics, while the control group was given treatment by using pictures.

3.3 Subjects of the Research

Subject is something which is being discussed, considered or studied for the purposes of research. The subject of this study is a number of students called population. From that, sample as the representative of this will be taken from the population mentioned.

3.3.1 Population

Population is very important thing in the research. In this case, population is something that will be observed to get the research data. Tuckman (1978:227),
states that “Population is the establishment of boundary conditions that specify who shall be included in or excluded from the population”. Best (1981:8) states that, “population is any group of individuals that have one or more characteristics in common.” According to Arikunto (2002:108), “population is the whole subjects of the research.” So, in this final project, population of the study was the eleventh grade students of SMA N 2 Semarang in the academic year of 2013/2014.

3.3.2 Samples

In conducting research, it is too difficult if all of population was used. Therefore, in order to make it easier to conduct, sample was chosen. According to Best (1981:8), “sample is a small proportion of a population selected for observation and analysis.” Arikunto (2006:134) states that “if the number of subject is more than one hundred persons, a researcher may take 10% - 15% or 20% - 25 % or more of the population as the sample.” Because there is no random assignment in quasi experimental design to decide sample of the study, the writer chose two existing classrooms as sample. Sample of the study consisted of a class consisting of 34 students for experimental group and a class consisting of 34 students for control group. The experimental group was taught by authentic song lyrics and the control group was taught by pictures in order to improve students’ writing competence of narrative text.

3.4 Research Variables

Best (1981:238), states that research variables are the conditions that are manipulated, controlled, or observed by the researcher in research study. In addition, Kerlinger (1973:35), states that “the most important and useful way to
categorize variable is as independent and dependent.” Based on the statement above, there are two variables in this research; they are independent variable and dependent variable.

3.4.1 Independent Variable

Tuckman (1978:58) said that “Independent variable is a stimulate variable which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon.” Based on the statement above, the independent variable of this research was the media used to improve students’ writing competence of narrative text for both groups either experimental group or control group. They were authentic song lyrics for experimental group and pictures for control group.

3.4.2 Dependent Variable

According to Tuckman (1978:59), “dependent variable is response variable which is observed and measured to determine the effect of the independent variable.” Based on the statement above, the dependent variable of this research was the students’ writing competence of narrative text.

3.5 Types of Data

The type of data in this research was quantitative. The quantitative method concerns in the numeric data which are got from the object of the research. The data were got from the pre-test and the post-test scores. The data from the post – test scores were got after the students got treatment by using authentic song lyrics for the experimental group and pictures for control group.
3.6 Instruments for Collecting Data

Instrument is very important thing to collect data in research project. The instrument should be matched with the design of the research and also the data that the writer wanted to collect. In this study, the writer wanted to investigate students’ writing competence of narrative text. In order to do that, he has to give tests to the students as the instrument for collecting data because the most appropriate instrument to collect data about people’s ability or knowledge is a test.

To collect data about students’ writing competence of narrative text, the writer gave the writing test to the students as an instrument. In the pre – test, the students in both groups either experimental or control group were given writing narrative test in a given topic, that was “love”. After pre – test has done, the students were given treatment. The experimental group was taught by using authentic song lyrics, while the control group was taught by using pictures. By all means the treatment that was given contains the same topic in both groups. After treatment has done, the students in both groups were given post – test in order to gain the data after treatment. The writer used the achievements scores of the means of pre-test and post-test from the both groups in producing a narrative text. The scores were analyzed with the computation of the two means and the t-test formula.

3.7 Methods of Collecting Data

There are several ways to collect the data. In this research, the writer used experimental method. In the experimental method, both group either experimental
or control group did three types of activity including pre – test, treatment, and post – test. But before doing those three types of activity to the experimental and control group, the writer gave try out to another class that did not belong to both groups.

3.7.1 Try Out

Before the test was used as an instrument to collect the data, it had been tried out first to the students of another class. After the result of the tried-out was gained, the analysis was made. If the result of try out shows good result, it means that the instrument can be applied to collect data from both groups.

3.7.2 Pre – Test

Pre-test is the test that is held before giving the treatment in order to find out the prior knowledge or ability or skill of the test takers before the treatment is given. In this test, the students in both groups were given same test and same topic in order to know their basic competence in writing narrative text. The students were given a pre – test to write narrative text by using same topic in both group either experimental or control group. The topic given to the students was “love”. The students were asked to write a narrative text based on the topic given and submitted after done it.

3.7.3 Treatment

After conducting pre – test for experimental and control group, some treatments were given to improve students’ writing competence of narrative text. In this case, the experimental group was given treatment by using authentic song lyrics in order to write narrative text. Meanwhile, the control group was given
treatment by using sequence of pictures to write narrative text. In practice, the control group was given pictures equipped with a helper sentence in each picture to make easier the students in identifying the characters on the story. Both of them were given the same topic in the treatment. In this activity, the students were explained about narrative text and language features too.

3.7.4 Post – Test

Post – test was conducted to measure the students’ writing competence of narrative text after they got treatment. The test included on the post – test was almost same as the pre – test, however, there was a media in each group included on the post – test to help students write narrative text. Authentic song lyric was given to help students in experimental group to write narrative text. Meanwhile, sequence of pictures was given to help students in control group to write narrative text. The post-test scores were compared to find out significant different between both groups.

3.7.5 Scoring System

Scoring is a way to obtain quantitative information from each student. There are many analytic scorings which are conducted by researchers. In facilitating to analyze the students’ test result in writing narrative text of the both groups, i.e. the experimental and the control group, the writer limited only to the analytic scale as stated by Brown and Bailey (1984:39-41) as quoted by Brown (2004:244). This technique focuses on the five categories in scoring students composition of narrative text, they are; organization, logical developments of
idea, grammar, punctuation, spelling, and mechanics, and also style and quality of expression. (See Appendix 11)

3.8 Methods of Analyzing Data

After the data was collected, the next step was to analyze the data collected. The data collected from pre – test and post – test that have been given. In order to analyze data, the writer used several steps as follow:

(1) Tabulating data.

(2) Applying the appropriate formula for analyzing data.
   After tabulating the data, the last step in analyzing the data is applying the appropriate formula. In this study, the writer analyzed the normality test, the homogeneity test, and t-test. In order to simplify the analysis, the writer used SPSS to calculate the normality test, homogeneity test, and also t-test.

(3) Interpreting the result
   Because of this research is a quantitative research, the data has to be interpreted.
CHAPTER IV

DATA FINDING AND DISCUSSION

This chapter presents the general description of the study, the detailed results, the discussion of the study, and also the advantages and disadvantages of using authentic song lyrics and pictures in teaching narrative text.

4.1 General Description

After conducting the research, the writer will describe pre test, treatment, and post test activities in this part.

4.1.1 Pre Test

Before experiment was conducted, the students in both of groups were given pre test. The test that was used in the pre test was writing test. Pre test is aimed to know the prior knowledge of students in writing narrative text. The pre test of control group was conducted on 19th November 2013 and pre test of experimental group was conducted on 20th November 2013. Every student of both of groups was asked to write a narrative text based on the topic given. The topic of the narrative text was love. The students were given free hand to choose one of the familiar stories and wrote it by their own words or use their imagination to create a new narrative text. In the pre test, the students were given 50 minutes to write their narrative text. The students were not allowed to look up the book or any kinds of source to write narrative text (See Appendix 10). However, the students were allowed to ask to the teacher or look up the dictionaries to find...
difficult words. After conducting pre test, the writer began to score the students’ pre test in order to know the prior knowledge of the students in writing narrative text. He used analytic scale for rating composition tasks by Brown as guidance to score students’ writing narrative test (See Appendix 11). There were five components to be scored in this test; they were organization, logical development of ideas / content, grammar, punctuation, spelling, and mechanics, and style and quality of expression. The maximum score for each component is 20. As a result, the total score is 100.

4.1.2 Treatment

After conducting pre test, the writer gave treatments for both groups. In the experimental group was given treatment by using “authentic song lyric” as media and the control group was given treatment by using “pictures”. Treatments for experimental group were conducted on 21st November 2013 and 27th November 2013. On the other hand, treatments for control group were conducted on 21st November 2013 and 26th November 2013. There were two kinds of lesson plans that the writer prepared for conducting this research. The first lesson plan was addressed to the control group (See Appendix 9). Meanwhile, another lesson plan was addressed to the experimental group (See Appendix 8). Both of lesson plans were almost the same, but the difference appeared in the activity within the lesson plans.
4.1.3  **Post Test**

The post test was conducted after the students were given treatments. The purpose of post test was to find out the students’ competence in writing narrative text after given treatments. The post test for both group were conducted on 28\textsuperscript{th} November 2013. In the experimental group, “authentic song lyric” was used in writing narrative text. On the other hand, the control group used “sequence of pictures” as media in writing narrative text. The students were given 50 minutes to write their narrative text. In the post test, the experimental group students were asked to write narrative text based on authentic song lyric given. Meanwhile, the control group students were asked to write narrative text based on sequence of pictures given (See Appendix 10). After conducting post test for both groups, the writer scored and analyzed the result of the students’ work.

