THE EFFECTIVENESS OF BUDDING TRANSLATOR USING ANIMATED MOVIE TO TEACH SPEAKING IN NARRATIVE TEXT

(An Experimental Research with Tenth Grade Student of SMA N 1 Prembun in Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining

The Degree of Bachelor of English Language Education

By

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SEMARANG

2015

THESIS PROJECT STATEMENT

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(An Experimental Research with Tenth Grade Student of SMA N 1 Prembun in Academic Year of 2014/2015)

definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

Thesis with the following identification:

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Assalamu'alaikumWr. Wb.
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ABSTRACT

Tittle : THE EFFECTIVENESS OF BUDDING TRANSLATOR USING ANIMATED MOVIE TO TEACH SPEAKING IN NARRATIVE TEXT (An Experimental Research with Tenth Grade Student of SMA N 1 Prembun in Academic Year of 2014/2015)
Writer : Murtiningsih
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This study is about the effectiveness of budding translators using animated movie to teach speaking in narrative text to the tenth grade students of SMA N 1 Perembun in the 2014/2015 academic year. Research questions in this study; How the effectiveness of budding translators using animation movie to teach speaking skill in narrative text is and How the achievement of students on narrative text achievements in experimental and control groups before and after the treatment is. The objectives of the study; to find out the effectiveness of budding translators using animated movie to teach speaking in narrative text for the tenth grade students of SMA N 1 Perembun and to describe students' achievement in Speaking after taught by using budding translators method. Research instruments of this research; documentation, test (pre-test and post-test) and obseravation. The research methodology was an experimental research. After the data had been collected by using test, it was found that the pre-test average of the experimental group was 64.39 and control group was 60.00. While, the post-test average of the experimental group was 83.48 and control group was 73.33. The t-test score was higher than the t-table (4.367 > 1.67). It was meant that Ha was accepted while Ho was rejected. Since t-test score was higher than the t-table, budding translators using animated movie was effective media in improving students' speaking in narrative in SMA N 1 Perembun.

MOTTO

<div dir="rtl">

إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝
</div>

"Verily, with every difficulty, there is relief" (al Insyirah: 6)[1]

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[1]A. Yusuf Ali, *The Holy Qur'an: Text, Translation and Commentary*, (USA: Amana Corp, 1983), p. 1755

DEDICATION

This thesis is dedicated to:

- My beloved family, my father and mother, my brother and sister. Thank you very much for everything you have given for me. I always try to do the best for your happiness. I love you all.
- My husband, my mother and father in law, thank you very much for such a great figure who inspires me, without you I'm nothing. I love you so much.
- My big family both in Mirit and Puring, without you all, there wouldn't be me now.

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All praises be to Allah Azza wa Jalla, the merciful, the compassionate, so that the thesis entitled "A Descriptive Study of Educational Values on Oliver Twist Film" can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

Sholawat and salam are always revealed for a perfect man in this world, the prophet Muhammad S.A.W.

The writer realizes that there are many people who have already helped her in arranging this final project directly and indirectly. In this occasion, the writer would like to express deeper appreciation to:

1. Dr. H.Darmuin, M.Ag., as the Dean of Tarbiyah Science and Teacher Training Faculty.
2. Dr. H. Muslih, MA, as the Head of English Department
3. Daviq Rizal, M.Pd, as the advisor who already guided and advised patiently during the arrangement of this final project. Thank you so much, and may Allah give the best rewards for your kindness.
4. The entire lectures in English Department of Education Faculty for valuable knowledge, and guidance during conducting this study.
5. My beloved family, my father and mother, my husband, my son and my sister. Thank you very much for everything you have given for me. I always try to do the best for your happiness. I love you all.
6. All of my friends of English Department 09, especially my classmates in TBI B (my beloved best friend Rifa'ah, eonnie May, yank Aat, Retno, Ani, Linda, Nisa, Ute, Reni, Umi, Ruman, Septi, Nazih, Widi, Shella, Ipit) and all of the boys in TBI B that can't be mentioned one by one. You are the best thing ever I have in UIN Walisongo Semarang.

The writer realizes that this thesis is still far from perfection, so that she expects constructive suggestion and criticism from all side for the beneficence of this thesis.

Finally, the writer expects that this thesis would be useful for further study.

Semarang, June 12th, 2015
The writer,

<u>Murtiningsih</u>
093411045

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CHAPTER I
INTRODUCTION

A. Background of the Study

Budding translators is a means for sharing and interpreting experiences. It is the technique or method in which we can learn the same message that can be expressed in different ways using our sentence to suit the context.[1] It is a better way to guide the learners toward to present their imaginative situations can be seen. Budding translator use narrative is a techniques to communicate information about their topic. It combined with gestures and expressions. It to teach the learners in order to they have not difficult to communicate use second language. It will make easier the learners to comprehend the message naturally and correctly. They will be interest in using language actively with their teacher and friends. It will gives opportunity and motivation to the learners to communicate with good sentence.[2] It can also encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings The function of this method is to generate speech based on a mute show.[3]

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[1] Kathleen M. Bailey, *New Ways in Teaching*, (California: Panta Graph Printing, 1994) p. 136

[2] Choliludin, *The Technique of Making Idiomatic Translation*, (Jakarta: Kesaint Blanch, 2009)

[3] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language,* p. 66

Media has also very important meaning in learning teaching speaking because if the material is not clear can help with media to mediator. So, students will interest and grow motivate to study. And then student will be easier to receive the material, so they will not boring in study. But the function of media will not seem if the utilizing not appropriate with content from function of teaching that was formulated. Therefore, function of teaching must be as compass to use media.[4] There are so many unique media to communicate ideas one of them is animation movie. An animation movie can as an equipment to help in learning teaching, especially to explained combination content of materials that contains the meaning.[5] An animation movie can also be a media in budding translator method to teach speaking narrative texts. Using animated movie in budding translator method it become learner familiar with some features of native speaker conversation. Because in this media there are messages that can be expressed in different ways to suit the context.[6] The advantage of animation movie in teaching speaking narrative text is the students will be interest and provides stimulus to the learners. Beside that, learners can be exposed to the language used as well as to the paralinguistic features present in authentic

[4] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT RINEKA CIPTA, 1997)

[5] Nana Sudjana, *Media Pengajaran*, (Bandung: CV Sinar Baru, 1997) P. 58

[6] Kathleen M. Bailey, *New Ways in Teaching*, (California: Panta Graph Printing, 1994) p. 136

communication. It is a stimulating activities to make students interest in using their language actively.[7]

In using an animation movie to teach speaking narrative texts we reach the principle of method in language learning, learners are able to comprehend the foreign language when it spoken, speak in acceptable pronunciation and grammatical correctness, speak with acceptable standards of correctness on topics, and learners have not difficulties in comprehending material.[8] When all is said and done, it is the speaking skill that stands out. The speaker would know from instinct how to deliver his words to create effect. As the speaker advances in speaking, he will know how to balance words, create harmony among them and utilize their sound effect to fullest use. When the speaker interact with the people it needs conciliation and confrontation. He has also draws his own conclusions and points arranged. He has to speak point that he has set up in his mind and speak out of the blend of all these points. He should have the material in his mind, what he wants to draw from this material to tell the story.[9] When he tell he should imagine the scene and situations about the story to the audience. Related to the important of language as the media

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[7] Kathleen M. Bailey, *New Ways in Teaching*, (California: Panta Graph Printing, 1994)

[8] Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 55

[9] *Public Speaking*, (New Delhi: Goodwill Publishing House) p. 110

of communication or speaking, it is relevan with the QS. Ar-rahman:3-4.

$$خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝$$

"3. He has created man. 4. He has taught him to speech, bayan: intelligent speech, power expression: capacity to unserstand clearly of things."

In speaking use narrative text types we have to focus on specific participant and give point of view to the audience about event or story.[10] Speaking narrative can bring understanding and meaning of human existence through remembrance and enactment of stories. One of the media use narrative is creating new ways for the learners to record, express, and consume stories. The social function of this text is to amuse, entertain the readers, and tell stories or past events. It consist of orientation, complication, resolution, evaluation. Orientation is sets the scene and introduce the participants. Complication is a crisis arises. Resolution is resolved of the crisis. Evaluation is a stepping back to evaluate the plight.[11] Language features of narrative text is using processes verbs, tempspeaking conjunction and simple past tense.[12]

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[10] Macmillan , *Text Type in English*, (Australia:2003)
[11] Gerot, L and Wignell, P. 1994. *Making Sense of Functional Grammar*. NSW: Antipodea Education Enterprises,p. 204
[12] Re-written by Daviq Rizal, *Types of Text*, (English Department Walisongo State Institute of Islamic Studies) p. 12

The teacher should give their students new methods in order to make them enjoyable, easy and memorable about the material especially narrative text. In this case, the writer wants to introduce the new method in learning speaking using animation movie by budding translators. The researcher will introduce the method to students of SMA Negeri 1 Perembun by conducting a research in title "THE EFFECTIVENESS OF BUDDING TRANSLATORS USING ANIMATION MOVIE TO TEACH SPEAKING OF NARRATIVE TEXT (An Experimental Research with Eleventh Grade Students of SMA Negeri 1 PEREMBUN in Academic Year of 2013/2014)

B. Reasons for Choosing the Topic

Reasons for choosing the title "The Effectiveness of Budding Translators Using an Animated Movie to Teach Speaking of Narrative Texts (An Experimental Research with Eleventh Grade Students of SMA Negeri 1 PEREMBUN in Academic Year of 2013/2014) are like the followings:

a. To help the students speaking a narrative text well since they face difficulties in speaking narrative texts, which contain of generic structures (orientation, conflict, resolution, and re-orientation) and linguistic features.

b. By using animated movie as media in teaching speaking, students will be motivated and feel relaxed. Moreover, it

can be an idea to speaking narrative text because it contains of audiovisual cues.

C. Statement of the Problem

The statement of the problem in this study is:

1. How is the effectiveness of budding translators using animation movie to teach speaking skill in narrative text?

2. How is the achievement of students on narrative text in experimental and control groups before and after the treatment?

D. Objective of the Study

The objective of the study is to find out the effectiveness of budding translators as a method using animated movie in the teaching speaking of narrative text for the eleventh grade students of SMA Negeri Perembun and to describe students' achievement in Speaking after taught by using budding translators method.

E. Significance of the Study

There are some significances of this study as follows:

1. For English teachers

The result of this study can be a feedback (evaluation) for teachers who frequently use monotonous method in teaching learning process. Hopefully, the budding

translators can be alternative method in the teaching speaking of narrative text in order to make students are motivated to speak and make them more enthusiastic in learning English.

2. For students

By using budding translators as alternative ways of mastering English, it may help them in improving their speaking in fun, relaxing situation, and develop their knowledge in speaking.

F. Definition of Key Terms

There are some key terms of this study, as follows:

1. Budding Translators

Budding translators is the technique or method in which we can learn the same message that can be expressed in different ways using our sentence to suit the context. It is a means for sharing and interpreting experiences.

2. Animated Movie

Animated film is a kind of film which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. It is similar with cartoon film.

Animated film is a kind of film which involves sound, recording a series of drawing or manipulating in

animate object, one frame in one time. It is similar with cartoon film.

3. Speaking

Speaking is a skill which must be developed and practiced independently of the grammar curriculum by the learners. In speaking process the grammar of spoken language differs from the grammar of written language.[13] In speaking we not only produce the speaking production of written language but it involves in the mastery of range competence in the spoken foreign language to interact with others.

3. Narrative Text

Text is when these words are put together to communicate a meaning. It is collection of words or sounds that has meaning. There are kinds of text, one of them is narrative text. Narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc. It related with problematic events which concern the crisis or turning point of some kinds and finds a resolution. Narrative is one of genres which is taught at the tenth grade students of SMU and MA.

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[13]Scott Thornbury, How to Teach Speaking (Longman, 2005)

G. Outline of the Thesis

This thesis consists of five chapters. They are introduction, review of the related literature, method of investigation, finding, conclusion and suggestion.

Chapter I

The writer introduces the general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter II

The writer represents review of related literature, previous research, and research hypothesis. Review of related literature contains of the theories that support the speaking of this study. It discusses general concept of speaking, process of speaking, purposes of speaking, characteristics of an effective paragraph, the tasks of teacher in speaking teaching, narrative text, general concept of method, classification of method, principle of selecting method, budding translators, and applying animated movie in the teaching speaking of narrative text. The previous research represents a research, which used text in as media teaching speaking of narrative. The research hypothesis discusses hypothesis, which is used in this research.

Chapter III

It deals with the method of research, which discusses source of data, population and sample, technique of sampling, research design, research variable, instruments, procedures of

experimentation, try out test, validity and reliability of try out, items analysis, scoring technique, and method of data analysis.

Chapter IV

The result of the analysis is stated.