4.2  **Detail Results**

After the students’ work were being scored and analyzed, there was obtained the data that had to calculate. As mentioned in the previous chapter, the writer used Analytic Scale for Rating Composition designed by Brown. Based on the guidance, there were five components to be scored in order to assess a student to get total score of each student. Those five components would influence the quality of the text they had made.
4.2.1 Pre Test Result

Pre test was conducted in the beginning in order to know the basic knowledge of the students in writing narrative text. Below are the results of pre test in both groups.

4.2.1.1 Pre Test of The Experimental Group

The following table is the score of the students’ pre test of the experimental group based on the five components:

Table 4.1 Pre Test Result of the Experimental Group

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Components</th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
<td>Content</td>
<td>Grammar</td>
<td>Punctuation</td>
<td>Style</td>
</tr>
<tr>
<td>Total Score of each Component</td>
<td>450</td>
<td>446</td>
<td>409</td>
<td>422</td>
<td>409</td>
</tr>
<tr>
<td>Average Score of each Component</td>
<td>13.235</td>
<td>13.118</td>
<td>12.029</td>
<td>12.412</td>
<td>12.029</td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2136</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Average Score</td>
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<tr>
<td></td>
<td>62.823</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the table, based on the five components building in scoring the test, it was obtained that the total score was 2136, and the total average score was 62.823. Meanwhile, the maximum score of the five components, including organization, content, grammar, punctuation, and style were 20. The organization’s average was 13.235; the content’s average was 13.118; grammar’s average was 12.029; punctuation’s average was 12.412; and style’s average was 12.029 (See Appendix 1).

The table above showed us how difficult writing skill is in English as mentioned in chapter II. There are five components that must be assessed to get the total score that shows us the quality of the text that made. If we look at the average score, the higher average score on the table is the organization component but it is only 13.235 before giving treatment while the maximum score is 20.

4.2.1.2 Pre Test of the Control Group

The following table is the score of the students’ pre test of the control group based on the five components:

<table>
<thead>
<tr>
<th>Components</th>
<th>Organization</th>
<th>Content</th>
<th>Grammar</th>
<th>Punctuation</th>
<th>Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score of each Component</td>
<td>435</td>
<td>416</td>
<td>381</td>
<td>413</td>
<td>389</td>
</tr>
</tbody>
</table>

Table 4.2 Pre Test Result of the Control Group
According to the table, the total score was 2034, and the total average score was 59.823. Meanwhile, the maximum score of the five components, including organization, content, grammar, punctuation, and style were 20. The organization’s average was 12.794; the content’s average was 12.235; grammar’s average was 11.206; punctuation’s average was 12.147; and style’s average was 11.441 (See Appendix 2).

The table above showed us how difficult writing skill is in English as mentioned in the previous chapter. There are five components that must be assessed to get the total score that shows us the quality of the text that made. If we look at the average score, the higher average score on the table is the organization component but it is only 12.794 before giving treatment while the maximum score is 20.
4.2.1.3 Significant Difference of Pre Test Between Experimental and Control Group

According to the table of pre test result for both groups, it can be seen that there was no significant difference of pre test between experimental and control group. According to the table, total average score of the experimental group was 62.823, while total average score of the control group was 59.823. It meant that the students’ achievement on both groups before treatments was relatively same. It can be proven by calculating using SPSS below.

**Table 4.3**

<table>
<thead>
<tr>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error of Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair</td>
<td>VAR00001 - VAR00002</td>
<td>14.24249</td>
<td>2.44257</td>
<td>-7.96944</td>
<td>1.96944</td>
<td>-1.228</td>
</tr>
</tbody>
</table>

If t-value is higher than t-table then there are differences between the experimental and the control group. If Sig. (2-tailed) is lower than 0.05 then there are differences between the control and the experimental group. From the table above, it can be seen that the score of t-value (1.228) is not higher than t-table value (2.035) and Sig (2tailed) value 0.228 is higher than 0.05. It could be concluded that it was not significant. It meant that there was no significant
difference in achievement between the experimental and the control groups on the pretest.

4.2.2  **Post Test Result**

Post test was conducted in order to measure the improvement of the students’ competence in writing narrative text after giving treatment. Below are the results of post test in both groups.

4.2.2.1 Post Test of the Experimental Group

The following table is the score of the students’ post test of the experimental group based on the five components:

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Components</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
<td>Content</td>
<td>Grammar</td>
<td>Punctuation</td>
<td>Style</td>
</tr>
<tr>
<td>Total Score of each Component</td>
<td>521</td>
<td>529</td>
<td>470</td>
<td>486</td>
<td>459</td>
</tr>
<tr>
<td>Average Score of each Component</td>
<td>15.323</td>
<td>15.559</td>
<td>13.823</td>
<td>14.294</td>
<td>13.5</td>
</tr>
<tr>
<td>Total Score</td>
<td>2465</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
According to the table, there was an improvement of the total average score of the experimental group. The total score was 2465, and the total average score was 72.5. Meanwhile, the maximum score of the five components, including organization, content, grammar, punctuation, and style were 20. The organization’s average was 15.323; the content’s average was 15.559; grammar’s average was 13.823; punctuation’s average was 14.294; and style’s average was 13.5 (See Appendix 3).

4.2.2.2 Post Test of the Control Group

The following table is the score of the students’ post test of the control group based on the five components:

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td>Total Score of each Component</td>
<td>488</td>
</tr>
</tbody>
</table>
According to the table, there was an improvement of the total average score of the control group, but the improvement was still lower than the experimental group. The total score was 2244, and the total average score was 66. Meanwhile, the maximum score of the five components, including organization, content, grammar, punctuation, and style were 20. The organization’s average was 14.353; the content’s average was 13.677; grammar’s average was 12.853; punctuation’s average was 13; and style’s average was 12.118 (See Appendix 4).

4.2.3 Normality Test

In order to know the data have normal distribution, normality test was needed. In order to test normality, the writer used SPSS 21. The normality test was carried out for the pre test and post test in the experimental and control group. The following tables are the normality test result for both groups based on the calculation using SPSS 21.
4.2.3.1 Pre Test Normality of the Experimental Group

Table 4.6 Pre Test Normality of the Experimental Group

Tests of Normality

<table>
<thead>
<tr>
<th>Test of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>VAR00001</td>
<td>.101</td>
<td>34</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro – Wilk is 0.200. It means that p-value is higher than level of significance, in which level of significance is 0.05. By this calculation, the pre test score for experimental group is said to be normally distributed.

4.2.3.2 Pre Test Normality of the Control Group

Table 4.7 Pre Test Normality of the Control Group

Tests of Normality

<table>
<thead>
<tr>
<th>Test of Normality</th>
<th>Kolmogorov-Smirnov*</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>VAR00001</td>
<td>.086</td>
<td>34</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro – Wilk is 0.434. It means that p-value is higher than level of significance, in which level of significance is
0.05. By this calculation, the pre test score for control group is said to be normally distributed.

4.2.3.3 Post Test Normality of the Experimental Group

**Table 4.8 Post Test Normality of the Experimental Group**

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov*</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>VAR00001</td>
</tr>
</tbody>
</table>

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

a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro – Wilk is 0.076. It means that p-value is higher than level of significance, in which level of significance is 0.05. By this calculation, the post test score for experimental group is said to be normally distributed.

4.2.3.4 Post Test Normality of Control Group

**Table 4.9 Post Test Normality of Control Group**

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kolmogorov-Smirnov*</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>VAR00001</td>
</tr>
</tbody>
</table>

*: This is a lower bound of the true significance.
a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro – Wilk is 0.844. It means that p-value is higher than level of significance, in which level of significance is 0.05. By this calculation, the post test score for control group is said to be normally distributed.

4.2.4 Homogeneity Test

It is very important to make sure the data of each group are homogeneous. The test that is used to measure the homogeneity is homogeneity test. In this study, the test was used for pre test result of both groups in order to know whether the data was homogeneous or not. The test was calculated by using SPSS program. The table below is the result of homogeneity test for both experimental and control group pre test:

Table 4.10 Homogeneity Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>1.910</td>
<td>1</td>
<td>66</td>
<td>.172</td>
</tr>
<tr>
<td>Based on Median</td>
<td>2.008</td>
<td>1</td>
<td>66</td>
<td>.161</td>
</tr>
<tr>
<td>Based on Median and with</td>
<td>2.008</td>
<td>1</td>
<td>65.406</td>
<td>.161</td>
</tr>
<tr>
<td>adjusted df</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>1.870</td>
<td>1</td>
<td>66</td>
<td>.176</td>
</tr>
</tbody>
</table>
According to the table, Sig value Based on Mean is 0.172, while the level of significance is 0.05. Because of Sig value is higher than level of significance; it means that the data of both pre tests are homogeneity.

4.2.5 Level of Students’ Achievement

The data were obtained from pre test and post test result of students’ writing narrative text in both groups. The following table is the average scores and differences between pre test and post test in both groups based on five components.