Chapter V

The writer gives conclusion and suggestion based on the research finding.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A.   Budding translators

Budding translators is the art of stories narration as performed in pairs or two persons, the narrated stories are spoken and learned by speaking to entertain and inform about information of the story to the others. It will improve their mind in using vocabularies in making sentence to communicate in learning teaching class. It is the art of using language, vocalization, and gesture to tell an events of the story with their creation.[1] It is a technique or method in which we can learn the same message that can be expressed in different ways of using our sentence to suit the context. This will make learners become familiar with some features of native speaker conversation, because they will understand easily how the native speaker said.[2] So that, threre is no writing and no concept of literature here. Because they have got ideas with words or sentence which powerful and performance is essential. Their drawing of vision and events of the story that has imagination with things observed as the key.[3] They can improve their ideas, opinions

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[1]Ozhan Tingoy,*Using Storytelling In education*, (Turkey) p.1
[2]Kathleen M. Bailey, *New Ways in Teaching*, (California: Panta Graph Printing, 1994) p. 136
[3]Milner S. Ball, *Budding Translation* (Lincoln: University of Nebraska Press, 1979) p. 1265

and creativities in speaking using their sentences to interact and participate in lesson material.[4] When we share about the story with our knowledge and feelings it is called powerful in retell a story, within a community of learners.[5] It also can improve their ability to communicate and entertain the others with satisfying ways likes clearing intonation and the comprehensible language.[6]

Learners will know how speakers differ from one another, so they can learn how speaking styles affect listeners in learning teaching class. And they will know the rate at which they speak, the volume and the precision of pronunciation that mainly differ each other. They can learn about the differences various dialects that have been used by them and they can see that character affect speech of people.[7] It increases their fluency in spoken second language and sharing experience that can be

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[4] AntonioJacquaye, *Collaborative Storytelling and How to Participate* ignitechannel.com/collaborative-storytelling-participate, accessed on April, 18th at, 2015 at 08.15 am

[5] Mark Standley, *Teaching Powerful Storytelling* (Alaska: Business Blvd) p.1

[6] Brian Dunnigan, "*Storytelling and Film Fairy Tales, Myth and Happy Endings*" pov.imv.au.dk/ Issue 18/section 1/artc1A.html, accessed on May, 4th 2015 at, 20.30 pm.

[7] Trudy Wallace , *Teaching Speaking*, Listening, and Writing, (UNESCO: IBE) p. 11

motivating the learners. It makes them interest, they will be creative and active in learning participation.[8]

It can to share the stories to others and improve their vocab and fluency. They can express their ideas of imagination and concentrates the mind because they will always remember about content of the story.[9]

The concept of budding translators firsst is, teacher divides the class in pairs and asks half of them to face the screen and watch the movie, and half of them to face away (behind the screen). The learners who watch the movie have to tell the contains of movie to their pairs who can't see the screen or movie. So, half of them who behind the screen can understand what happen in the movie and the learners who faces the screen will more fluent and confident in spoken English.[10]

The function of budding translator technique is to generate speech based on a story of narrative. The procedural of budding translator as follow: First off all, the students are divided into two groups (in pairs) A and B. Then, students A are in front of the screen to watch and pay attention the story of movie. Next, students B are behind the screen. And then,

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[8]Petra Solcova, *Teaching Speaking Skills*, (America: Masaryk UniversityFaculty of Arts, 2011) p. 89

[9]Jan Woodhouse, *Storytelling and narratives: sitting comfortably with learning*, p. 66

[10]Jeremy Harmer, T*he Practice of English Language Teaching*, (Addison Wesley Publishing Company, 1983) p. 309

students A tell about the story of movie to the student B, and then for the second half with B's turn to tell to the student A. The last, students discuss the difficult expression when they retell the story.[11]

This method can help them to find around problems and solutions, causes and results, similarities and differences to improve their spoken language in speaking narrative text. After they know how to organize their presentation, they can practice speak English with another student and teacher in class. Students are will helped by the teacher to extend information to be communicated to the audience of the occasion at which they will speak. The teachers will illustrate how speakers have to adapt their ideas of presentations after they tell about the story of movie in front of class to their pairs. When they present ideas to individual peers they can learn to speak on a subject or on teacher assigned topics. With this method learners will get benefit from interviewing others and from participation in presentations their ideas.[12]

From the definition above, we can conclude that budding translators is the art of stories narration as performed in pairs or two persons, the stories narrated were spoken and may be learned from speaking , its purpose to entertain and inform

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[11]Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, p. 66

[12] Trudy Wallace, *Teaching Speaking*, Listening, and Writing, (UNESCO: IBE) p. 10

the information of the story. It is a method that can be use to express our minds about one topic using our sentence to suit the context. It makes the learners active in class because it's interesting, it can motivate them to use second language. There are many benefits use budding translators method, those are the learners will know how to organize their ideas appropriately for presentation and their formal speech will be increasing. Their spoken language will be better when they can organize their ideas correctly in a presentation, including sequentially, chronologically and thematically. They need more practice in organizing their speech in spoken English about contains of movie. It can help them to find around problems and solutions, causes and results, similarities and differences to improve their spoken language in speaking narrative text.

B.   Animated Movie

One of the unique media to communicate ideas is animated movie. Animated movie is individual drawings, paintings, or illustrations by a professional people and it photographed frame by frame or cinematography. It gives the illusion of movement, created pure and imaginative cinematic images animals and other inanimate objects.[13] Watching animation movie can be a fun way to learn English. So, we can

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[13]Richard_Fleischer,"*Animated   Film"*   www.filmsite.org.html accessed on April18th 2015 at10.00 am

use it as a medium in teaching speaking narrative text, because movie can communicate ideas in learning teaching. A good movie contains more than a list of events, but also there are important events and tells both problem and solution.[14] It can describe a movement object with a sound to entertain, documentation, and educate. It also describe a process appropriately which can be looked repeatedly.

Animated movie are often directed to children, but now it easily can be enjoyed by all peoploe because it can be entertainiment and it usually contains mspeaking value. Animation movie is a rapid display of a sequence of images to create an illusion of movement. It is an optical illusion of motion about the phenomenon.[15]The learners will more easy to study the material because it was designed to demonstrate ideas, concepts, theories and methods in statistics through animations.[16] It contains of a whole range of topic in the story. Learners will know a whole range other communication world by watching movie, they will see what the differences of people when they talk to each other. It may therefore associate with relaxation, because students are used to watching film at home. So, they were give full attention to what they are hearing and

[14] Cheryl Pavlik, *Interaction 1 Writing 4th Edition*, (North America: McGraw-Hill, 2002), p. 111

[15]Yihui Xie,*animation*: *An R Package for Creating Animationsand Demonstrating Statistical Methods*, (Iowa State University, 20013) p. 3

[16]Yihui Xie,*animation*: An R Package for Creating Animationsand Demonstrating Statistical Methods, (Iowa State University, 20013) p. 2

seeing. And they will come forward in class and tell about what they have seen to their pairs.[17]

Richard Mayer state that there are three fundamental cognitive assumptions: 1) there are two part of channels for processing they are visual and verbal representations, 2) they can only actively process a limited amount of information at any one time and 3) the importance of learning results from learners selecting, organizing and integrating new and before material in order to more active constructing their own knowledge.

So that, narrated animations is effective in a representation because it provides complex information to be presented in ways to take maximum advantage of the limited capacity cognitive system. Students learn more deeply from animation and narration than from narration alone because they will relax and comprehend with the material in learning. Here, memory can be integrated with knowledge to produce informationn from the story. [18]

The main use of animated movie in the teaching of speaking narrative text is to help students catch and express their ideas in speaking. From the animated movie, students will get an overall description of movie such as setting, plot,

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[17]Jeremy Harmer , *The Practice of English Language Teaching*, (Addison Wesley Publishing Company, 1983), p. 308

[18]Shaaron Ainsworth, *How do Animations Influence Learning?,* (Nottingham: Information Age Publishing., 2008) p.5

character, mspeaking value, and others. It presents pictures in motion and the characteristics inherent that facilitate the instructional and learning processes. It also has the potential to entertain and motivate the learners to try very hard for the correct response.[19]

In making animation need an object or objects to show motion in action with the display, likes the concrete picture with the character actually.[20]

Schnotz and Lowe state that the concept of animation can be characterized using three different levels of analysis, they are technical, semiotic and psychological. First, technical refers to the technical devices by the producers in dynamic sign. Captured by way of camera is believed becoming harder and irrelevant to learning issues. Second is semiotic levels refers to the type of sign, that is kind of dynamics which is conveyed in representation. It includes, what is changing in the animation movie and how, for example motion, transformation, or changing of point of view. The last is psychological level, it refers to the perceptual and cognitive

[19]Huifen Lin, *Facilitating Learning from Animated Instruction: Effectiveness of Questions and Feedback as Attention-directing Strategies,* (Taiwan: Educational Technology & Society) p. 31

[20]Richard E Mayer, *The Cambridge Handbook of Multimedia Learning* , (California: Cambridge University Press) p. 287

processes. It involved when animation are observed and understood by the learners. [21]

Animation with narration have the same effect in teaching learning. There are instruction to connect the coordinating verbal narration they are words and pictures, they present verbal and visual explanations. Without the connecting it much less helpful the children understanding. Mayer & Gallini state that animations more than static illustrations, there is simultaneous presentation of the narrative and visual portions of animation movie. Before presentation of the narration must have the corresponding visual sequence there (Baggett, 1984; Baggett & Ehrenfeucht, 1983).[22]

Benefits of using animations in teaching speaking narrative text are: a.) they assist to understand abstract and invisible processes, b.) they can improve students' learning motivation, it is easier to understand abstract and difficult themes by the students.[23]

Concept of animation can be characterized using three different levels of analysis, they are technical, semiotic and

[21]Richard E Mayer, *The Cambridge Handbook of Multimedia Learning* , (California: Cambridge University Press) p. 288

[22]Richard E. Mayer, *Animations Need Narrations: An Experimental Test of a Dual-CodingHypothesis*, (California: the American Psychological Association,1991) p. 490

[23]Katrin Soika ,*The Importance of Animation as a Visual Method in Learning Chemistry*, (Chile, 2010) p. 2

psychological. First, technical refers to the technical devices by the producers in dynamic sign. Second is semiotic levels refers to the type of sign, it includes what is changing in the animation movie and how, for example motion, transformation, or changing of point of view. The last is psychologica level, it refers to the perceptual and cognitive processes. It involved when animation are observed and understood by the learners. [24]

From the explanation above we can conclude that animated movie is individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). It gives the illusion of movement, created pure and imaginative cinematic images animals and other inanimate objects. It effective to use in learning activity because they will more active in activity class. The main use of animated movie in the teaching speaking narrative text is to help students catch and express their ideas in speaking. From the animated movie, students will get an overall description of movie such as setting, plot, character, mspeaking value, and others. Concept of animation can be characterized using three different levels of analysis, they are technical, semiotic and psychological.

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[24]Richard E Mayer, *The Cambridge Handbook of Multimedia Learning* , (California: Cambridge University Press) p. 288

C. Narrative Text

Narrative text is the collection lists of sentences or ideas, it is organized and tell what happened about who did, what to whom and why in the stories. It represents how the plot develops and shows the high and low action points of the story.[25]

Narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc. It related with problematic events which concern the crisis or turning point of some kinds and finds a resolution.[26]

It is popular genre, though least understood of all the genres, so they pick up and understand naturally about the material.[27]

It tells a story using spoken or written language. We can use radio, television or movie, books, newspapers or computer files to communicate it. Usually, narratives are told by a story teller to the audience. Where the person can give point of view to the audience the events of the story will be told.[28] It is similar with recount, retelling events in past time.

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[25]Susan Dymock,*Comprehension Strategy Instruction: Teaching Narrative Text Structure Awareness*, (2007) p.162

[26]L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), p.204

[27]Ira Pane, *Improving The Students' Speaking Achievement in Narrative Text Through Snowball Throwing Model*, (2013) p. 2

[28] Mark Anderson, *Text Types in English*, (Australia: Macmillan, 2003), p. 3

The difference between them is the generic structure. Recount describes events in detail time, for example on Sunday, on Monday, etc. While in narrative describes events without detail time not, for example one day, once upon time, etc.[29]

The generic structures of this text are: orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), re-orientation (optional). The significant lexical grammatical features are: focus on specific and usually individualized participants, use of material processes, relational processes and mental processes, tempspeaking conjunctions and tempspeaking circumstances and use of past tense.[30]

According to Bruner (1990), narrative draws on different kinds of knowledge they are general knowledge about events, memory sequencing, understanding of time and causality, understanding of people and typical social interaction,understanding and insight into feelings, verb tense and linguistic connectives and cultural conventions of narratives.[31]

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[29] Re-written by Daviq Rizal, *Types of Text*, (English Department Walisongo State Institute of Islamic Studies) p.10

[30]L. Gerrot and P. Wignell, *Making Sense of Functional Grammar,* (Sidney: Antepodean Educational Enterprises, 1995), p. 204

[31]Paul Robertson,*The Asian EFL Journal Professional Teaching Articles*, (Asian EFL Journal Press: 2010) p. 5

There are many types of narrative, like fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, and slice of life.

From the explanation above it can conclude that Narrative text is a kind of genre that has social function to amuse, entertain the reader with the legend, fables, fairytale, etc. It is similar with recount, retelling events in past time. The difference between them is the generic structure. Recount describes events in detail time, for example on Sunday, on Monday, etc. While, in narrative describes events without detail time, for example one day, once upon time, etc. narrative draws on different kinds of knowledge they are general knowledge about events, memory sequencing, understanding of time and causality, understanding of people and typical social interaction, understanding and insight into feelings, verb tense and linguistic connectives and cultural conventions of narratives.

D. Teaching Speaking

Speaking is a skill which must be developed and practiced independently use the grammar to make sentences by the learners. In speaking process the grammar of spoken language differs from the grammar of written language.[32] In

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[32]Scott Thornbury, *How to Teach Speaking* (Longman, 2005) p. iv

speaking we do not only produce the speaking production of written language but it involves we comprehend about range competence in the spoken foreign language to interact with others. In speaking our spoken must clear to speak and interact or communicate with others through the language in ordder to listener know about our mind.[33] To communicate with other the average of people produced tens of thousands of words every day.

We perhaps forget when we achieve this ability, so we have to learn again how to do it in a foreign language in order to not confuse with the meaning of language.[34] In speaking, to speak a foreign language we need more than knowing its grammatical and semantic rules, we have to knowledge of how native speakers use the language to interact. [35] Through speaking learners are able to express emotions, communicate intention and reaction to explore their language.[36] We can speak to discuss the topic with someone, to express our opinion use the correct language, to persuade about something with our mind, to clarify information by conveying the message , to give

[33] Jo McDonough, *Materials and Methods in ELT*, 1993 p. 133

[34] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 1

[35]Jack C. Richards, Methodology *in Language Teaching*, (Cambridge University Press) p. 204

[36]Wendy A. Scott , *Teaching English to Children*, (Longman, 1990) p.33

instruction to listener, and it also describe about things or people and or to entertain others people such as use narrative.[37]

We have to recognize that speaking involves three areas of knowledge. First, mechanics (pronunciation, grammar and vocabulary): using the right words it will be the correct pronunciation in conversation. Second, function (transaction and interaction): knowing when we convey the message it should be clear and appropriate understanding is not need interaction. Third, social and cultural rules and norms (turn taking , rate of speech, length of pauses between speakers, relative roles of participants): it is knowing about who is speaking to whom, in what circumstance about time or place, about what is do this, and for what reason it.[38]

There are some aspects of Speaking that we have to learn , they are conceptualization, formulation, articulation, articulation, self monitoring and repair, fluency, and managing talk. The process that involve in speaking they are:

First is conceptualization and formulation, at conceptualize there are some terms they are discourse type (a story), its topic, and its purpose (to amuse). We determine what is the kind of the story or text, identifying the topic, and

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[37] Jack C. Richards, *Methodology in Language Teaching* , (Cambridge University Press) p.201

[38]*Lequydon Danang" Goals and Techniques for Teaching Speaking"* thpt-lequydon-danang.edu.vn accessed on 27th May 2015 at 11:25 am

identifying what is the purpose of the story or text. And then, the story idea has to be mapped out or formulated to make strategic choices at the level of discourse, syntax, and vocabulary in which almost at the each level discourse stories have a typical structure or script. The specific syntax of each utterance needs to be chosen because it influenced in each of the stages of the script, and it needs to be flashed out at the utterance level. Utterances have a two-part structure, they are topic (given information what we are talking about) and commend (what we want to say about the topic).[39]

Second, articulation is the use of the organs of speech to produce sound in the lungs, through the vocal cord and shaped by the position and movement of the tongue, teeth and lips, while the vowel sounds are produced by the action of the tongue and the lips. The articulation process includes continual changes loudness, pitch direction, tempo, and pausing to produce the sounds.[40] There are some different of articulators that can be manipulated and position, such as: Lips, teeth, tongue, velum (soft palate), pharyngeal wall, and lower jaw.[41]

Third is pronunciation, it involves communicative and interactive course of study. Learners needs learn it because it's important to them to learn about whole language, meaningful

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[39] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p.3
[40] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p.5
[41]PaulaBecker/*SpeechImprovement/*www.Articulation.com accessed on 18th April 2015 at 10:20 am

contexts, and automaticity of production in which focus on phonology.[42] The most important characteristic of it are stress, rhythm of spoken language and intonation. These are combination to convey an important message when we speak with audience and interlocutor.[43]

Next, interaction is interactive nature of most communication of spoken language. To interact needs conversation in which there is collaborative with interlocutor as participants in a process to interpret a meaning.[44] According to the list of features that receive focus in classroom instruction conversation by Richard (1990: 79-80) are, how to use conversation to transactional and interactional to reach goals, how to produce short and long turns in conversation to interact with others, strategies for opening and closing of transactional conversation, etc.[45] Element of speech interaction includes stress, glottal stops, and intonation that reflected in text to convey a message to the audience.[46] To interact with others we have to control run-time and control builds on structures at

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[42] Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (Longman, 2001), p.268
[43] Douglas Brown, *Teaching by Principles :An Interactive Approach to Language Pedagogy,* (Longman, 2001), p.271
[44] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001) p. 269
[45] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001) p. 277
[46]Niels Ole Bernsen, *Elements of Speech Interaction*, (Denmark: Institute for Production Technology Odense University)**,** p. 34

development time in interactive speech systems. It also determines how to interpret high-level input structures to make sentence to be spoken, consultation of the context elements of speech iteration, what to output to the user, and generally when and how to do what it.[47]

Then, self monitoring and repair, it is a process self monitoring that happens through the stages of conceptualization, formulation, and articulation. Self monitoring at the conceptualization is start the planning stage to extend the message freely, self monitoring of formulation stage is a process with a slowing down, or a pause and re-phrasing of an utterance. Self monitoring of articulation happens if the learners fluent in spoken language to correct right or wrong of the pronunciation. From monitoring self process we will be able to make repairs, both in response and extend the message to others.[48]

And then fluency, a speakers' fluency is important. Fluency is combined of how well and easily you can communicate your ideas clearly and accurately in spoken.[49] Speed is one of the factors in fluency, but there is important one

[47]Niels Ole Bernsen, *Elements of Speech Interaction*, (Denmark: Institute for Production Technology Odense University)**,** p. 37

[48] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 5-6

[49]Johnkeith, "Developing *Oral Fluency"* www.johnkeithcommunication.com//oralfluency/oralfluencymain.html accesssed on May 19th 2015 at 11:53 am

that is pausing the word in sentences. If we want to be a proficient speaker, we need to learn it to stop from time to time to allow the formulation to catch up with conceptualization.[50] There are some features of fluency as follows: pausing our word may be long using the corect way but not frequent, pauses usually filled and come into the meaningful transition points, and there are long runs of syllables and words between pauses of word in sentences.[51] There are also some important point in order to we speak English fluently, we must confidence when we speak to others. Then, we have to be able to regulate our emotion. We have to say what we know, and we must have confidence to share information with our knowledge to listener. And then, if we have some vocabularies we don't need nervous, worried, and afraid of appearing foolish beacuse without prepare the mental it will disturb in our fluency to speak. Then, we must also study our own psychology, learn how to manage our emotions in presentation, how to develop our inner strength and confidence when we speak.[52]

The last is managing talk, it used by the teacher to ask the learners to keep silence when they were learning in the class room. They sit silently and do their work alone and confidence.

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[50] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 6-7

[51] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 8

[52] AJ.Hoge,"*Speaking English Fluently"*, effortlessenglishclub.com/speaking-emglish-fluently accesssd on May 29th 2015 at 11:25

After that the teacher giving instruct to them to collaborative learning groups, later the teacher will know the learners can and can't talk in class.[53]Managing talk divide in three kinds they are interaction, turn taking and paralinguistic.[54] In interaction we will combine communicative and interactive using our statement in sentence that have been comprehend by others.[55] It means that speaking takes the form of face to face dialogue. It includes interaction of monologue speaking, such as lectures to learners or learner to learners in language teaching class, political speeches, and standup comedy. The main rule of turn taking is speakers should take turns to hold the floor. There are two further rules of this such as, keep in along time silences are to be avoided and listen carefully when the others are speaking in order to we get it about the information that have been conveyed. Paralinguistic is the interactional use of eye gaze and gesture. Signal of paralinguistic apply only in face to face conversation. [56]

The purpose of teaching speaking skill is to communicative efficiency. Learners should be able to make themselves understood and can communicate use pronunciation,

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[53]EmmaMcDonald,"*Managing   Student   Talking"* www.educationworld.com/accur/columnits/mcdonald/mcdonald021.shtml accesssd on 19th 2015 at 12:10

[54] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 8

[55] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Longman, 2001) p. 269

[56] Scott Thornbury, *How to Teach Speaking* (Longman, 2005), p. 8-9

grammar, and vocabulary. To help them communicative in speaking, teacher can use a balance activity that combines language input, structure output, and communicative output. First is language input, it form of teacher talk, listening activities, and the language heard. It will make creativity using the language of material that they learned. It may be content oriented or form oriented. Content oriented input focuses on information, it involves explanation about learning strategies to teach learners and give the example of their use. Form oriented input focuses on methods of using the language, it include vocabulary, pronunciation, and grammar. Second, structure output focuses on correct form. It designed to make the learners relax when they use new specific language items that have been introduced, it combination with previously learned items. Then, communicative output is to having all the task such as obtaining information, developing a travel plan, and creating video. It involves a similar real information gap.[57]

Speaking is used for many differents purpose, one of this in casual conversation is to interact make social contact with others, and to talk which spend much of time with friends. Using informal is to express our opinion using the correct sentences, to persuade the others about something, and to clarify information use that is true. On the other hand, it is to give

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[57]Lequydondanang, "*Goals and Techniques for Teaching Speaking*"*thpt-lequydon-danang.edu*.vn accessed on 27th May 2015 at 11:25 am

instruction to get things done or we may use speaking to describe things with the arranging of sentences, to request about something and to entertain others. [58]

There are also purpose of speaking these are the interactional and transactional function, transactional which is concerned with the transfer of information and ideas someone to others, and the interactional function to interact using the correct language is the most important to make others know about our mind. [59]

The purpose of speaking include the audio lingual method those are, first is learners are know about the meaning sentences of language when it used spoken by normal speed, they were speak with the correct of pronunciation and grammar, they are not need comprehending the materials in a long time, they are able to use their experiences to write the correct topics.[60]

From some definitions above, it can be concluded that speaking is a skill which must be developed and practiced independently of the grammar curriculum by the learners. By speaking, we can share our idea, feeling, or anything that exist in our mind. In speaking learners need recognize that it involves

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[58]Jack C. Richards, *Methodology in Language Teaching*, (Cambridge University Press), p. 201

[59] Jack C. Richards, *Methodology in Language Teaching*, (Cambridge University Press), p. 208

[60]BambangSetiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: GrahaIlmu, 2006) p. 55

three areas of knowledge, they are mechanics, function, social and cultural rules and norms. It develops their ability to produce good sentence in speaking. Therefore, learners who want to be a good speaker, they must learn to speak actively.

The purpose of teaching speaking skill is to communicative efficiency. Learners should be able to make themselves understood and can communicate use pronunciation, grammar, and vocabulary that combines with language input, structure output, and communicative output. It is also used for many different purpose, in casual conversation may be it use to make social contact with others, in discussion with someone is to express our opinion, in some situation, using speaking is to give instruction to get things done. The purpose of speaking is include of the audio lingual method those are, first is language learners are able to comprehend the foreign language use normal speed when they spoken, they are able to speak in acceptable pronunciation and grammar, they are no difficult in comprehending printed materials, they are able to write with the correctness topics with their experience.

E.   Previous Research

DurrotunNafisah(NIM: 053411152) with his study entitle "The Role of English Conversation Club to Improve Students' Self Confidence in Speaking (A Classroom Action Research at Eight Grade Students of SMPI Al-Hamidiyah in

Academic Year of 2009/2010)" found that the improvement of self confidence influenced the students' speaking achievement. The background of the study in this research is the students did not feel confident in speaking. The teacher still used conventional methods, the teacher only explained the pattern of grammar, asked students read a reading text and answer the question in LKS, so the students did not have opportunity to speak. To improve students self confidence in speaking, teacher can use English conversation club to improve students' self confidence in speaking. The problem of this research can be stated as follow: How is the role of English conversation club as strategy to improve students' self confidence in speaking at eight grade of SMPI Al-HamidiyahJepara? Do the students feel confidence to speak after they are stimulated through English conversation club at eight grade of SMPI Al-HamidiyahJepara? How is the improvement of students' speaking score after they are stimulated through English conversation club at eight grade of SMPI Al-HamidiyahJepara?

The instrument of the research used observation analysis and questionnaire analysis. In observation analysis researcher used table observation scheme, and in questionnaire analysis researcher used multiple choice questionnaire. The design of research used by the research is classroom action research. The technique which used to

collect the data were documentation, observation, and questionnaire. The teaching learning process in cycle 1 until cycle 3 in classroom action research, the teacher introduces the expression, role play and asks them to practice conversation in front of class. In this research, the researcher analyzed the result of observation and speaking achievement in each cycle. In the pre cycle, the students' self confidence was very low, the average of the students' speaking achievement was 52.52. In the first cycle the students' self confidence rise 30% and the average of the students' speaking achievement was 60. In the second cycle almost majority of the students' feel confidence, the students' speaking achievement 62.60. The third cycle the students' self confidence rise 82.60%, here the average of the students' speaking achievement was 70.05. Based on the result of analysis, the writer can conclude that the role of English conversation club to improve students' self confidence in speaking is very important, especially for junior high school students to attract the students' interest and to improve their confidence in speaking.