Table 4.11 Result of Pre Test and Post Test Average Scores of the Experimental Group and Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Score of Pre Test</th>
<th>Average Score of Post Test</th>
<th>Difference between Pre Test and Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>62.823</td>
<td>72.5</td>
<td>9.677</td>
</tr>
<tr>
<td>Control Group</td>
<td>59.823</td>
<td>66</td>
<td>6.177</td>
</tr>
<tr>
<td>The difference between experimental group and control group</td>
<td>3</td>
<td>6.5</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table, the average difference between the pre test of the experimental group and the control group was 3. The average difference between
the post test of the experimental group and the control group was 6.5. The difference between pre test and post test of the experimental group was 9.677. Meanwhile, the difference between pre test and post test of the control group was 6.177. It means that the difference between pre test and post test of the students who are treated by authentic song lyrics is better than the students who are treated by sequence of pictures.

### 4.2.6 T-Test Result

The study was intended to investigate whether there is a significant difference of students’ achievements in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures. In order to measure the significance of pre test and post test, t-test was used. The writer used SPSS 21 to measure t-test. Below is the table of calculating t-test by using SPSS.

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
</table>

Based on the calculation of t-test using SPSS 21, t-value should be interpreted. In order to interpret t-value, it should be consulted with t-table whether the difference was significant or not. If the t-value is higher than t-table,
it means that there is significant difference between the experimental group and control group. Level of significant in educational research was 0.05 and the degree of freedom was 33.

Based on the degree of freedom, it was obtained that t-table was 2.035. Meanwhile, according to the calculation by using SPSS above, t-value was 3.333. It meant that t-value was higher than t-table, so it could be concluded that there was significant difference between the experimental group and the control group.

Based on that result, the hypothesis that there is significant difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using picture was accepted. Thereby, the hypothesis that there is no difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures was refused.

4.3 Discussion

In this part, the writer would like to discuss the result of the pre test and post test and also the effect of treatment.

4.3.1 Improvement of the Students’ Writing in Experimental Group

There was a pre test for the experimental group and a post test for the experimental group. Both of the tests were aimed to measure the students’ competence in writing narrative text. If the pre test was designed to measure the students’ basic competence in writing narrative text, it would be different with the post test that was designed to measure the students’ competence after given
treatment. When the results were compared, the post test result showed improvements in the students’ writing competence. Based on the result, the writer concluded that there is a significant difference in achievement between the students of the experimental group that was taught by using authentic song lyrics as media and the students of the control group that was taught by using pictures as media. The following table is the table which shows the average score of pre test and post test difference based on the five components.

**Table 4.13 Pre Test and Post Test Difference of the Experimental Group**

<table>
<thead>
<tr>
<th>Test</th>
<th>Five Components</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td>Post Test</td>
<td>15.323</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that there is an improvement in the post test of the experimental group for each component. We can see from the table that the students made improvements in overall components of writing. The improvements would be discussed as follows.

4.3.1.1 Students’ Organization in Writing

As mentioned in chapter II, the organization meant how the students organize their writing. This component required that the content in writing should be well organized from the introduction, body, and the conclusion of the text.
After analyzed the students’ project, it was found that the students’ competence in organizing sentences into a good paragraph was poor at the first time before treatment. They arranged sentences to introduce the participants in narrative not clearly enough. So, it is able to influence the body of narrative text, if they arranged completed introduction, the body of the text was also clear. But, if they arranged uncompleted introduction, they produced confused plot of the story. Some of them also produced inappropriate title in the story. In pre test, their average score in organization component was 13.235. It means that almost all of them produced unclearly introduction in the beginning of their story. After being given the treatment by using “authentic song lyrics” as media, the students’ organization in writing improved. They were not producing uncompleted introduction anymore and they used more appropriate title in the story to construct better narrative text than before given treatment. It can be proved by the average score of post test in organization component. They got 15.323 in the organization component.

The following table shows the improvement of their competence in narrative in the organization component:

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Organization</td>
</tr>
<tr>
<td>Pre Test</td>
<td>13.235</td>
</tr>
<tr>
<td>Post Test</td>
<td>15.323</td>
</tr>
</tbody>
</table>

**Table 4.14 Students’ Writing Organization**
4.3.1.2 Students’ Content in Writing

As mentioned in chapter II, content is a logical development of ideas. It means that the students are expected to express and develop their ideas into writing logically in order to make the reader easier in reading the text. After analyzed the students’ project, it was found that the students’ competence in developing content or idea to be a good paragraph was poor at the first time before treatment. Most of them developed uncompleted ideas on the paragraph and seemed like produced it hurriedly in the pre test. Thereby, they produced uncompleted chronological of situation in the text, so it could make the reader confuse when reading the story. In the pre test, their average score in developing content component was 13.118. After being given treatment by using “authentic song lyrics” as media, their competence in developing content component improved. The media that used could stimulate their creativity to construct good paragraphs in order to make the content better than their pre test. Such kinds of
improvement came in the post test. As a result, they got 15.559 in the average score of content component in the post test.

The following table shows the improvement of their competence in narrative in the developing content component:

**Table 4.15 Students’ Content Writing**

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content</td>
</tr>
<tr>
<td>Pre Test</td>
<td>13.118</td>
</tr>
<tr>
<td>Post Test</td>
<td>15.559</td>
</tr>
</tbody>
</table>

**Chart 4.2 Students’ Content Writing**
4.3.1.3 Students’ Grammar in Writing

The students’ competence of the experimental group in grammar was so poor. Their work in the pre-test showed that they had poor ability in producing good structure. They could not differentiate word forms and did not use the correct tense in writing narrative text. As mentioned in the chapter II that the one of the language features of narrative text is using past tense. It was different with the students’ project; they sometimes used present tense or future tense in the narrative text. Because of the errors made by the students in grammar, it could make a negative effect on communication in the story. As a result, their average score in grammar in the pre test was 12.029. The given treatment influenced their grammar understanding and gave contribution in improving their grammatical structure in writing although there were still many students made mistakes in their writing. Their competence in grammar writing improved and their average score in grammar component in the post test was 13.823.

The following table shows the improvement of their competence in narrative in the grammar component:

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td>Pre Test</td>
<td>12.029</td>
</tr>
<tr>
<td>Post Test</td>
<td>13.823</td>
</tr>
</tbody>
</table>
4.3.1.4 Students’ Punctuation, Spelling, and Mechanics

In constructing a narrative text, the students’ competence in spelling the words, using punctuation and mechanics in writing was poor at the first time before treatment. They often used wrong spelling, punctuation, and mechanics when they wrote words and combined into sentences. The errors made by the students in spelling words, using punctuation and mechanics in writing interfered with their ideas. As a result, it distracted the reader when read it, so it influenced the average score in the pre test. In the pre test, the average score of the students’ punctuation, spelling, and mechanics was 12.412. The treatments given influenced the students’ competence to use right spelling, punctuation, and mechanics in writing text. As a result, their competence in this component improved and they got 14.294 in the post test average score in this component.

The following table shows the improvement of their competence in narrative in the punctuation, spelling, and mechanics component:
Table 4.17 Students’ Punctuation, Spelling, and Mechanics in Writing

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Punctuation</td>
</tr>
<tr>
<td>Pre Test</td>
<td>12.412</td>
</tr>
<tr>
<td>Post Test</td>
<td>14.294</td>
</tr>
</tbody>
</table>

Chart 4.4 Students’ Punctuation, Spelling, and Mechanics in Writing

4.3.1.5 Students’ Style and Quality of Expression in Writing

In constructing a narrative text, the students’ style and quality of expression in writing was poor at the first time before treatment. They often chose the inappropriate words to construct sentences in writing narrative text. They also lacked of vocabulary mastery. The errors made by the students in style and quality of expression in writing sometimes made the story couldn’t be understood well. As a result, it distracted the reader when read it, so it influenced the average score
in the pre test. In the pre test, the average score of the students’ style and quality of expression in writing was 12.029. The given treatment by using “authentic song lyrics” influenced their style and quality of expression and gave contribution in improving their vocabulary to construct sentences in writing. As a result, their competence in this component improved and they got 13.5 in the post test average score in this component.

The following table shows the improvement of their competence in narrative in the style and quality of expression component:

**Table 4.18 Students’ Style and Quality of Expression in Writing**

<table>
<thead>
<tr>
<th>Test</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Style</td>
</tr>
<tr>
<td>Pre Test</td>
<td>12.029</td>
</tr>
<tr>
<td>Post Test</td>
<td>13.5</td>
</tr>
</tbody>
</table>

**Chart 4.5 Students’ Style and Quality of Expression in Writing**
4.3.2 Using Pictures in Control Group

In the control group, the result of pre test and post test were lower than the experimental group. In the control group, the media that used to improve the students’ competence in writing narrative text was sequence of pictures. The students were interested in this media because the media showed the chronological pictures of the story. Sequence of pictures in the control group was applied to improve the students’ creativity in writing story. By using the media, the students understood the story line, but they didn’t understand well about the participants in the story. In order to help the students, the writer mentioned the participants in the story and gave information about the participants’ background. Thereby, the students could understand who were the participants and they could develop the story by using their creativity to make a good narrative text. By giving treatment using sequence of pictures, the students’ achievement in narrative text was getting improved. However, the improvement of the students’ competence was lower than the experimental group.