Besides, thesis "The Effectiveness of Using Guessing Game to Improve Students' Speaking Skill on Descriptive Text " (An Experimental Research at Eight Grade Students of MTs NU Nurul Huda Mangkang in the Academic Year 2010/2011) entitled by Murwati (073411053). The

background of this research is the students feel bored when they face English lesson. In order to provide effective guidance in the in developing students' English competence, it is necessary to use effective method used learning process. So, to solve the problem researcher prepare appropriate strategy by using game. The one of the games that offered to improve speaking skill is using guessing game in classroom. Researcher tries to apply guessing game in teaching speaking on descriptive text to improve students' speaking skill. So that, by using game in learning process can help students in understanding lesson. Guessing game is good teaching strategy to make the students enjoy and fun with the lesson. The problem of this research can be stated as follow: How is the improvement of students' speaking skill on descriptive text by using guessing game at English Grade of MTs NU Nurul Huda? How is the improvement of the students' speaking skill on descriptive text by using conventional method at Eight Grade of MTs NU Nurul Huda? How significant is the difference between the speaking skill improvement of students who have been taught by guessing game and those taught by conventional method at Eight Grade of MTs NU Nurul Huda?

The instrument of this research is speaking test and use five elements as the assessment. They are accent, vocabulary, grammar, fluency and comprehension. In this

study researcher uses the quantitative approach because the result of this study is presented and processed statistically by using T-test formula. Furthermore, this study conducted the experiment study. The technique to analyze was t-test formula. It is used to determine whether there is significant difference between the average score of experimental class and control class. The average score of post test was 70,021 which were higher than control class 62, 646. The result was t-count (5,364) which higher than t-table (1, 66). It means there is significance differences in speaking skill improvement between students were taught by using guessing game and students were taught without guessing game. The result of this research shown that the student who was taught by using guessing game can speak descriptive text fluently and appropriately. Second, students were taught using conventional method can't speak descriptive text fluently and appropriately. There is significance difference between students who was taught by using guessing game and conventional method. It can be proved that students who were taught without guessing game. Based on the result above, the writer suggested that guessing game can be an alternative media to teach speaking on descriptive text. So that students enjoy and interest to follow the English lesson especially speaking session.

Besides, SitiErichah(NIM: 063411048) with his study entitle ''The Use as Media to Improve Students' Narrative Speaking (A Classroom Action Research at IIB Class of MTs al-Hidayah NU 03 Kendal in the academic year of 2010/2011). The background of this study is based on phenomenon that IIB Class students' of MTs Al-Hidayah NU 03 Kendal in the academic year of 2010/2011 ability in speaking needs to be improved. Some of them were still lazy or even discourage to speak English because they don't have enough idea of what to speak. The use of films as media in teaching narrative is expected to activate to activate students' imagination. So that they will have something to speak. Thus, it will give positive outcome toward the problem. The research question of this study can be stated as follows: How is the teaching narrative speaking using film implemented to improve speaking skill at IIB class of MTs al-Hidayah NU 03 Kendal in the academic year of 2009/2010? How is the improvement of students' narrative speaking after being taught using film?

The instrument of this study is observation schema and test. There are two major object observed those are teachers' aspect and students' aspects. The kind of test applied was speaking test. This is a class action research that was focused on the use of film as media to improve students narrative speaking. Data collection of this study is observation

and test. The result of this study shows that in the pre cycle, the students' average score is 49.76. In the first cycle, the students' average is 61.78. it means that there is a progress of students' achievement after being taught using films. In the second cycle, the students' average score was able to improve the students' speaking ability because they became easier to express what they are going to say based on the prompt from the researcher.

Based on the result of analysis, the writer can conclude that, the presence of films as media to improve students narrative speaking had given a significant progress toward their speaking ability. Since they were never taught by using films, the presence of this research also gave the students new perspective that they could also relate the material to their hobby like movie, music, etc. The third research, first research, second research and third research were same in skill. But they in method, the first researcher using English conversation club and second research using guessing game. From the third researcher only the last researcher who was used media, she was used film. And then they were different in genre, the second researcher used descriptive text and the last researcher used narrative text.

F.   **Research Hypothesis**

Hypothesis is a conclusion research which have been not perfect, so it must be perfected with evidenced the validity

through research.   It refers to the basis belief of researcher which enables her to carrythe reseach. Itr is provosional truth determined by reseacher that should be tested and proved.

In this research , the hypothesis can be stated as follow:

Ha   : There is a significant difference of narrative speaking skill between the second grade of SMA N 1 PEREMBUN taught by means of animation movie and those taught without animation movie.

CHAPTER III
METHOD OF RESEARCH

This chapter discussed sources of data, subject and setting of research, research design, research variable, instruments, procedures of experimentation, scoring technique, and method of data analysis.

A.   Source of Data

Sources of data are subjects from whom the data is taken.[1] In this study, the writer used the research procedure in order to get the required data. The writer taught two groups of students. The first group was an experimental group and the second group was a control group. The experimental group was a group which was given treatments by using animated movie as media and budding translators as method while the control group was a group which was given treatments without animated movie and budding translators method. At the beginning of the research, both two groups were given a pre-test to know the students' initial capacity before getting treatments. At the end of the research, both two groups were given a post-test.

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[1]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 129.

B.   Subject and Setting of The Research

This study was conducted in SMA N 1 Prembun located at Jalan Wadaslintang no. 12 Prembun. The subjects of this study were the tenth grade students of SMA N 1 Prembun in academic year 2013/2014. This study was conducted in first semester. Due to limitation of time, the writer did not take all students as the subjects of the study, but drew a sample.

1.   Population and Sample

Population is a set (or collection) of all elements possessing one or more attributes of interest.[2] The population of this research was 330 students of tenth grade students of SMA N 1 Prembun that have been divided into ten classes.

Sample is a representative group from population to serve as respondents.[3] Sample is a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result.[4] The writer selected two groups they were from X MIPA 2 and X MIPA 5 of students from the population as sample in this study.

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[2]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006) *,* p. 130.
[3] Tuckman, *Introduction to Linguistic Research*, (Great Britain: Longman), p. 226.
[4]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006)*,* p. 131.

The process of selection would be discussed in the sampling technique.

2. **Sampling of Technique**

In order to get the representative sample which can represent the true situation of population, the sampling must be done in the correct way. Sampling could be defined as the process of selecting individuals that could represent different characters of the larger group (population). In selecting the sample, the writer used *proportionale homogen random sampling*. If the characteristic of population is homogeneous and placed in different classes, and in order does not change the class composition which has been homogeneous, the sampling can be done by selecting the class randomly.[5]

If the population is more than 100 persons, the writer might take 10-15% or 20-25% or more from population. Therefore, the writer took 37 % out of 330 students as the sample from this study or equal to 66 students. Then, the sample was divided into two groups; experimental group and control group. Each group consisted of 33 students. Students in class X MIPA 5 was taught by using animated movie and

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[5] Sukestiyarno and Wardono, *Statistika*, (Semarang: UNNES Press, 2009), p. 51.

considered as experimental group. While students in class X MIPA 2 was taught without animated film (using text) and considered as control group.

C. Research Design

Research design played an important role in a research because the quality of research greatly depended on the design. In this research, the writer used the form of quantitative approach to analyze the data. Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.[6]

1. Experimental Research

An experimental research involved two groups: experimental group and control group. An experimental group received a new treatment while control group received a usual treatment. Experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered.[7] This study used pre-test and post-test.

The design of the experiment could be described as follows:

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[6] Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p. 38.
[7] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 47.

$$\frac{\text{E 01 X 02}}{\text{C 03 Y 04}}$$

Adopted from Arikunto.[8]

Where:

E = experimental group

C = control group

01 = pre-test for experimental group

02 = post test for experimental group

03 = pre-test for control group

04 = post test for control group

X = treatment by using animated film

Y = treatment without animated film

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (taught by using animated film) was applied to the experimental group, while the control group was taught without the aid of animated film. The test was held in the form of composition. The results of post-test (02 and 04) were then computed statistically.

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[8]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006)*, p. 86.*

D.   Research Variable

That all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments).[9]

This research, that used animated film as media in the teaching of narrative, had two variables. Those variables were:

1. The independent variable

Independent variable is the variable that the experimenter changes within a defined range. The independent variable in this research was the use of media in the teaching learning process for both groups. The experimental group tell narrative text through animated movie while the control group tell narrative text without the aid of animated movie (by using text only).

2. The dependent variable

Dependent variable is variable that measures the influence of the independent variable. The dependent variable in this study was the students' achievement in the test score.

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[9]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006).*, p. 119.

E. Instruments

In gaining the data, the researcher attempted to employ these following methods.

1. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The researcher functioned the document related to the object research such as students name list and the English subject schedule. It helped the researcher conducted the experiment, for example; students' name lists to be used in determining the team for the experiment. In this case, the data was gained by the help of the English teacher the administration officer.

2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group.[10] In this research, there were two kinds of test, pre-test and post-test that was given to the students as participants, either the experimental or the control group. Before carrying out the teaching, the pre-test was given to both groups in order to make sure that the two groups have similar and equal level of proficiencies. The post test was given to the experimental group after being taught by budding translators method and was given to the control one after being taught by means of

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[10]Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Jakarta:PT. Asdi Mahasatya, 2006) 5th Ed., p. 150.

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non-budding translators method.. The post test was aimed to assess their achievement on the speaking narrative text.

3. Observation

It refers to the activity of giving total concern to research object by the sense. In this research, the concern of research was focused on the students' observable behavior pertaining to their understanding on English simple past tense. The instrument used in this research is observation check list.

F.   **Procedure of Experimentation**

The data was collected by the researcher by doing some efforts. In this research, there were three procedures in applying experiment research:

1. Administering a pre-test

The test administered before the treatment section. The students in both of class (control class and experimental class) asked to tell the story of legend based on their background knowledge.

2. Giving Treatment

It was given in two formations; those are using animation movie in experimental class and without animation movie using in control class. The treatment was done twice for each class.

3. Administering a post test

   After given the treatment in both of class, the writer gave the post test to measure the students' achievement in speaking narrative text. From this test, the data obtained in foprm students' test score.

   Table III. 1 Scheedule of the Research

Group	Agenda		
	Pre-test	Treatment	Post-test
Control class	Wednesday, April 29th , 2015 at 08.30	Wednesday, May 6th, 2015 at 08.30	Thursday, May 7th, 2015 at 12.15
Experimental class	Wednesday, May 6th, 2015 at 12.15	Wednesday, May 13th, 2015 at 12.15	Thursday, May 14th, 2015 at 08.30

1.   **The Activities of Experimental Group**

a) Pre-test

Pre-test was given before the treatments. First, the writer came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b)   Activities in Experimental Group

There were some activities in experimental group (Class X MIPA 5) as follows:

Table III. 2. Activities In Experimental Group

No	Activities	Time Allotment
1	• Students read a text to identify about generic structure and language feature. • Students make at least 5 sentences about generic sctructure dan language feature such as, the participants, character of the participants in story, setting, tempspeaking conjunction, action verb, complication, resolution, ending of the story, mspeaking	2x45'

No	Activities	Time Allotment
	value, etc.	
2	• Students answer the question about generic structure and language feature of the text. • Students differentiate the differences about generis strusture and language feature of the text before and the next text. • Students answer questions and present it in front of class with their group	
3	• Students watched Malin Kundang animation movie. • Students make at least 5 sentences about generic structure dan language feature. • Students identify about generic structure and language feature from the movie that have been they wacthed.	2x45'
4	• Students differentiate about generic structure and language feature of	

No	Activities	Time Allotment
	movie an a text. • Students present their questions and answer about movie and text and then tell the animation with budding translators method in front of class.	

c) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments. The result of test was analyzed statistically.

2. The Activities of Control Group

a) Pre-test

Pre-test was given before the treatment. First, the writer came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b) Activities for control group

There were some activities in control group (class X MIPA 2) as follows:

Table III. 3. Activities In Control Group

No	Activities	Time Allotment
1	• Students read a text legend to identify about generic structure and language feature. • Students make at least 5 sentences about generic sctructure dan language of the text.	2x45'
2	• Students answer the question about generic structure and language feature of the text. • Students differentiate the differences about generis strusture and language feature of the text before and the next text. • Students answer questions and present it in front of class with their group	
3	• Students read a text legend to identify about generic structure and language feature.	2x45'

No	Activities	Time Allotment
	• Students make at least 5 sentences about generic sctructure dan language of the text.	
4	• Students identify question about generic structure and language feature of the text. • Students differentiate the differences about generis strusture and language feature of the text before and the next text. • Students present answer questions and tell the one of the text legend.	

c) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' ability after they were given treatments. The result of test was analyzed statistically.

G. **Scoring Technique**

To score the test paper, the writer used analytic scale which categorized by some categories. O'Malley and Pierce state that analytic scale separate the features of a composition

into components that are each scored separately.[11]   This analytic score has five items and each item scores five. So, the maximum score is 20. The items are:

a.   Grammar

Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.[12]

b.   Vocabulary

Vocabulary plays important role in writing; it is the basic thing that should be owned by students. The lack of vocabulary means the failure in the communication. Students can not make a communication especially in writing if they master little vocabulary.

c.   Mechanics

Mechanic is connecting with the appropriate punctuation or spelling that is used in writing. Mechanic will make students' writing well and reasonable to be read. The examples of mechanic are capital letter, quotation, comma, semicolon, and others.

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[11] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), p.144.

[12]Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004) , p. 362.

d.   Relevance

It contains reasonable sentences (supporting sentences) that support to the main idea. If students write paragraph without state the main idea, the reader will confuse to decide the main topic of the text.

e.   Fluency (style and ease of communication)

Fluency refers to the sentences that flow easily and not too hard to understand by audiences (readers). If the writer uses strange vocabulary, the readers will confuse what the purpose of writing.

Analytic scoring of speaking could be seen on the following figures:

Table III.4. Scoring Technique of Speaking

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.

Aspects	Score	Description
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequate

Aspects	Score	Description
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Aspects	Score	Description
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.
	1	Can not be said to understand even simple conversation virtually impossible.

Based on "*Testing English as a Second Language*"[13]

H.   Method of Data Analysis

1.   Analyzing the Data

After conducted the test, data analysis was carried out to find out the data normality and the homogeneity of sample. It was meant to check if the

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[13]David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969). p. 84.

research result met the requirement of good research or not. Data analysis discussed two main things:

1) Test of data normality

The first step that had to be done before doing the research was to test the data normality. It was aimed to know whether the data came from normal distribution or not. The writer used Chi-Kuadrat formula, as follows:

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{Ei}$$

Cited from Sudjana.[14]

Where:

X^2 = Chi-kuadrat

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

k = the sum of interval class

If the obtained score was lower than t-table score by using 5% alpha of significance,

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[14] Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2002). p. 272.

Ho was accepted. It was meant that Ha was rejected.

2) Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The writer used the formula as follows:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

Cited from Sugiono.[15]

2. **Analyzing The Result of The Test**

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students' result of writing a narrative paragraph by using animated film and without using animated movie was significant or not.

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[15] Sugiyono, Statistika *Untuk Penelitian,* (Bandung: Alfabeta, 2007), p. 140.

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

Where:

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

Cited from Sudjana.[16]

Where:

$\bar{x}_1$ = the mean score of the experimental group

$\bar{x}_2$ = the mean score of control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s^2 = variance

If the obtained score was higher than t-table score by using 5% alpha of significance, Ho was rejected. It meant that Ha was accepted: "There was a significant difference in writing achievement between the experimental and control group."

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[16] Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2002) , p. 239.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that was collected during the experimental research. First analysis focuses on the validity, reliability, index difficulty, and discriminating power of instruments. Second analysis represents the result of pre-test and post-test that was done both in experimental and control group.

A. First Analysis

Before the researcher tested the hypothesis that had been mentioned in the chapter two, the researcher analyzed and tested hypothesis prerequisites which contained of normality test and homogeneity test.

Post were conducted for X MIPA 2 and X MIPA 5 students of SMAN 1 Prembun. Class X MIPA 2 consisted of 33 respondents. They were given a pre test and post test without animated movie. While class X MIPA 5 consisted of 33 respondents. They were given a pre test and pos test using animated movie as media. First analysis deal with normality test, homogeneity test, and t-test (test of difference two variants) in pre-test and post-test.

1. Analysis of Pre-test

The experimental group (class X MIPA 5) was given a pre-test on May 30, 2015 and control group

(class XI IPS 5) was given a pre-test on May 29, 2015. They were asked to answer questios about generic structure and language feature of a narrative text based on the story (for control group) and animated movie (for experimental group) that were given.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. The result computation of Chi-quadrate (X^2_{score}) then was compared with table of Chi-quadrate (X^2_{table}) by using 5% alpha of significance. If $X^2_{score} < X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of X MIPA 2 students in the control group before they were taught narrative text without animated movie, they reached the maximum score 75 and minimum score 40. So, there were 6 classes with length of 6 classes. From the computation of frequency distribution, it was found ($\Sigma f_{i.} x_i$) = 1972, and ($\Sigma f_{i.} x_i^2$) = 121364. So, the average score ($\overline{X}$) was 59.76 and

the standard deviation (S) was 9,92. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X_{score}^2).

Table IV. 1 Table of the Observation Frequency of Control Group

Class	Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	39,5	-2,04	-0,4794				
40 – 46				0,0701	1,9	4	2,3417
	46,5	-1,34	-0,4093				
47 – 53				0,1734	4,7	4	0,0992
	53,5	-0,63	-0,2359				
54 – 60				0,2657	7,2	12	3,2463
	60,5	0,07	0,0298				
61 – 67				0,2526	6,8	5	0,4856
	67,5	0,78	0,2824				
68 – 74				0,1489	4,0	4	0,0001
	74,5	1,49	0,4313				
75 – 81				0,0544	1,5	4	4,3546
	81,5	2,19	0,4858				
					X²	=	10,5275

Based on the Chi-quadrate table (X^2_{table}) for a = 5 %, with dk= 6 - 1 = 5it is obtained X² tabel= 11, 07. Because of X² hitung < X² tabel, so the data is normal distribution.

Table IV. 2 Table of the Observation Frequency of Experimental Group

Class	Bk	Zi	P(Zi)	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	44,5	-2,41	-0,4919				
45 – 50				0,0384	1,0	2	0,8961
	50,5	-1,68	-0,4536				
51 – 56				0,1234	3,3	3	0,0332
	56,5	-0,95	-0,3301				
57 – 62				0,2395	6,5	13	6,5975
	62,5	-0,23	-0,0906				
63 – 68				0,2808	7,6	7	0,0448
	68,5	0,50	0,1903				
69 – 74				0,2759	7,4	5	0,8051
	79,5	1,83	0,4661				
80 – 85				0,0285	0,8	1	0,0689
	85,5	2,55	0,4947				
					X²	=	8,4454

For a = 5%, with dk = 6 - 1 = 5 it is obtained X²

tabel = 11,07.

Because of X² hitung < X² tabel, so the data is normal distribution.

While from the result of X MIPA 5 students in experimental group, before they were taught narrative text by using animated film, was found that the maximum score was 80 and minimal score was 45. So, there were 10 classes with length of 9 classes. From the computation of frequency distribution, it was found ($\Sigma f_{i.} x_i$) = 2013 and ($\Sigma f_{i.} x_i^2$) = 132751. So, the average score ($\overline{X}$) was 64.39 and the standard deviation (S) was 8,27. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

b. Test of Homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score (F_{score}) with F_{table} .

Thus, if the obtained score (F_{score}) was lower than the F_{table} or equal, it could be said that the Ho was accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table.

Table. IV. 3 Test of Homogeneity (Pre-test)

Variance Sources	Eksperimen	Control
SUM	2125	1980
n	33	33
x	64,39	60,00
Variance (s^2)	68,37	98,44
Standart deviation (s)	8,27	9,92

Based on the formula, the result was :

$$F \quad = \quad \frac{98,4375}{68,3712} \quad = \quad 1,440$$

for a = 5% with:

dk pembilang = nb – 1   =   33 - 1 = 32

dk penyebut   = nk -1   =   33 - 1 = 32

$F_{(0.05)(32:32)}$ =   1,80
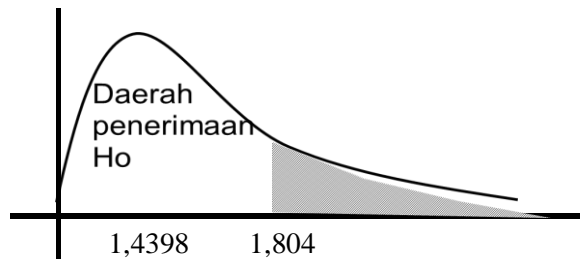
Because of F is in Ho area, it can be cocluded
that both experimental and control group have no differences.

c. **Test of difference two variants in pre-test between experiment and control group**

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students' results of speaking in narrative text in experimental and control group were significant or not, the writer used t-test to test

the hypothesis that had been mentioned in the chapter two. The writer used formula:

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

Where:

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

Based on table IV. 3, first the writer had to find out S by using the formula above:

$$t = \frac{64{,}39 - 60{,}00}{9{,}133\sqrt{\dfrac{1}{33} + \dfrac{1}{33}}}$$

$$s = \frac{\sqrt{(33-1)68{,}3712 + (33-1)98{,}4375}}{33+33-2} = 9{,}133$$

Because of it is in Ho area, I can be conclude that both experimental and control group have no difference.

2. Analysis of Post-test

The experimental group was given post test on September 7, 2009 and control group was given a post

test on May 13, 2015. Post-test was conducted after all treatments were done. Animated movie was used as aid in the teaching of speaking narrative text to students in experimental group. While for students in control group, they were given treatments without animated movie. Post-test was aimed to measure students' ability after they got treatments. They were asked to make a narrative text after they read the text (for students in control group) and after watched animated movie use budding translators method (for students in experimental group).

1. **Test of Normality**

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, come from normal distribution normal or not. The formula, that was used, was Chi-quadrate. The result computation of Chi-quadrate (X^2_{score}) then was compared with table of Chi-quadrate (X^2_{table}) by using 5% alpha of significance. If $X^2_{score} < X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of X MIPA 2 students in the control group after they got usual

treatments (using text) in the teaching of speaking narrative text, they reached the maximum score 90 and minimum score 55. From the computation of frequency distribution, it was found ($\Sigma f_{i.} x_i$) = 2418 , and ($\Sigma f_{i.} x_i^2$) = 180746. So, the average score ($\overline{X}$) was 73.33 and the standard deviation (S) was 10.05. It meant that there was an improvement of students' score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Table IV. 4 Table of the Observation Frequency of Control Group (post-test)

Class	Bk	Z_i	P(Z_i)	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	54,5	-1,87	-0,4695				
55 – 61				0,0891	2,4	6	5,3756
	61,5	-1,18	-0,3804				
62 – 68				0,1958	5,3	6	0,0966
	68,5	-0,48	-0,1847				
69 – 75				0,2700	7,3	5	0,7195
	75,5	0,22	0,0853				

76 – 82				0,2338	6,3	10	2,1553
	82,5	0,91	0,3191				
83 – 89				0,1270	3,4	6	1,9266
	89,5	1,61	0,4461				
90 – 96				0,0433	1,2	2	0,5910
	96,5	2,30	0,4894				
					X²	=	10,8645

Based on the Chi-quadrate table (X^2_{table}) for 5% alpha of significance with dk $=6 - 1 = 5$, it was found $X^2_{table} = 11{,}07$. Because of $X^2_{score} < X^2_{table}$, so the data of experimental group after getting treatments distributed normally.

While from the result of X MIPA 5 students in experimental group, after they were taught narrative text by using animated movie, was found that the maximum score was 95 and minimal score was 60. The stretches of score were 35. So, there were 10 classes with length of classes 6. From the computation of frequency distribution, it was found $(\Sigma f_{i.} x_i) = 2751$, and $(\Sigma f_{i.} x_i^2) = 232407$. So, the average score ($\overline{X}$) was 83,48 and the standard deviation (S) was 8.79. By seeing the average score

of students in experimental group, it could be concluded that there was an improvement of students' score after they got treatments by using animated film. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-quadrate (X^2_{score}).

Table IV. 5 Table of the Observation Frequency of Experimental Group (post-test)

Class	Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
	59,5	-2,73	-0,4968				
60 – 66				0,0235	0,6	1	0,2099
	66,5	-1,93	-0,4733				
67 – 73				0,1014	2,7	4	0,5827
	73,5	-1,14	-0,3719				
74 – 80				0,2391	6,5	9	1,0039
	80,5	-0,34	-0,1329				
81 – 87				0,3089	8,3	8	0,0139
	87,5	0,46	0,1760				
88 – 94				0,2188	5,9	5	0,1395
	94,5	1,25	0,3948				
95 – 101				0,0849	2,3	6	5,9945
	101,	2,05	0,4798				

	5								
						X²	=	7,9444	

For a = 5 %, with dk = 6-1 = 5it is obtained X^2 tabel= 11,07. Because of X^2 hitung < X^2 tabel, so the data is normal distribution.

2. Test of Homogeneity

The writer determined the mean and variance of the students' score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

Table. IV. 6 Test of Homogeneity (Post-test)

Variance Sources	Experimental	Control
Sum	2755	2420
N	33	33
$\overline{X}$	83,485	73,33
Variance (s^2)	77,320	101,042
Standard deviation (s)	8,793	10,052

75

The computation of the test of homogeneity as follows:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

$$= \frac{82.7122}{65.9512}$$

$$= 1.254$$

On a 5% with dk pembilang (nb - 1) = 33 − 1 = 32 and dk penyebut (nk − 1) = 33 − 1 = 32, it was found $F_{table\,(0.025)(40:40)}$ = 1.804. Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variance (homogenous).