4.4 Advantages and Disadvantages of Using Authentic Song Lyrics and Pictures as Media

As a teacher, we have a role as a facilitator in teaching and learning process. As a facilitator in teaching and learning, we should provide media and tools for the students during teaching and learning process. Preparing media before teaching and learning process is very important to support the students in achieving the goal of the study. Effective method that is used by the teacher to
conduct teaching and learning is influence the students’ achievement to reach the objective. In order to do that, the teacher should be able to choose the effective methods and media of teaching to support the material that would be delivered.

The media that used to teach narrative text in this research were “authentic song lyrics” and “pictures”. Both of the media had many characteristics that could influence the process of students’ achievement. There are many advantages of using those media besides the disadvantages that came during teaching and learning.

4.4.1 **Authentic Song Lyrics**

Authentic song lyric is one of the media that is appropriate to be used in teaching narrative text. Authentic song lyrics are able to stimulate and motivate the students to create a narrative text based on the story in the lyric by their own words. Authentic song lyrics can be prepared in a form of paper or also using a kind of software in a computer to load the lyrics. In this research that was done, the writer used authentic song lyrics in a form of paper. Based on the research was done, authentic song lyrics had many advantages. Those are:

1. Motivate the students to learn about second language
2. Stimulate the students to write a narrative text based on the lyrics
3. The story has been drawn in the lyrics and the students can use their imagination to write the story into a good story
4. The participants of the story had been mentioned in the lyrics
5. Description of the situations in the story were available in the lyrics
(6) Support the students to know and learn about the style and expression of the spoken language in the second language

Although authentic song lyrics have many advantages, they still have some disadvantages as follows:

1. There are many unfamiliar vocabularies for the students
2. The students have to interpret the meaning of the song lyrics

In general, using authentic song lyrics as media to write narrative text helps the students to improve their competence.

4.4.2 Pictures

Picture is one of the media that is appropriate to be used in teaching writing, not only in narrative text, but also in many others genre. Sequence of picture is a kind of pictures that is used in this research. Pictures can help the students getting information to convey their ideas. Pictures also give information to the students about the situation appear through the pictures. Using pictures as media is very interesting for the students because they can imagine the situation happens through the picture showed. Based on the research that was done, sequence of pictures had many advantages. Those are:

1. Motivate the students to learn about second language
2. Stimulate the students to create narrative text based on the pictures given
3. The chronological events are drawn clearly through the sequence of pictures
(4) Offer the students to use their interpretation and creativity to build a story

Although sequence of pictures has many advantages, it still has some disadvantages as follows:

(1) The participants in the story had not been mentioned

(2) It needs description to support the students knew the situation on the pictures

In general, using pictures as media to write narrative text also helps the students to improve their competence.

Based on the result of the research, both media have contributions in improving the students’ competence in writing narrative text. However, authentic song lyrics give more significant contribution than pictures.
CHAPTER V

CONCLUSION AND SUGGESTION

This research began with the questions whether there is any significant difference of students’ achievement in writing narrative texts that are taught by using authentic song lyrics and those who are taught by using pictures and which one of them is more effective in giving contribution to improve the students’ writing competence of narrative text at eleventh grade students of SMAN 2 Semarang in the academic year of 2013/2014. To finish the report, it’s not complete without conclusion and suggestion of what have been discussed in the previous chapter. In order to complete this report, the conclusion and suggestion will be presented in this chapter.

5.1 Conclusion

According to the result of the study that has been discussed in the previous chapter, the writer will convey some conclusions about this study.

In writing narrative text, the use of “authentic song lyrics” gives much contribution and supports the students. By using this media, the students are able to catch the story in the lyrics. They are able to use their own words to convey their own story based on the lyrics. By using this media, the students’ creativity is used to make the story more colorful. This media stimulates the students to think creatively after the story in a form of song was available. On the other side, the use of “pictures” also gives contributions to the students in writing narrative text.
However, it has many disadvantages to apply this media in order to write a narrative text. As a result, “pictures” as media to improve students’ writing competence of narrative text is less contributive than the “authentic song lyrics”.

There is a significant difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures. Based on the calculation of t-test that has been explained in the previous chapter, it was obtained that t-value was 2.333 and t-table was 1.997. It means that t-value was higher than t-table, so it was able to be concluded that there is a significant difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures as media. In other words, the research findings revealed that the result of the research was in line with the writer’s alternative hypothesis (H1) that “There is a significant difference of students’ achievements in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures”. So, this hypothesis is accepted. While, the writer’s null hypothesis (H0) that “There is no difference of students’ achievement in writing narrative text that are taught by using authentic song lyrics and those who are taught by using pictures” was refused.

The use of authentic song lyrics and pictures give contribution to improve students’ achievement in writing narrative text. Authentic song lyrics media was applied in the experimental group, while pictures media was applied in the control group. Based on the statistical analysis, it can be seen that the average score of pre test in the control group was 59.823 and the post test was 66. Based on those
scores, the difference between pre test and post test score was 6.177. On the other side, the average score of pre test in the experimental group was 62.823 and the post test was 72.5. Based on those scores, the difference between pre test and post test was 9.677. So, it could be concluded that there was improvement of both group’s achievement after receiving treatments.

By comparing the different average scores on both groups, the writer is able to conclude that the authentic song lyrics as media gave more contribution than the pictures to improve students’ competence of writing narrative text. So, it means that the authentic song lyrics media is more effective to be used in teaching writing narrative text.

5.2 Suggestions

Based on the conclusions above, the writer would like to present the following suggestions.

For the students, learning to write a narrative text by using authentic song lyrics as media is good for students. It can attract the students’ interest and motivate them to write a story.

For the English teachers, in order to teach language, the teachers need a lot of media to support teaching learning activity in the classroom. One of media that can be used to give innovation in teaching learning activity is authentic song lyrics media. When the variation appears in the teaching learning activity, the students are also interested in the lesson and unconsciously they want to improve
their competence. So, the teachers must be able to create their own way to attract the students’ interest on the lesson.

For the next researchers, the writer hoped that the result of this research will be useful for the readers. This research also can be one of the references for the next researchers who want to conduct deeper research by using all various kinds of media including authentic song lyrics. They can also develop the study into better education progress.
REFERENCES


Gunarso, Muhammad. 2011. *A Comparative Study on Student’s Writing Ability Using Photographs and Leaflets in Writing Descriptive Text (An Experimental Study at the Eight Grade Students of SMP N 2 Limpung, Batang in the Academic Year of 2010/2011).* Final Project, English Department, Languages and Arts Faculty. Semarang State University.


Khasanah, Rizqiyyana Nur. 2012. *The Use of Winamp MiniLyrics to Improve the Students’ Ability in Narrative Writing (An experimental research at Year XI of SMA Negeri Bawang in the Academic Year of 2012/2013).* Final Project, English Department, Language and Art Faculty. Semarang State University.


Turasih. 2008. *The Use of Series Pictures as Media in Writing Procedure Text (A Case of the Tenth Grade Students of SMA N 2 Pemalang in The Academic Year 2007/2008)*. Final Project, English Department, Languages and Arts Faculty. Semarang State University.


Websites:

(http://taylorswift.wikia.com/wiki/Love_Story_(song))
APPENDIX 1

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Average 62,82352941 72,5
The mean of the experimental group is:

\[
\text{Me} = \frac{\sum e}{N_e} = \frac{329}{34} = 9.68
\]

\[
\sum e^2 = \sum e^2 - \frac{(\sum e)^2}{N_e}
\]

\[
\sum e^2 = 4217 - \frac{329^2}{34}
\]

\[
\sum e^2 = 4217 - 3183.5
\]

\[
\sum e^2 = 1033.5
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The mean of the control group is:

\[ M_c = \frac{\sum c}{N_c} = \frac{210}{34} = 6.18 \]

\[ \sum c^2 = \sum c^2 - \frac{(\sum c)^2}{N_c} \]

\[ \sum c^2 = 2742 - \frac{210^2}{34} \]

\[ \sum c^2 = 2742 - 1297.05 \]

\[ \sum c^2 = 1444.95 \]
APPENDIX 8
LESSON PLAN FOR EXPERIMENTAL GROUP
(Authentic Song Lyrics)

Subject : English
Class / Semester : XI / 1
Time Allocation : 8 x 45 minutes

Standard Competence

2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

Basic Competence

2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition

Indicator:

- The students are able to write a narrative text correctly.

Objectives

By the end of the study, the students are able to:

- Identify the content of narrative text
- Identify the function, generic structure, and language features of narrative text
- Write a narrative text in correct grammar

Learning Materials

Narrative Text

Social Function:

To amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.
Generic Structure:

(1) Orientation : Sets the scene and introduces the participants.
(2) Evaluation : A stepping back to evaluate the plight.
(3) Complication : A crisis arises.
(4) Resolution : The crisis is resolved, for better or for worse.
(5) Re – orientation : Optional

Types of Narrative Text:

- Humor
- Romance
- Crime
- Real – life fiction
- Historical fiction
- Mystery
- Fantasy
- Science fiction
- Diary novels
- Adventure.