$F_{(0.05)(32:32)}$ = 1,804

Daerah
penerimaan
Ho

1,3068   1,804
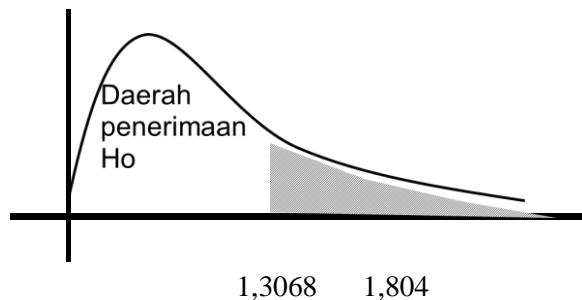
3. **Test of difference two variants in post-test between experiment and control group**

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students' results of writing a narrative paragraph in experimental and control group after getting treatments were significant or not, the writer used t-test to test the hypothesis that had been mentioned in the chapter two. To see the difference between the experimental and control group, the writer used formula:

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

Where:

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

Based on the formula, first the writer had to find out S by using the formula above:

$$S = \sqrt{\frac{(33-1)77,3201+(33-1)101,0417}{33+33-2}} = 9,4436$$

$$t = \frac{83,48-73,33}{9,4436\sqrt{\dfrac{1}{33}+\dfrac{1}{33}}} = 4,367$$

For a = 5% with dk = 28+27-2= 53 it is obtained $t_{(0.05)(53)= 1,67}$

Daerah
penerimaan
Ho

1,67   4,367
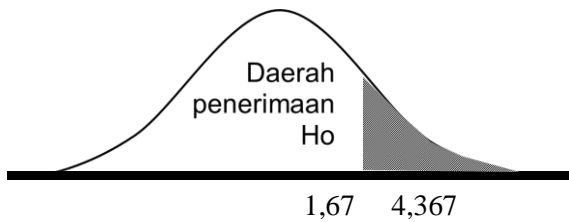
Because of it is not in Ho are, it conclude that experimental group was better that control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of speaking in narrative using

animated movie and the teaching of speaking in narrative without animated movie for the tenth grade students of SMA N 1 Prembun. Teaching speaking in narrative with animated movie seemed to be more effective than teaching narrative without animated movie. It can be seen from the result of the test where the students taught speaking by using animated movie got higher scores than the students taught speaking without animated movie.

B. **Discussions**

The data were obtained from the students' achievement scores of the test of speaking in narrative. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 64.39 (pre-test) and 83.48 (post-test). The average score for control group was 60.00 (pre-test) and 73.33 (post-test). The following was the simple tables of pre and post-test students' average score and students' average score of each speaking components.

Table IV. 7 The Pre-test and Post-test Students' Average

Scores of the Experimental and Control Group

No	Group	The Average Percentage of Pre-test	The Average Percentage of Post-test
1	Experimental	64.39	83.48
2	Control	60.00	73.33

1.Students' Condition in Control Group

In this study, source of data that was become as control group was class X MIPA 2. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught narrative writing using text as they had got. By using text as an aid in the teaching learning process, teacher had used a monotonous media that could not increase students' narrative writing. Students could not enjoy in writing and explore their ideas because they had to write what they had read from the text. It was proven with the control group's average in the post-test (73.33) which was lower than the experimental group (83.48); and control group's average in the pre-test (60.00) also was lower that the experimental group (83.48).

2.Students' Condition in Experimental Group

1. **Analysis Students' Speaking Before Treatment (Pre-test)**

In the pre-test, students' ability in speaking narrative text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in narrative speaking. Sentences, which were made by students, were influenced by Indonesian language. Students' ability was in low level when they had to arrange the words to be a good sentence by considering main idea. It meant that the idea was not clearly stated and the sentences were not well-organized to support the main idea. Students' word choice (fluency) was also far from being perfect. Not only the sequence of sentences which were made by students was not complete but also there were many difficulties in grammar and mechanic; therefore, students' ability of narrative speaking could not be understood. To minimize the number of students' mistakes in their speaking, the researcher gave correction. From the correction of their mistakes, students' were supposed to learn more and improve their ability in narrative speaking.

2. Analysis Students' Speaking After Treatment (Post-test)

In the term of the product of the students' work, students' ability were collected and analyzed. Based on the analysis of students' ability, it was found that students' ability after getting treatment improved. In the treatment, students were given animated movie that was in line with the function of narrative text, its linguistic features, and its generic structure. The content was complete and relevance to the topic and the ideas were easy to understand. The sentences were well organized to support the main idea and in accordance with the sequence of event in the movie; however, there were mistakes in grammar.

As the indicator of the students' ability in narrative speaking, the finding showed that students' ability was in good level; although, there were still some mistakes that students had made like grammar. So, it could be concluded that the implementation of using animated film as media in the teaching of narrative speaking was very effective. It was proven with students' average score in experimental group was higher than control group. By considering the students' final score after

getting treatment, the teaching of narrative writing using animated movie as media was better than without animated movie (text).

Based on t-test analysis that was done, it was found that the t-score (2.920) was higher than t-table by using 5% alpha of significance (1.66). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (using animated film) and the improvement of students achievement that was given a usual treatment (using text).

C. The Advantages and Disadvantages of Using Animated Film in the Teaching of Speaking Narrative Text

1. The Advantages of Using Animated Movie in the Teaching of Speaking Narrative Text

After conducted the research, there were some advantages of using animated movie in the teaching of speaking narrative text with budding translators method:

a. The animated movie gave students the real data of a chronological action. It helped students to express their ideas not only based on their imagination but also reality. The use of animated film was actually

meant to help them in catching and expressing their ideas easily.

b. Students' boredom in learning narrative could be avoided. The treatment gave students different nuances of teaching and learning process so they were interested in following the lesson. Animated movie that contained motion picture could attract students' attention to interpret it and express their ideas related to the movie.

2. The Disadvantages of Using Animated Film in the Teaching of Narrative Writing

The disadvantages were described below:

a. It spent a lot of time to prepare the equipments like computer, LCD projector, and others.

b. It was not easy to find the appropriate film that related with the function of narrative text. In selecting animated film, teacher had to consider film duration and time for speaking activity.

D. **Limitation of Research**

The writer realized that there were some hindrances and barriers in doing this research. The hindrances and barriers occurred was not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research

CHAPTER V
CONCLUSSION AND SUGGESTION

A.   Conclusions

Based on the finding and discussion in chapter IV, it could be concluded that the use of animated film as media in the teaching of speaking narrative text was very effective. It was proved by the obtained score of t-test. The t-test showed that t-score 2.920 was higher than t-table 1.66. It meant that Ha was accepted and Ho was rejected. Since the t-score was higher that the t-table, there was a significance difference in the achievement between students in class X MIPA 5 who were taught narrative text using animated film as media and students in class X MIPA 2 who were taught narrative text without using animated film as media (using text only). The average score of experimental group was 76.29 and the average score of control group was 70.73. It meant that the experimental group (class X MIPA 5) was better than the control group (class XMIPA 2).

B.   Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1.   Teacher should use an animated film in the teaching of speaking in narrative text because it can inspire

students' mind what had to speak and write. By watching an animated film, students will not find difficulties in getting an idea to write.

2. Teacher should prepare the equipment well. It means that before using an animated film as media in the teaching of speaking in narrative text. It will be better if teacher make sure that the qualities of equipment used are good enough.

3. Teacher should plan the time well. They should be careful in selecting the film and considering its time duration and the length of time for speaking activity.

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Appendix 1

INSTRUMENT
EXPERIMENTAL GROUP
INSTRUCTION!

A. Answered the following question correctly!

1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
2. When did happend the mountain of Tangkuban perahu?
3. What did the message that can be gotten of the story?
4. What events were there?
5. What did the tempspeaking conjunction of the story?

B. Choose the correct answer bellow according the text!

1) What kind of text is in the story above?
   A. fairy tale   C. Fantasy
   B. legend   D. Mythos
2) When did the story of prambanan temple happened?
   A. Once
   B. Yesterday
   C. In years 1890
   D. 20th century
3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
   A. Because he was bad behavior.
   B. Because he was not handsome.
   C. Because he was not rich.
   D. Because he was killed Roro Jonggrang's father.
4. After reading this story, we can learn that …
   A. We did not gave up to do something.
   B. We have to keep our promise in order to did not made the others angry.
   C. Don't lie to your friends.
   D. We have to be careful with unfamiliar people.
5. What is the communicative purpose of this text?

A. To inform the readers about activities happened in the past.

B. To describe something in general.

C. To give information about theprambanan temple.

D. To entertain the readers.

6. Who was helped Bandung Bondowoso to build the temple?

A. The demons

B. Roro Jonggrang

C. His parents

D. Prabu Baka

7. What was the complication of the story?

A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.

B. Prabu baka was died because he sick.

C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him.

D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the tempspeaking conjunction of the story?

A. And

B. Meanwhile

C. At once

D. Suddenly

9. What did used tense of the story?

A. Present tense

B. Present perfect tense

C. Past future

D. Past tense

10. Where did the paragraph that showed mental process of the story?

A. First paragraph

B. Second paragraph

C. Third paragraph

D. Finally paragraph

C. Matched the questions and answered bellow!

1. Who were Dato Syeh Rahman and Yam? A. He found a jar of cool fresh water
2. When the story happend? B. Cik Galib
3. Where did the story happend? the C. Yam walked to

    boat
4. What happend after the man and fifty prayed without eat and drink? D. Over a hundred years ago
5. What action verb of the story? E. They were two holy men

6. What happend after Yam walked to the boat? F. Singapore
7. What was the tempspeaking conjunction and drink of the story? G. Yam didn't eat
8. What was Syeh Rahman's sister? H. Then he began to feel sick
9. What was the coordinate conjunction often pray in island of the story? I. After that they
10. Who was Syed Rahman's mother? J. Cik Sharfah Fatimah

Appendix 2

INSTRUMENT
CONTROL GROUP

INSTRUCTION!

A. **Answered the following question correctly!**

   1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
   2. When did happend the mountain of Tangkuban perahu?
   3. Who was Sangkuriang?
   4. What was the mopral value of the story?
   5. Why did Sangkuriang out from his house?

B. **Choose the correct answer bellow according the text!**

   1. What kind of text is in the story above?
      A. fairy tale   C. Fantasy
      B. legend   D. Mythos
   2. When did the story of prambanan temple happened?
      A. Once
      B. Yesterday
      C. In years 1890
      D. 20th century
   3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
      A. Because he was bad behavior.
      B. Because he was not handsome.
      C. Because he was not rich.
      D. Because he was killed Roro Jonggrang's father.
   4. After reading this story, we can learn that …
      A. We did not gave up to do something.
      B. We have to keep our promise in order to did not made the others angry.
      C. Don't lie to your friends.
      D. We have to be careful with unfamiliar people.
   5. What is the communicative purpose of this text?

A. To inform the readers about activities happened in the past.
B. To describe something in general.
C. To give information about the prambanan temple.
D. To entertain the readers.

6. Who was helped Bandung Bondowoso to build the temple?
A. The demons
B. Roro Jonggrang
C. His parents
D. Prabu Baka

7. What was the complication of the story?
A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.
B. Prabu baka was died because he sick.
C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him.
D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the coordinate conjunction of the story?
A. And
B. Meanwhile
C. At once
D. Suddenly

9. What did used tense of the story?
A. Present tense
B. Present perfect tense
C. Past future
D. Past tense

10. Where did the paragraph that showed mental process of the story?
A. First paragraph
B. Second paragraph
C. Third paragraph
D. Finally paragraph

C. Matched the questions and answered bellow!

1. Who was the main character of the Nyi Roro Kidul legend?

   A. We did not have any bad feeling to others

2. Who were the participants of the story?

   B. Happy ending. The ocean Water cured her illness.

3. When did it take place?

   C. Then, Kadita's body was full of ulcer

4. What is the mental verb of the was story?

   D. Kadita's body full of ulcer, then she was sent away.

5. What is the temporal conjunction Dewi of the story?

   E. Dewi Kadita, Mutiara, the king

6. What is the coordinate conjuncti-very on of the story?

   F. The king was sad

7. What is the complication of the time story?

   G. Once upon a time

8. How was the ending of the story?

   H. She become a fairy called Nyi Roro Kidul or the Queen of South Ocean

9. What did the moral value of the story?

   I. First person

10. From whose point of view is the story being told?

    J. Dewi Kadita

Appendix 3

Name :
Student no :
Class :

Worksheet of Pre-Test

I.   Answer the following question orally!

1. Do you know abot narrative text?
2. What is the social function of narrative?
3. Have you ever seen or read the story of Malin Kundang?
4. Who is he? Is he kind?
5. Whom does he live with?
6. Who were the characters in the story?
7. Who was the main character in the story?
8. Where did it take place?
9. What events were there?
10. How was the ending of the story?

II.   Please, tell about the story of Malin Kundang with your own sentences!

Appendix 4

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┌─────────────────────────┐
│ Name      :             │
│ Student no :            │
│ Class     :             │
└─────────────────────────┘
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Worksheet of post Test Control Class

A. Answered the following question correctly according Tangkuban perahu legend!
1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
2. When did happend the mountain of Tangkuban perahu?
3. Who was Sangkuriang?
4. What was the mopral value of the story?
5. Why did Sangkuriang out from his house?

B. Choose the correct answer bellow according The Prambanan Temple text!
1. What kind of text is in the story above?
   A. fairy tale   C. Fantasy
   B. legend   D. Mythos
2. When did the story of prambanan temple happened?
   A. Once
   B. Yesterday
   C. In years 1890
   D. 20th century
3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
   A. Because he was bad behavior.
   B. Because he was not handsome.
   C. Because he was not rich.
   D. Because he was killed Roro Jonggrang's father.
4. After reading this story, we can learn that …
   A. We did not gave up to do something.
   B. We have to keep our promise in order to did not made the others angry.