Example of Narrative Text

**Bawang Merah and Bawang Putih**

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih’s mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih’s life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother’s clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor.

Suddenly they all were surprised. Inside the pumpkin they found jewelries. “Bawang Merah, hurry up. Go to the river and throw my clothes into the water.”
After that, find the old woman. Remember, you have to take the big pumpkin,” the step mother asked Bawang Merah to do exactly the same as Bawang Putih’s experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores.

She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn’t like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

**Past Tense**

Simple Past tense indicates that an activity or situation began and ended at a particular time in the past.

**Positive:**

\[ S + V2 + O/C \]  
\[ S + to be 2 + C \]

**Examples:**

- Doni went to Singapore yesterday.
- She was sick.
- Dona was an English teacher.
- I studied English last night.

**Negative:**

\[ S + did not + V1 + O/C \]  
\[ S + to be 2 + not + C \]

**Examples:**

- Doni didn’t go to Singapore yesterday.
- She wasn’t sick.
- Dona wasn’t an English teacher.
- I didn’t study last night.
Interrogative:

| Did + S + V1 + O/C? | or | To be 2 + S + C? |

Examples:

- Did Doni go to Singapore yesterday?
- Was she sick?
- Was Dona an English teacher?
- Did you study last night?
Write a narrative text by using authentic song lyric below!

Love Story
By Taylor Swift

We were both young when I first saw you
I close my eyes
And the flashback starts
I'm standing there
On a balcony in summer air
See the lights
See the party, the ball gowns
I see you make your way through the crowd
And say hello, little did I know

That you were Romeo, you were throwing pebbles
And my daddy said stay away from Juliet
And I was crying on the staircase
Begging you please don't go, and I said

Romeo take me somewhere we can be alone
I'll be waiting all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story baby just say yes

I got tired of waiting
Wondering if you were ever coming around
My faith in you is fading
When I met you on the outskirts of town, and I said

Romeo save me I've been feeling so alone
I keep waiting for you but you never come
Is this in my head? I don't know what to think
He knelt to the ground and pulled out a ring

And said, marry me Juliet
You'll never have to be alone
I love you and that's all I really know
I talked to your dad, go pick out a white dress
It's a love story baby just say yes

Oh, oh, oh, oh
'Cause we were both young when I first saw you
Write a narrative text by using authentic song lyric below!

**Seven Days Ago**

*By Mocca*

7 days ago you said you love me
Was that real or just a dream?
I was so happy I could scream
My Heart was jumping

7 days ago you said you love me
Those words just swept me off my feet
One thing for sure I did believe
Were the things you promised

We'll always be together
And we will love each other
Always and forever
Untill the end of time

7 days ago you said you love me
Now everything has gone to waste
One thing you've made me really hate
Are the lies you promised

We'll always be together
And we will love each other
Always and forever
Untill the end of time

7 days ago you said you love me
Then suddenly you turning cold
With nothing here for me to hold
Coz now there's nothing
Methods of Learning

- Question and Answer
- Explanation
- Discussion
- Exercises

Learning Activities

First Meeting (Pre – Test)

a. Opening
   - The teacher greets the students.
   - The teacher checks the attendance list.
   - The teacher gives worksheet to the students.
   - The teacher explains about pre – test.

b. Main Activity
   - The students do the pre – test.

c. Closing
   - The teacher gives comment and reinforcement to the students for what they have done.
   - The teacher gives brief introduction what they will learn in the next meeting.
   - The teacher says thank you to the students for their attention.

Second Meeting (Treatment 1)

a. Opening
   - The teacher greets the students.
   - The teacher checks the attendance list.
   - The teacher informs the objectives of the study.

b. Main Activities
   - The teacher asks about the students’ understanding of narrative text.
   - The teacher gives explanation about narrative text, social function of narrative, generic structure of narrative, and language feature of narrative text.
   - The teacher gives an example of narrative text.
   - The teacher asks the students to identify the generic structure of a narrative text given.
   - The teacher asks the students for listening to the song given.
• The teacher explains about authentic song lyrics to construct a narrative text.
• The teacher asks the students to write a narrative text in pairs based on the song lyric given.
• The students submit their work.

c. Closing
• The teacher summarizes the lesson.
• The teacher gives opportunity to the students to ask question.
• The teacher says thank you to the students for their attention.

Third Meeting (Treatment 2)

a. Opening
• The teacher greets the students.
• The teacher checks the attendance list.
• The teacher reviews previous lesson.

b. Main Activities
• The teacher explains the students about simple past tense.
• The teacher asks the students to give examples of simple past tense.
• The teacher asks the students for listening to the song given.
• The teacher gives authentic song lyric to the students.
• The teacher asks the students to write a narrative text based on the authentic song lyric individually.
• The teacher asks the students to read their work in front of the class.
• The students submit their work.

c. Closing
• The teacher summarizes the lesson.
• The teacher gives opportunity to the students for asking question.
• The teacher says thank you to the students for their participation.

Fourth Meeting (Post – Test)

a. Opening
• The teacher greets the students.
• The teacher checks the attendance list.
• The teacher gives worksheet to the students.
• The teacher explain about post – test.

b. Main Activity
- The students do the post-test.

**c. Closing**
- The teacher gives comment and reinforcement about what they have done during the lesson.
- The teacher says thank you to the students for their attention and participation.

**Source and Media**

a. Narrative text
b. Authentic song lyrics
c. Laptop

**Evaluation**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Technique</td>
</tr>
<tr>
<td>1.</td>
<td>Make a narrative text based on the topic.</td>
<td>Writing test</td>
</tr>
</tbody>
</table>

**Rubric of Evaluation**

<p>| Organization: Introduction, Body, and Conclusion. | 20-18 Excellent to Good | Appropriate title, effective introductory paragraph, topic is stated and leads to body; supporting evidence given for generalizations; |</p>
<table>
<thead>
<tr>
<th>Logical development of ideas: content</th>
<th>20-18</th>
<th>Excellent to Good</th>
<th>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-15</td>
<td>Good to Adequate</td>
<td>Essay addresses the issues but misses some points; Ideas could be more fully developed; some extraneous material is present.</td>
</tr>
<tr>
<td></td>
<td>14-12</td>
<td>Adequate to fair</td>
<td>Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right.</td>
</tr>
<tr>
<td></td>
<td>11-6</td>
<td>Unacceptable – not</td>
<td>Ideas incomplete; essay doesn’t reflect careful thinking or was hurried written; inadequate effort in the area of content.</td>
</tr>
<tr>
<td></td>
<td>5-1</td>
<td>College –level work</td>
<td>Essay is completely inadequate and doesn’t reflect college level work; no apparent effort to consider the topic carefully.</td>
</tr>
<tr>
<td>Grammar</td>
<td>20-18</td>
<td>Excellent to Good</td>
<td>Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</td>
</tr>
<tr>
<td></td>
<td>17-15</td>
<td>Good to Adequate</td>
<td>Advanced proficiency in English grammar; some grammar problems don’t influence communication; no fragments.</td>
</tr>
<tr>
<td></td>
<td>10-13 Adequate to fair</td>
<td>11-6 Unacceptable – not</td>
<td>5-1 College –level work</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Punctuation, spelling, and mechanics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Correct use of English writing conventions; all needed capitals, paragraphs intended, punctuation and spelling; very neat.</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some area clearly needed; difficult to read sentences.</td>
<td>Severe grammar problems interfere greatly with the message, reader can’t understand what the writer was trying to say.</td>
</tr>
<tr>
<td>Style and quality of expression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Precise vocabulary usage; use of parallel structures; concise; register good.</td>
<td>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</td>
<td>Some vocabulary misused; lack awareness of register; may be too wordy.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-6</td>
<td>Unacceptable – not Poor expression of ideas; problems in vocabulary; lack variety of structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-1</td>
<td>College – level work Inappropriate use of vocabulary; no concept of register or sentence variety.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Brown, 2004:244)

Semarang, Oktober 2013

Mengetahui

Guru Mata Pelajaran Mahasiswa

Fauziah Ratna Hapsari, S.Pd. Aditya Rizkiyanto

NIP. 19770414 200801 2 007 NIM 2201409035
APPENDIX 9

LESSON PLAN FOR CONTROL GROUP

(Pictures)

Subject: English
Class / Semester: XI / 1
Time Allocation: 8 x 45 minutes

Standard Competence

2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

Basic Competence

2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition

Indicator:

• The students are able to write a narrative text correctly.

Objectives

By the end of the study, the students are able to:

• Identify the content of narrative text
• Identify the function, generic structure, and language features of narrative text
• Write a narrative text in correct grammar

Learning Materials

Narrative Text

Social Function:

To amuse, entertain and to deal with actual or vicarious experience in difference ways; narrative deals with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.
Generic Structure:

1. **Orientation**: Sets the scene and introduces the participants.
2. **Evaluation**: A stepping back to evaluate the plight.
3. **Complication**: A crisis arises.
4. **Resolution**: The crisis is resolved, for better or for worse.
5. **Re-orientation**: Optional

Types of Narrative Text:

- Humor
- Romance
- Crime
- Real-life fiction
- Historical fiction
- Mystery
- Fantasy
- Science fiction
- Diary novels
- Adventure.