C.   Don't lie to your friends.

D.   We have to be careful with unfamiliar people.

5.   What is the communicative purpose of this text?

A. To inform the readers about activities happened in the past.

B. To describe something in general.

C. To give information about theprambanan temple.

D. To entertain the readers.

6.   Who was helped Bandung Bondowoso to build the temple?

A.   The demons

B.   Roro Jonggrang

C.   His parents

D.   Prabu Baka

7.   What was the complication of the story?

A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.

B. Prabu baka was died because he sick.

C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him.

D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8.   What did the coordinate conjunction of the story?

A. And

B. Meanwhile

C. At once

D. Suddenly

9.   What did used tense of the story?

A. Present tense

B. Present perfect tense

C. Past future

D. Past tense

10. Where did the paragraph that showed mental process of the story?

A. First paragraph

B. Second paragraph

C. Third paragraph

D. Finally paragraph

C. Matched the question and answered bellow correctly.

1. Who was the main character of the Nyi Roro Kidul legend?

2. Who were the participants of the story?

3. When did it take place?

4. What is the mental verb of the story?

5. What is the tempspeaking conjunction of the story?

6. What is the coordinate conjunction of the story?

7. What is the complication of the story?

8. How was the ending of the story?

9. What did the moral value of the story?

10. From whose point of view is the story being told?

A. We did not have any bad feeling to others

B. Happy ending. The ocean Water cured her illness.

C. Then, Kadita's body was full of ulcer

D. Kadita's body was full of ulcer, then sent her away.

E. Dewi Kadita, Dewi Mutiara, the king

F. The king was very sad

G. Once upon a time

H. She become a fairy called Nyi Roro Kidul or the Queen of South Ocean

I. Dewi Kadita

J. First person

Appendix 5

Name   :
Student no:
Class   :

Worksheet of post Test Experimental Class

A. Answered the following question correctly!
1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
2. When did happend the mountain of Tangkuban perahu?
3. What did the message that can be gotten of the story?
4. What events were there?
5. What did the tempspeaking conjunction of the story?

B. Choose the correct answer bellow according the text!
1) What kind of text is in the story above?
    A. Fairy tale   C. Fantasy
    B. Legend   D. Mythos
2) When did the story of prambanan temple happened?
    A. Once .   C. In years 1890
    B. Yesterday   D. 20th century
3) Why did Roro Jonggrang would not married with Bandung Bondowoso?.
    A.   Because he was bad behavior.
    B.   Because he was not handsome.
    C.   Because he was not rich.
    D.   Because he was killed Roro Jonggrang's father.
4. After reading this story, we can learn that …
    A.   We did not gave up to do something.
    B.   We have to keep our promise in order to did not made the others angry.
    C.   Don't lie to your friends.
    D.   We have to be careful with unfamiliar people.
5. What is the communicative purpose of this text?
    A. To inform the readers about activities happened in the past.

B. To describe something in general.

C. To give information about theprambanan temple.

D. To entertain the readers.

6. Who was helped Bandung Bondowoso to build the temple?
   A. The demons
   B. Roro Jonggrang
   C. His parents
   D. Prabu Baka

7. What was the complication of the story?
   A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.
   B. Prabu baka was died because he sick.
   C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him.
   D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the tempspeaking conjunction of the story?
   A. And
   B. Meanwhile
   C. At once
   D. Suddenly

9. What did used tense of the story?
   A. Present tense
   B. Present perfect tense
   C. Past future
   D. Past tense

10. Where did the paragraph that showed mental process of the story?
    A. First paragraph
    B. Second paragraph
    C. Third paragraph
    D. Final paragraph

C. Matched the questions and answered bellow!

1. Who were Dato Syeh Rahman and Yam?
2. When the story happend?
3. Where did the story happend?
4. What happend after the man prayed without eat and drink?
5. What action verb of the story?
6. What happend after Yam walked to the boat?
7. What was the temporal conjunction of the story?
8. What was Syeh Rahman's sister?

9. What was the coordinate conjunction of the story?
10. Who was Syed Rahman's mother?

a. Cik Galib
b. He found a jar of cool fresh water
c. Yam walked to the boat
d. Over a hundred and fifty
e. They were two holy men
f. Singapore
g. Yam didn't eat and drink
h. Then he began to feel sick
i. After that they often pray in island
j. Cik Sharfah Fatima

Appendix 6

A. OBSERVATION CHECK LIST OF CONTROL CLASS

- **Check list**

No.	Activities	Grade				
		Very Bad	Bad	Fair	Good	Excellent
1.	The teacher when explains the material to the students in class is clear, the students comphrehend with the material.	1 Very Unclear	2 Unclear	3 Clear Enough	4 √ Clear	5 Very Clear
2.	In classroom management the teacher can control and organized the	1 Very Unorganized	2 Unorganized	3 Organized Enough	4 Oiganized	5 √ Very Organized

	students to do assesment in class.				
3.	The teachers gives motivation to the students in the change in order to they can improve their skill.	1 Worst	2 Bad	3 Good Enough	4 √ Good	5 Very Good
4.	Media which is used by the teacher to teach the students is appropriate.	1 Very Unappropriate	2 Unappropriate	3 Appropriate Enough	4√ Appropriate	5 Very Appropriate
5.	Students pay attention the teachers presentation in teaching learning activity.	1 Worst	2 Bad	3 Good enough	4√ Good	5 Very good

6.	Students' are enthusias to join the class, they are great interest and go to forward the class in learning activity.	1	2	3√	4	5
		Very Low	Low	High enough	High	Very high
7.	Students' are serious in understanding material that is explained by the teacher.	1	2	3	4√	5
		Very unserious	Unserious	Serious enough	Serious	Very serious
8.	Students' are enjoyed with the material which is teached by the teacher in learning process.	1	2	3	4√	5
		Very uninterested	Uninterested	Interested enough	Interested	Very interested

English Teacher

Dra. Dwi Anggorowati
NIP. 19610627 198803 2004

Appendix 7

B. OBSERVATION CHECK LIST OF EXPERIMENTAL CLASS

- **Check list**

No.	Activities	Grade				
		Very bad	Bad	Fair	Good	Excellent
1.	The teacher when explains the material to the students in class is clear, the students comphrehend with the material.	1 Very Unclear	2 Unclear	3 Clear Enough	4 √ Clear	5 Very Clear
2.	In classroom management the teacher can control and organized the	1 Very Unorganized	2 Unorrganizeed	3 Organized Enough	4 Organized	5 √ Very Organized

	students to do assesment in class.					
3.	The teachers gives motivation to the students in the change in order to they can improve their skill.	1	2	3	4 √	5
		Worst	Bad	Good Enough	Good	Very Good
4.	Media which is used by the teacher to teach the students is appropriate.	1	2	3	4√	5
		Very Unappropriate	Unappropriate	Appropriate Enough	Appropriate	Very Appropriate
5.	Students pay attention the teachers presentation in teaching learning activity.	1	2	3	4	5√
		Worst	Bad	Good enough	Good	Very good

6.	Students' are enthusias to join the class, they are great interest and go to forward the class in learning activity.	1	2	3	4	5√
		Very Low	Low	High enough	High	Very high
7.	Students' are serious in understanding material that is explained by the teacher.	1	2	3	4√	5
		Very unserious	Unserious	Serious enough	Serious	Very serious
8.	Students' are enjoyed with the material which is teached by the teacher in learning process.	1	2	3	4	5√
		Very uninterested	Uninterested	Interested enough	Interested	Very interested

English Teacher

Dra. Dwi Anggorowati
NIP. 19610627 198803 2004

Appendix 8

LESSON PLAN CONTROL CLASS

Schools : SMA N 1 Perembun
Subject : English
Class / Semester : X / 2
Topic : Narrative Text speaking and
written form of legend
Allocation of Time : 2 x 45 Minutes (The First
Meeting)

A. Main Competence

1. Show gratitude for God's gift of the existence and use of English as an international language of communication embodied in the spirit of learning
2. Have an attitude of responsibility, caring, responsive, and courteous in using the English language to understand the structure and rules explained, asking, and responding to the exposure of identity
3. Determining the structure of the text and explained the rules, ask and respond to the intention to do something
4. Determine the rules of the text explained, asking, and responding to the intention to do something
5. Make text intention to do something with attention to social functions, the structure of the text, and correct linguistic elements and in context, with the correct Grammar

B. Basic Competencies and Indicators

3.10 Analyzing social functions, text structure, and linguistic elements in a simple narrative text form folklore of the people, according to the context of its use.
Indicators:
1. Identify the generic structure in the narrative text
2. Identify language features that exist in the narrative text

C. Learning Objectives

1) Students can identify the generic structure of narrative text.

2) Students can identify language feature narrative text.

D. Learning Materials

Written text in the form of simple legend (Look Book Class X p. 60) Social functions: Imitate mspeaking values, patriotism, respect for other cultures.

Generic structure:
1) The introduction of characters and settings
2) Complications of the main character
3) Solutions and the end of the story

Language feature:
1) grammar fitting simple past tense and continuous tense
2) The words related to character, character, and setting in folklore
3) The adverb liaison (first, after, that, finally, etc.)
4) Doing Thinking Verbs and Verbs
5) Reported Speech
6) Speech, said stress, intonation, when presented speaking ly
7) References word

a. Examples of Narrative text

Cinderella

| Orientation |

Once upon time there was a <u>young girl named Cinderella who lived with her</u> step mother and two stepsisters.

| Major Complication |

Cinderella's stepmother and stepsisters were conceited and bad tempered. They treated Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters, on the other hand, didn't work about the house, and their mother gave them many handsome dresses to wear.

One day, the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last the day of the ball came, and away went the sisters to it. Cinderella couldn't help crying after they had left.

Complication

Resolution

"Why are you crying, Cinderella? A voiced asked. She looked up and saw her fairy godmother standing beside her," because I want so much to go to the ball," said' Cinderella. "Well", said, her godmother. "you've been such a cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball".

Magically, the fairy godmother change a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it become a beautiful ball gown. Then she gave her a pair of pretty glass slippers, "oh, Cinderella," she said "you must leave before midnight." Then, away she drove in her beautiful coach.

Resolution

Cinderella was having a wonderfully, good time. She danced again and again with strike twelve, she ran towards the door quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

Major Complication Crisis

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. The king's page let Cinderella try on the slipper. She stuck out, her

foot, and the page slipped the slipper on. It fitted perfectly.

<u>Finally</u>, she was driven to the palace. The king's son <u>was overjoyed</u> to see her again. They were married and lived happily ever after.

| Major Resolution |

E. Assessment:
a. Read the following text to determine the structure and language generic feature!
b. Make questions about the characters, time and place (setting), conflicts arise, solutions to solve problems, the end of the story, the message content, action verb, circumstance of place, tempspeaking conjunction, the mental process and the mspeaking values of the following text. (at least 5 questions)!

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog,his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.
One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.
Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.
Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

A. **Answered the following question correctly!**
1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
2. Where the story happend?
3. Who was Sangkuriang?
4. What was the mspeaking value of the story?
5. Why did Sangkuriang out from his house?

 Assesment 2:
a. Read the following text to distinguish the generic structure and language features with the previous text.!
b. Make questions about the characters, time and place (setting), conflicts arise, solutions to confront problems, end of story, message content, action verb, circumstance of place, tempspeaking   conjunction, the mental process and the speaking values of the following text. (at least 5 questions)!

The Legend Of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wantted to marry her.

Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had

killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought at had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple.
"The Princess has deceived me!" Following his anger, he cursed Roro

Jonggrang, "You have been cheated. Now, the thousandth temple is

you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan Temple and the Princess statue Rara Jonggrang statue.

A. Choose the correct answer bellow according the text!
1. What kind of text is in the story above?
    A. fairy tale   C. Fantasy
    B. legend   D. Mythos
2. When did the story of prambanan temple happened?
    A. Once
    B. Yesterday
    C. In years 1890
    D. 20th century
3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
    A. Because he was bad behavior.
    B. Because he was not handsome.

C. Because he was not rich.

D. Because he was killed Roro Jonggrang's father

4. After reading this story, we can learn that …
    A. We did not gave up to do something.
    B. We have to keep our promise in order to did not made the others angry
    C. Don't lie to your friends.
    D. We have to be careful with unfamiliar people.

5. What is the communicative purpose of this text?
    A. To inform the readers about activities happened in the past
    B. To describe something in general.
    C. To give information about theprambanan temple.
    D. To entertain the readers.

6. Who was helped Bandung Bondowoso to build the temple?
    A. The demons
    B. Roro Jonggrang
    C. His parents
    D. Prabu Baka

7. What was the complication of the story?
    A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.
    B. Prabu baka was died because he sick.
    C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him
    D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the coordinate conjunction of the story?
    A. And
    B. Meanwhile
    C. At once
    D. Suddenly

9. What did used tense of the story?
    A. Present tense
    B. Present perfect tense
    C. Past future
    D. Past tense

10. Where did the paragraph that showed mental process of the story?
  A. First paragraph
  B. Second paragraph
  C. Third paragraph
  D. Finally paragraph

F.   Method of Learning
  Approach scientifikstrategy: Listening, literature, individual and group assignments

G.   Media, Tools, and Learning Resources
  1. Media
    - Narrative text
    - Handout
    - Animation movie
  2. Equipment / Material
    - Loud speakers laptop
    - Computer
    - LCD
  3. Learning Resources
    - Book English Class X Semester 2

H.   Steps Learning Activities
  1) Introduction Activity (15 minutes)
    - Teachers check the readiness of students to learn both physically and psychologically.
    - Teacher asks students experience in English (social chat);
    - The teacher explains the purpose of learning or competence to be achieved;
    - Teacher outlining material coverage and explanation of the activities that will be carried students to complete the exercises and assignments in learning.