Example of Narrative Text

**Bawang Merah and Bawang Putih**

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih’s mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih’s life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother’s clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor.

Suddenly they all were surprised. Inside the pumpkin they found jewelries. “Bawang Merah, hurry up. Go to the river and throw my clothes into the water.
After that, find the old woman. Remember, you have to take the big pumpkin,” the step mother asked Bawang Merah to do exactly the same as Bawang Putih’s experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores.

She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. “Mom, I think God just punished us. We had done bad things to Bawang Putih. And God didn’t like that. We have to apologize to Bawang Putih,” said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

**Past Tense**

Simple Past tense indicates that an activity or situation began and ended at a particular time in the past.

**Positive:**

\[
S + V_2 + O/C \quad \text{or} \quad S + \text{to be} + C
\]

**Examples:**

- Doni went to Singapore yesterday.
- She was sick.
- Dona was an English teacher.
- I studied English last night.

**Negative:**

\[
S + \text{did not} + V_1 + O/C \quad \text{or} \quad S + \text{to be} + \text{not} + C
\]

**Examples:**

- Doni didn’t go to Singapore yesterday.
- She wasn’t sick.
- Dona wasn’t an English teacher.
- I didn’t study last night.
Interrogative:

Did + S + V1 + O/C? or To be 2 + S + C?

Examples:

- Did Doni go to Singapore yesterday?
- Was she sick?
- Was Dona an English teacher?
- Did you study last night?
ROMEO AND JULIET

Write a story based on the pictures given!
SLEEPING BEAUTY

Write a story based on the pictures given!
Methods of Learning

- Question and Answer
- Explanation
- Discussion
- Exercises

Learning Activities

First Meeting (Pre – Test)

a. Opening
   - The teacher greets the students.
   - The teacher checks the attendance list.
   - The teacher gives worksheet to the students.
   - The teacher explains about pre – test.

b. Main Activity
   - The students do the pre – test.

c. Closing
   - The teacher gives comment and reinforcement to the students for what they have done.
   - The teacher gives brief introduction what they will learn in the next meeting.
   - The teacher says thank you to the students for their attention.

Second Meeting (Treatment 1)

a. Opening
   - The teacher greets the students.
   - The teacher checks the attendance list.
   - The teacher informs the objectives of the study.

b. Main Activities
   - The teacher asks about the students’ understanding of narrative text.
   - The teacher gives explanation about narrative text, social function of narrative, generic structure of narrative, and language feature of narrative text.
   - The teacher gives an example of narrative text.
   - The teacher asks the students to identify the generic structure of a narrative text given.
   - The teacher gives a sequence of pictures to the students.
The teacher explains about sequence of pictures to construct a narrative text.

The teacher asks the students to write a narrative text in pairs based on the pictures given.

The students submit their work.

c. Closing

- The teacher summarizes the lesson.
- The teacher gives opportunity to the students to ask question.
- The teacher says thank you to the students for their attention.

Third Meeting (Treatment 2)

a. Opening

- The teacher greets the students.
- The teacher checks the attendance list.
- The teacher reviews previous lesson.

b. Main Activities

- The teacher explains the students about simple past tense.
- The teacher asks the students to give examples of simple past tense.
- The teacher gives sequence of pictures to the students.
- The teacher asks the students to write a narrative text individually based on the pictures.
- The teacher asks the students to read their work in front of the class.
- The students submit their work.

c. Closing

- The teacher summarizes the lesson.
- The teacher gives opportunity to the students for asking question.
- The teacher says thank you to the students for their participation.

Fourth Meeting (Post – Test)

a. Opening

- The teacher greets the students.
- The teacher checks the attendance list.
- The teacher gives worksheet to the students.
- The teacher explain about post – test.

b. Main Activity

- The students do the post – test.
c. Closing
   - The teacher gives comment and reinforcement about what they have done during the lesson.
   - The teacher says thank you to the students for their attention and participation.

Source and Media

a. Narrative text
b. Sequence of pictures

Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Technique</th>
<th>Type of Instrument</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make a narrative text based on the topic.</td>
<td>Writing test</td>
<td>Essay</td>
<td>Make a narrative text by using sequence of pictures!</td>
</tr>
</tbody>
</table>

Rubric of Evaluation

<table>
<thead>
<tr>
<th>Organization: Introduction, Body, and Conclusion.</th>
<th>20-18 Excellent to Good</th>
<th>17-15 Good to Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Appropriate title, effective introductory paragraph, topic is stated and leads to body; supporting evidence given for generalizations; Conclusion logical and complete.</td>
<td>Adequate title, introduction, body and conclusion of essay are acceptable but some evidence may be lacking.</td>
</tr>
<tr>
<td>Logical development of ideas: content</td>
<td>20-18 Excellent to Good</td>
<td>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------</td>
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<td>Essay addresses the issues but misses some points; Ideas could be more fully developed; some extraneous material is present.</td>
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<td>14-12 Adequate to fair</td>
<td>Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right.</td>
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<td>11-6 Unacceptable – not</td>
<td>Ideas incomplete; essay doesn’t reflect careful thinking or was hurried written; inadequate effort in the area of content.</td>
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<tr>
<td></td>
<td>5-1 College –level work</td>
<td>Essay is completely inadequate and doesn’t reflect college level work; no apparent effort to consider the topic carefully.</td>
</tr>
<tr>
<td>Grammar</td>
<td>20-18 Excellent to Good</td>
<td>Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</td>
</tr>
<tr>
<td></td>
<td>17-15 Good to Adequate</td>
<td>Advanced proficiency in English grammar; some grammar problems don’t influence communication; no fragments or run-on sentences.</td>
</tr>
<tr>
<td></td>
<td>14-12 Adequate to fair</td>
<td>Grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.</td>
</tr>
<tr>
<td>Category</td>
<td>Range</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar, spelling, and mechanics</td>
<td>11-6</td>
<td>Unacceptable – not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some area clearly needed; difficult to read sentences.</td>
</tr>
<tr>
<td></td>
<td>5-1</td>
<td>College –level work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Severe grammar problems interfere greatly with the message, reader can’t understand what the writer was trying to say.</td>
</tr>
<tr>
<td>Punctuation, spelling, and mechanics</td>
<td>20-18</td>
<td>Excellent to Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correct use of English writing conventions: all needed capitals, paragraphs intended, punctuation and spelling; very neat.</td>
</tr>
<tr>
<td></td>
<td>17-15</td>
<td>Good to Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some problems with writing conventions or punctuations; occasional spelling errors; paper is neat and legible.</td>
</tr>
<tr>
<td></td>
<td>14-12</td>
<td>Adequate to fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</td>
</tr>
<tr>
<td></td>
<td>11-6</td>
<td>Unacceptable – not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader.</td>
</tr>
<tr>
<td></td>
<td>5-1</td>
<td>College –level work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete disregard for English conventions; paper illegible; obvious capitals missing, severe spelling problems.</td>
</tr>
<tr>
<td>Style and quality of expression</td>
<td>20-18</td>
<td>Excellent to Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Precise vocabulary usage; use of parallel structures; concise; register good.</td>
</tr>
<tr>
<td></td>
<td>17-15</td>
<td>Good to Adequate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</td>
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<td>11-6</td>
<td>Unacceptable – not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor expression of ideas; problems in vocabulary; lack variety of structure</td>
</tr>
<tr>
<td></td>
<td>5-1</td>
<td>Inappropriate use of vocabulary; no</td>
</tr>
</tbody>
</table>
College –level work | concept of register or sentence variety.

(Brown, 2004:244)

Semarang, Oktober 2013

Mengetahui

Guru Mata Pelajaran | Mahasiswa

Fauziah Ratna Hapsari, S.Pd. | Aditya Rizkiyanto
NIP. 19770414 200801 2 007 | NIM 2201409035
APPENDIX 10

INSTRUMENT OF THE RESEARCH

INSTRUMENT OF PRE TEST

Time Allotment: 50 minutes

Instructions:

1. Write your name, class, and student number on the top corner of your answer sheet!
2. Make a narrative text by using a topic given!
   Topic: Love
3. You are allowed to use your dictionary.
4. Write a narrative text by your own words at least 200 words!
5. Do it individually!
INSTRUMENT OF POST TEST

(Experimental Group)

Time Allotment: 50 minutes

Instructions:

1. Write your name, class, and student number on the top corner of your answer sheet!
2. Make a narrative text by using authentic song lyrics on the next page as media!
3. You are allowed to use your dictionary.
4. Write a narrative text by using your own words at least 200 words!
5. Do it individually!
Love Story
By Taylor Swift

We were both young when I first saw you
I close my eyes
And the flashback starts
I'm standing there
On a balcony in summer air
See the lights
See the party, the ball gowns
I see you make your way through the crowd
And say hello, little did I know

That you were Romeo, you were throwing pebbles
And my daddy said stay away from Juliet
And I was crying on the staircase
Begging you please don't go, and I said

Romeo take me somewhere we can be alone
I'll be waiting all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story baby just say yes

So I sneak out to the garden to see you
We keep quiet 'cause we're dead if they knew
So close your eyes
Escape this town for a little while

'Cause you were Romeo, I was a scarlet letter
And my daddy said stay away from Juliet
But you were everything to me
I was begging you please don't go and I said

Romeo save me, they try to tell me how to feel
This love is difficult, but it's real
Don't be afraid, we'll make it out of this mess
It's a love story baby just say yes
Oh oh

I got tired of waiting
Wondering if you were ever coming around
My faith in you is fading
When I met you on the outskirts of town, and I said

Romeo save me I've been feeling so alone
I keep waiting for you but you never come
Is this in my head? I don't know what to think
He knelt to the ground and pulled out a ring

And said, marry me Juliet
You'll never have to be alone
I love you and that's all I really know
I talked to your dad, go pick out a white dress
It's a love story baby just say yes

Oh, oh, oh, oh
'Cause we were both young when I first saw you
INSTRUMENT OF POST TEST

(Control Group)

Time Allotment: 50 minutes

Instructions:

1. Write your name, class, and student number on the top corner of your answer sheet!
2. Make a narrative text by using pictures on the next page as media!
3. You are allowed to use your dictionary.
4. Write a narrative text by using your own words at least 200 words!
5. Do it individually!
## APPENDIX 11

### Analytic Scale for Rating Composition Task

<table>
<thead>
<tr>
<th><strong>Organization:</strong> Introduction, Body, and Conclusion.</th>
<th><strong>20-18 Excellent to Good</strong></th>
<th>Appropriate title, effective introductory paragraph, topic is stated and leads to body; supporting evidence given for generalizations; Conclusion logical and complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-15 Good to Adequate</strong></td>
<td>Adequate title, introduction, body and conclusion of essay are acceptable but some evidence may be lacking.</td>
<td></td>
</tr>
<tr>
<td><strong>14-12 Adequate to fair</strong></td>
<td>Mediocre or scant introduction or conclusion; problems with the order of ideas in body.</td>
<td></td>
</tr>
<tr>
<td><strong>11-6 Unacceptable – not</strong></td>
<td>Shaky or minimally recognizable introduction; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical.</td>
<td></td>
</tr>
<tr>
<td><strong>5-1 College –level work</strong></td>
<td>Absence of introduction or conclusion; no apparent organization of body.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Logical development of ideas: content</strong></th>
<th><strong>20-18 Excellent to Good</strong></th>
<th>Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17-15 Good to Adequate</strong></td>
<td>Essay addresses the issues but misses some points; Ideas could be more fully developed; some extraneous material is present.</td>
<td></td>
</tr>
<tr>
<td><strong>14-12 Adequate to fair</strong></td>
<td>Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren’t divided exactly right.</td>
<td></td>
</tr>
<tr>
<td><strong>11-6 Unacceptable – not</strong></td>
<td>Ideas incomplete; essay doesn’t reflect careful thinking or was hurried written; inadequate effort in the area of content.</td>
<td></td>
</tr>
<tr>
<td><strong>5-1 College –level work</strong></td>
<td>Essay is completely inadequate and doesn’t reflect college level work; no apparent effort to consider the topic carefully.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>20-18 Excellent to Good</td>
<td>Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17-15 Good to Adequate</td>
<td>Advanced proficiency in English grammar; some grammar problems don’t influence communication; no fragments or run-on sentences.</td>
<td></td>
</tr>
<tr>
<td>14-12 Adequate to fair</td>
<td>Grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.</td>
<td></td>
</tr>
<tr>
<td>11-6 Unacceptable – not</td>
<td>Numerous serious grammar problems interfere with communication of the writer’s ideas; grammar review of some area clearly needed; difficult to read sentences.</td>
<td></td>
</tr>
<tr>
<td>5-1 College –level work</td>
<td>Severe grammar problems interfere greatly with the message, reader can’t understand what the writer was trying to say.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punctuation, spelling, and mechanics</th>
<th>20-18 Excellent to Good</th>
<th>Correct use of English writing conventions; all needed capitals, paragraphs intended, punctuation and spelling; very neat.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-15 Good to Adequate</td>
<td>Some problems with writing conventions or punctuations; occasional spelling errors; paper is neat and legible.</td>
<td></td>
</tr>
<tr>
<td>14-12 Adequate to fair</td>
<td>Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.</td>
<td></td>
</tr>
<tr>
<td>11-6 Unacceptable – not</td>
<td>Parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader.</td>
<td></td>
</tr>
<tr>
<td>5-1 College –level work</td>
<td>Complete disregard for English conventions; paper illegible; obvious capitals missing, severe spelling problems.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Style and quality | 20-18 | Precise vocabulary usage; use of parallel |</p>
<table>
<thead>
<tr>
<th>of expression</th>
<th>Excellent to Good</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17-15 Good to Adequate</td>
<td>Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.</td>
<td></td>
</tr>
<tr>
<td>14-12 Adequate to fair</td>
<td>Some vocabulary misused; lack awareness of register; may be too wordy.</td>
<td></td>
</tr>
<tr>
<td>11-6 Unacceptable – not</td>
<td>Poor expression of ideas; problems in vocabulary; lack variety of structure</td>
<td></td>
</tr>
<tr>
<td>5-1 College –level work</td>
<td>Inappropriate use of vocabulary; no concept of register or sentence variety.</td>
<td></td>
</tr>
</tbody>
</table>

(Brown, 2004:244)
Pre Test of Control Group’s Writing Products and Assessment
Once upon a time, there was a couple of King and Queen. They've been married so long, but they don't have a baby. Everyday and night, the King prayed to God, but still he didn't have a successor to his Kingdom.

One day, King asked the assistant to pick him into the witch's house. When he arrived, the witch was angry with him, because he opened the room without permission. Then, King apologized and cried. He request that the witch give him a baby. Because the witch feels pity with the King, she gave him a formula to his wife. But the deal is when the baby was 14 years old, give her back to the witch.

One month later, Queen was pregnant. She gave a beautiful baby, called name is Rapunzel. Rapunzel is a beautiful girl with very long golden hair. When she was 14 years old, the witch came into her birthday party. Because King broke his promise, the witch stole Rapunzel and took her to the high tower.

One day, there was a prince who was curious about the tower. Then he climbed up and found Rapunzel there. Then he saved her and killed the witch. He picked her into the castle and love each other.

Finally, they married and happily ever after.
Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

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

Snow White didn’t want her uncle and aunt to do this, so she decided it would be best if she ran away. The next morning, she ran away from home and was having breakfast. She ran away into the woods.

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

The seven dwarfs were coming home from work. They went inside. There, they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs asked, “What’s your name?” Snow White answered, “My name is Snow White.”

One of the dwarfs invited Snow White to live there with them. And Snow White accepted the invitation. And then, the snow white and seven dwarfs lived happily ever after.
APPENDIX 13

Post Test of Control Group's Writing Products and Assessment
Romeo And Juliet

Once upon a time there was a couple whose name is Romeo and Juliet. They are a great couple. One day Mercutio asks permission to Mr. Montague to attend the party. Mr. Montague allow him to attend.

One night Romeo was looking Juliet in the balcony. Romeo invite Juliet to marry

Romeo and Juliet visit Friar Lawrence to marriage settlement. They married secretly without the knowledge of the people. Eventually they officially become husband and wife.

Romeo went home and meet Mercutio was arguing with Tybalt. Then Romeo killed Tybalt. Because him scared, he finally decided to runaway.

On the other hand, Juliet and her mother was talking about her future. Her mother feared if her future unhappy. But juliet trying to convince her mother.

Every night, Juliet sitting on the balcony and waiting. Romeo came to her house. But Romeo didn't come.

One day, Romeo came in to her house. But, Juliet was dead. Romeo very sad and feel sorry. Then he decided to commit suicide. Then, Romeo died. Juliet woke up 3 days later and saw Romeo passed away.
ANSWER SHEET

ROMEO AND JULIET

Years ago, there lived in the city of Verona in Italy two noble families, the Montagues and Capulets. Unfortunately, there existed much bad blood between them. Their animosity was so pronounced that they could not stand the sight of one another, even the servants of the house carried on the animosity of their masters. The bloody feud of the two families led the Prince to order all braves to cease on pain of death.

Romeo, son of old Montague, is a handsome young man. He fancies he is in love with Rosaline, who disdain his love. As a result, Romeo is depressed. To cure him of his love, his friend Mercutio induces him to attend the Capulet’s party, where he could encounter other beauties and forget Rosaline.

That night, Romeo knocks in Capulet’s garden, standing in the orchard beneath Juliet’s balcony. He sees Juliet leaning over the railing, hear her calling out his name, and wishes that he were not a Montague to reveal his presence and they receive an ardent love scene to be married secretly. Next morning, Juliet sends her nurse to make final arrangements for the wedding to be performed at the cell of Friar Lawrence. After returning from a wedding, Romeo met with Mercutio and Tybalt, there they were fighting. Finally, Romeo kills Tybalt to soothe the problem. Romeo went to Mantua. Then Juliet with her mother think about how the future of Juliet. Juliet always waiting Romeo, but Romeo didn’t come.

One day, Romeo came into her house. But Juliet was dead. Romeo very sad and feel sorry. Then he decided to commit suicide. Then, Romeo died. Juliet woke up 3 days later and saw Romeo passed away.
Pre Test of Experimental Group’s Writing Products and Assessment
Once upon a time, there lived a king and his wife. They had a beautiful baby. When the king had a party for his daughter, Rapunzel. Suddenly, the witch came and took the baby. Because they wanted revenge to the king. All of citizenry in Kingdom was sad.

Few years later, Rapunzel grew in deeply in forest. Rapunzel never go out of house, she was never allowed to play with other people. She only had friends, a little dragon and a rabbit. She liked painting so much. One day, the witch came and destroyed all of painting tools. Rapunzel was sad, she hope that the brush was coming back.

One night, her comb become to brush for painting. In the following day, Rapunzel drew and she was happy. She used it to paint on the wall. The painting came true. She could emerge the paint and she was excited with the view. She met with a prince, and they invited Rapunzel in his birthday. But the witch want to know and her was Moses the castle.

Summary, Rapunzel can run away with help from her friend, little dragon. Finally, Rapunzel can came to the birthday party of prince, and she met her father too. Rapunzel and prince lived together.
NAME: AMW
CLASS: XI - IPA - 11
STUDENT NO.: 4

ANSWER SHEET

Alladin

One day, there were a big kingdom in Persia. The king of this kingdom has a lot of gold, but unfortunately, the peoples around the kingdom mostly are the poor people. One of this poor people called Alladin. Alladin has a monkey, the monkey has a membership to steal goods. In other day, when Alladin chased by shop owner, he met with the princess. He fell in love with the princess, but he was expelled by the government. Then when he walked around the desert, he finds a magical urn, since then his life began to change, he has become rich because the genie. Then he returned to the princess met and they fell in love but the royal advisor did not like Alladin and trying to get rid of him in many ways. One of this was take the magical urn that held Alladin and hypnotize the king. Alladin and the princess (Jaing) fled from the kingdom and find away for their empire can come back to normal. Alladin ultimately have to fight the royal advisor. After defeating the royal advisor, he frees the genie and lived happily ever after with Jaing.
Post Test of Experimental Group’s Writing Products and Assessment
Romeo and Juliet:

One day, Juliet met Romeo when they were both young. They met at the first time in the party. But Juliet's daddy didn't give permission. Juliet was crying on the staircase and she was begging Romeo to take her somewhere. They can be alone. Juliet went out to the garden to see him. They kept quiet because they were dead if they knew. So, they escape that town for a little while. But Juliet's daddy knew and said to him, "stay away from Juliet." Juliet was begging Romeo didn't go and she said to Romeo to save her. They tried to tell her how to feel. Juliet wanted to tell Romeo if their love is difficult, but it's real. But Juliet convinced if they still make it out of their mess.

Romeo came and met Juliet on the outskirts of town and he threw the ground and pulled out caging. He said if he wanted to marry her. Finally, Juliet's daddy gave permission, and they lived together ever after.
Once upon a time, there was a prince and a princess. They lived in different kingdoms. The prince named himself Romeo and the princess was Juliet. One day, the king attended a party and he invited all the empire people, including Romeo and Juliet. And then when the party began, they met each other. Suddenly, both of them fell in love when they danced together. But her father did not want to see that and try to separate his daughter with Romeo. Then the king (her father) said, "Stay away from my daughter!"

With a broken heart, the prince was forced to leave the party, and Juliet wanted to get Romeo back, but it was impossible because her father was overprotective. So Juliet tried to sneak out of the kingdom and run away (escaped) to meet Romeo again. When they met again, Juliet said, "Why did you not pick me up? Where are you going? I'm alone for a week!" But Juliet did not know Romeo. Romeo gave Juliet a ring and asked, "Would you be my wife?". Then in a week, they were married, and happily ever after.
APPENDIX 16

DOCUMENTATION
APPENDIX 17

SK Dosen Pembimbing
APPENDIX 18

Surat Izin Penelitian

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telepon/Fax: (024) 8508010, email: fbs@uns.ac.id
Laman: http://fbs.unnes.ac.id

Nomor: 3670/UN37.1.2/LT/2013
Lamp.: -
Hal: Permohonan Izin Penelitian

6 November 2013

Yth.

Kepala

SMA N 2 Semarang

Kota Semarang

Dengan hormat, kami sampaikan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

- Nama: Aditya Rizkiyanto
- NIM: 22014009035
- Jurusan: Bahasa dan Sastra Inggris
- Jenjang Program: S1
- Tahun Akademik: 2013-2014
- Judul: COMPARISON BETWEEN USING AUTHENTIC SONG LYRICS AND PICTURES AS MEDIA TO IMPROVE STUDENTS WRITING ABILITY NARRATIVE TEXT

akan mengadakan penelitian di: Lembaga / Instansi yang Saudara pimpin.

Waktu pelaksanaan: bulan November 2013 s.d. selesai.

Kami mohton Saudara bermanfaat memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.

[Signature]

Yth.

[Signature]

[Stamp]

Prof. Dr. Agus Nuryatin, M. Hum. 
NIP 1960080319890011001

Tambahan Yth.:
1. Ketua: Bahasa dan Sastra Inggris
2. Ybs.
APPENDIX 19

Surat Keterangan Selesai Penelitian

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMA 2 SEMARANG
Jl. Sendanggulo Baru No. 1 SEMARANG 50191
Nomor Telepon: 6715994, KS/Fax: 6731778
E-mail: keud_semarang@yahoo.com, sma2@dinseksemarangkotab.go.id
Website: www.sma2tong.com

SURAT KETERANGAN
Nomor: 848 / 1962

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Semarang, Kota Semarang Propinsi Jawa Tengah menerangkan bahwa:

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Mahasiswa</th>
<th>NIM</th>
<th>Program Studi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADITYA RIZKIYANTO</td>
<td>2201409035</td>
<td>Bahasa Dan Sastra Inggris UNNES Semarang</td>
</tr>
</tbody>
</table>

benar-benar telah mengadakan Penelitian di SMA Negeri 2 Semarang dengan judul "COMPARISON BETWEEN USING AUTHENTIC SONG LYRICS AND PICTURES AS MEDIA TO IMPROVE STUDENTS WRITING ABILITY IN NARRATIVE TEXT ", mulai tanggal 19 s.d. 28 November 2013.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Semarang, 28 November 2013

Kepala Sekolah

[Signature]

Drs. Hari A. Waluyo, MM
NIK: 19640207 198803 1 016
APPENDIX 20

SK Ujian Skripsi

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI
Gedung B, Kampus Sekaran, Gunungpati, Semarang 50229
Telp/Fax (024) 8598010, Email: fbs@unnens.ac.id
Laman: http://fbs.unnes.ac.id/

No. Dok. FM-01-AKD-20 | No. Revision : 00 | Tgl Berlaku : 01 Sept. 2010 | Halaman: 1 dari 1
--- | --- | --- | ---
Nomor : 952 / FBS / 2014
Hul. : Surat Tugas Panitia Ujian Sarjana

Dengan ini kami tetapkan bahwa ujian Sarjana Fakultas Bahasa dan Seni UNNES untuk Jurusan Bahasa dan Sastra Inggris adalah sebagai berikut:

I. Susunan Panitia Ujian:
   a. Ketua : Prof. Dr. Agus Nuryatin, M. Hum.
   b. Sekretaris : Dr. Isiy Yullaisri, M. Pd.
   c. Pembimbing Utama : Prof. Dr. Dwi Rukmini, M. Pd.
   d. Pembimbing Pendamping : Rohani, S.Pd., M.A.
   e. Penguji:
      1. Dr. Dwi Angguni Linggar B, M. Pd.
      2. Rohani, S.Pd., M.A.
      3. Prof. Dr. Dwi Rukmini, M. Pd.

II. Calon yang diuji

| Nama          | NIM         | Jurusan/Program Studi         | Judul Skripsi                                                                 
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Aditya Rizkiyanto</td>
<td>2201409035</td>
<td>Pendidikan Bahasa Inggris</td>
<td>COMPARISON BETWEEN USING AUTHENTIC SONG LYRICS AND PICTURES AS MEDIA TO IMPROVE STUDENTS' WRITING COMPETENCE OF NARRATIVE TEXT</td>
</tr>
</tbody>
</table>

III. Waktu dan Tempat Ujian

<table>
<thead>
<tr>
<th>Hari/Tanggal</th>
<th>Jam</th>
<th>Tempat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamis / 7 Agustus 2014</td>
<td>15.00</td>
<td>B3 102</td>
</tr>
</tbody>
</table>

- Panitia Ujian : Hem langan panjang berdasri
- Calon yang diuji : Hitam Putih berjaket almamater

Demikian surat tugas ini kami buat untuk dilaksanakan sebaik-baiknya.

Dibenarkan, 24 Juli 2014

[Signature]

[Stamp]

Tentang:
1. Ketua Jurusan Bahasa dan Sastra Inggris
2. Calon yang diuji

NIP: 196008031989011001

Prof. Dr. Agus Nuryatin, M. Hum