2) Core Activities (60 minutes)

Observing (Lembar Kerja Siswa 1)

Students read a text narrative form of the legend is given by the teacher.

Read the following text to determine the structure and language generic feature!

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog,his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Questioning (Lembar Kerja Siswa 2)

Students prepare questions in groups (four children) on the generic structure and language features such as, a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, and message content mspeaking values that exist in the text. (at least 5 questions).

Example:
- *Teks 1*
    1. *Who was sangkuriang of the story?*
    2. *Where did it take place?*
    3. *Why did Dayang Sumbi couldn't merried with Sangkuriang?*
    4. *Who were characters in the story?*
    5. *Who was the mspeaking value of the story?*
- *Teks 2*
    1. *who is roro jonggrang of the story?*
    2. *When did it take place?*
    3. *How was the ending of story?*
    4. *Where did Prambanan temple was build?*
    5. *What message can be drawn from the text?*

Exploring

Students answered questions by identifying the generic reference to the text structure and language features that include characters, character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking value.

Example:

Text 1
a. *Setting: at once, happend in Bandung West Java*
b. *participants: Sangkuriang, Tumang, and Dayang Sumbi*
c. *Action verb:hit, looked, found*
d. *Complication: He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.*

e. *Mental process: worried*

Text 2
a. *Participants: Roro Jonggrang, Prabu Boko, Bandung Bondowoso*
b. *Complication: Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung.*
c. *Resolution: So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition.*
d. *Mental process: felt sad*
e. *Mspeaking value:we don't lie with our promise to others people because it made the others disappointed.*

- Students answer questions from the teacher to the right.

B. Answered the following question correctly!

1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
   Answer: Dayang Sumbi, Sangkuriang and Tumang
2. Where the story happend?
   Answer: at once
3. Who was Sangkuriang?
   Answer: Sangkuriang was Dayang Sumbi's son
4. What was the mspeaking value of the story?
   Answer: We have to respect with our parents and obeyed what they speak
5. Why did Sangkuriang out from his house?
   Answere: because Dayang Sumbi was very angry and hit his had.

- Students can answer multiple choice questions correctly.

C. Choose the correct answer bellow according the text!
1. What kind of text is in the story above?
    A. fairy tale   C. Fantasy
    B. legend *   D. Mythos
2. When did the story of prambanan temple happened?
    A. Once *
    B. Yesterday
    C. In years 1890
    D. 20th century
3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
    A. Because he was bad behavior.
    B. Because he was not handsome.
    C. Because he was not rich.
    D. Because he was killed Roro Jonggrang's father *
4. After reading this story, we can learn that …
    A. We did not gave up to do something.
    B. We have to keep our promise in order to did not made the others angry *
    C. Don't lie to your friends.
    D. We have to be careful with unfamiliar people.
5. What is the communicative purpose of this text?
    A. To inform the readers about activities happened in the past *
    B. To describe something in general.
    C. To give information about theprambanan temple.
    D. To entertain the readers.
6. Who was helped Bandung Bondowoso to build the temple?
    A. The demons *
    B. Roro Jonggrang
    C. His parents
    D. Prabu Baka

7. What was the complication of the story?
    A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.
    B. Prabu baka was died because he sick.

C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him *

D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the coordinate conjunction of the story?
   A. And*
   B. Meanwhile
   C. At once
   D. Suddenly

9. What did used tense of the story?
   A. Present tense
   B. Present perfect tense
   C. Past future
   D. Past tense *

10. Where did the paragraph that showed mental process of the story?
    A. First paragraph
    B. Second paragraph
    C. Third paragraph *
    D. Finally paragraph

Associating (Lembar Kerja Siswa 2)

• Students compare the similarities and differences generis strusture and language features that exist in both text by writing group discussions and answer questions.

Text 1:

The Story of Sangkuriang and Tangkuban Perahu Mountain

Circumstance of time

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang.

Complication

After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home. Years go bye, Sangkuriang had travel many places and finally arrived at a village.

Resolution

Complication crisis

He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son. She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it.

Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her.

He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Resolution

Circumstance of place

Text 2:

The Legend Of Prambanan Temple

Allocation of time

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wantted to marry her.

Complication

Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought at had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

Resolution

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan Temple and the Princess statue Rara Jonggrang statue.

- Text 1
  1. Who was sangkuriang of the story?
     Sangkuriang was a son of Dayang Sumbi and Tumang.
  2. Where did it take place?
     The story take place in Bandung, West Java.
  3. What did complication of he story?
     Sangkuriang couldn't merried with Dayang Sumbi, beacuce she was recognized that he was her son, and

he was angry and kicked the boat. After that beacame a mountain named Tangkuban Perahu.
4. Who were characters in the story?
There are 3 character they were Tumang, Dayang Sumbi, and Sangkuriang.
5. What did the mspeaking value of the story?
We might not tell a lie with others, because it we must tell a not trurh it woulod be bad effect.

- Text 2
  1. who was roro jonggrang of the story?
  Roro jonggrang was daughter of King named prabu Boko.
  2. When did it take place?
  The story was happend at once.
  3. What is the action verb of the text? One day, a handsome young man with super natural power named Bandung Bondowoso defatted and <u>killed</u> Prabu Baka.
  4. Where did Prambanan temple was build?
  It was build in Jogjakarta
  5. What message can be drawn from the text?
  We did not bad tempered and honest with others people.

Communicating
Students read the results of the discussion to his friends by conveying about the characters in the text, the character in the story, the setting, the tempspeaking conjunction, action verb conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and speaking value.
text 1
a. Setting: at once, happend in Bandung West Java
b. participants: Sangkuriang, Tumang, and Dayang Sumbi
c. Action verb:hit, looked, found

d. *Complication: He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.*

e. *Mental process: worried*

Teks 2

a. *Participants: Roro Jonggrang, Prabu Boko, Bandung Bondowoso*

b. *Complication: Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung.*

c. *Resolution: So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition.*

d. *Mental process: felt sad*

e. *Mspeaking value:we don't lie with our promise to others people because it made the others disappointed.*

3) Closing Activities (15 minutes)
   • The teacher's guidance the learners to conclude the material
   • Teachers provide learning feedback
   • The teacher presents a lesson plan for the next meeting

I. **Assessment**
   1. Type / Technical Assessment
   • Attitude (through observation rubric attitude for learning)
   • Knowledge: written test
   2. Rubric assessment

No	Name	Attitude				Descrip-tion
		Comprehen-sion	Compli-teness	Accu-racy	Respo-nsi-bility	
1.						
2.						
3.						
33.						

Kebumen, 6th May 2015
The Researcher,

Murtiningsih
NIM. 093411045

Approved by

Headmaster
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English

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Worksheet 1

Read the tetx bellow to know generic structure and language feature of the text!

The Story of Sangkuriang and Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog,his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Worksheet 2

A. Answered the following question correctly!

1. Who were the participants of the story Sangkuriang and Tangkuban Perahu legend?
2. Where the story happend?
3. Who was Sangkuriang?
4. What was the mspeaking value of the story?
5. Why did Sangkuriang out from his house

B. Choose the correct answer bellow according the text!

1. What kind of text is in the story above?
   - A. fairy tale
   - C. Fantasy
   - B. legend
   - D. Mythos
2. When did the story of Prambanan temple happened?
   - A. Once
   - B. Yesterday
   - C. In years 1890
   - D. 20th century
3. Why did Roro Jonggrang would not married with Bandung Bondowoso?.
   - A. Because he was bad behavior.
   - B. Because he was not handsome.
   - C. Because he was not rich.
   - D. Because he was killed Roro Jonggrang's father
4. After reading this story, we can learn that …
   - A. We did not gave up to do something.
   - B. We have to keep our promise in order to did not made the others angry
   - C. Don't lie to your friends.
   - D. We have to be careful with unfamiliar people.
5. What is the communicative purpose of this text?
   - A. To inform the readers about activities happened in the past
   - B. To describe something in general.
   - C. To give information about the Prambanan temple.
   - D. To entertain the readers.

6. Who was helped Bandung Bondowoso to build the temple?
   A. The demons
   B. Roro Jonggrang
   C. His parents
   D. Prabu Baka

7. What was the complication of the story?
   A. Roro Jonggrang very loved with Bandung Bondowoso but her father did not gave permit.
   B. Prabu baka was died because he sick.
   C. Bandung Bondowoso was cursed Roro Jonggrang into a statue because she was deceive him
   D. Roro Jonggrang ordered all the women in the palace to make noisy sound of grinding rice.

8. What did the coordinate conjunction of the story?
   A. And
   B. Meanwhile
   C. At once
   D. Suddenly

9. What did used tense of the story?
   A. Present tense
   B. Present perfect tense
   C. Past future
   D. Past tense

10. Where did the paragraph that showed mental process of the story?
    A. First paragraph
    B. Second paragraph
    C. Third paragraph
    D. Finally paragraph

Appendix 9

LESSON PLAN
CONTROL CLASS

Schools	: SMA N 1 Perembun
Subject	: English
Class / Semester	: X / 2
Topic	: Narrative Text speaking and written form legend
Allocation of Time	: 2 x 45 Minutes
Meetings	: second

A. Core Competence (KI)
1. Showing gratitude for God's gift of the existence and use of English as an international language of communication embodied in the spirit of learning.
2. Having an attitude of responsibility, caring, responsive, and courteous in using the English language to understand the structure and rules of explaining, asking, and responding to the exposure of identity.
3. Determining the structure of the text and rules of explaining, asking and responding to the intention to do something.
4. Determining the rules of the text explaining, asking, and responding to the intention to do something

B. Basic Competencies and Indicators
4.15 Capturing the meaning of narrative texts speaking and written form of folklore, is simple.
Indicators:
a. Answering the question about the legend narrative.
b. Retelling the legend narrative.

C. Learning Objectives
a. Students can answer the question about the legend narrative.
b. Students can retell the legend narrative.

D. Learning Materials

Written text in the form of simple folklore (See Book Class X case.)
Social functions: Imitate mspeaking values, patriotism, respects for other cultures.

Text structure:
(1) The introduction of characters and settings
(2) Complications of the main character
(3) Solutions and the end of the story

Linguistic elements:
(1) grammar fitting simple past tense and continuous tense
(2) The words related to character, character, and setting in folklore
(3) The adverb of conjunction (first, after, that, finally, etc.).
(4) Doing Verbs and thinking Verbs
(5) Reported Speech
(6) Speech, wordd stress, intonation, when presented speaking ly
(7) References word

Examples of Narrative text

The Legend of Toba Lake

<u>Once upon time</u>, there was a handsome man. His name was <u>Batara Guru Sahala</u>. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.
Batara Guru could not bear it. He made the fish free. As soon as it was free, <u>the fish</u> changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru aggreed <u>and </u>promised that he would never tell anybody about it.

Co
co

They were married happily. They had <u>two daughters</u>. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daugters. The daughters were crying. They found their mother and talked her about it.

Action verb

Complication

The mother was very annoyed. Batara Guru <u>broke</u> his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. <u>Then</u> this lake is known as Toba Lake.

Temporal conjunction

Assesment:
Teks 1
- a. *Read the texts below to understand the generic structure and language feature!*
- b. *Make a question about character, time and place (seting)), conflict, solution of problems, ending of story, the messages of story, action verb, circumstance of place, tempspeaking conjunction, mental process and mspeaking value dari teks berikut. (minimal 5 questions)!*
- c. *Retell the event in the text using your own sentences!*

The Legend of Bromo Mountain

Hundreds of years ago, during the reign of the last king of Majapahit, Brawijaya, one of the King's wives gave birth to a girl, who was named Roro Anteng. Later this young princess married Joko Seger, who came from a Brahman caste. Because of

an unfortunate situation the couple was forced to leave the kingdom. They settled down in the mountain area. They ruled the area and named it "Tengger", which was derived from the couples' names: Roro Anteng and Joko Seger.

After several years the region flourished in prosperity, but Roro Anteng and Joko Seger were unhappy because they did not have a child. Frustrated, they climbed the top of the mountain and prayed night and day hoping that the gods would listen. The prayer was heard and Betoro Bromo promised them many children. However, the couple had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another, and another. In the end Roro Anteng and Joko Seger got 25 children. Soon it was time for them to sacrifice the youngest child, Kesuma, but the parents just could not do it. They tried to hide the child, but an eruption happened and Kesuma fell into the crater. There was silence before they heard a voice: "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender."It was Kesuma's voice. Kesuma's brothers and sisters held the offering ceremony every year. Instead of a human being, these people collected fruit, vegetables, rice and meat to be offered to the gods. And this has been done generation after generation until today.

Assesment 2:
 Teks 2
   a. *Read the texts below to understand the generic structure and language feature!*
   b. *Make a question about character, time and place (seting)), conflict, solution of problems, ending of story, the messages of story, action verb, circumstance of place, tempspeaking conjunction,*

mental process and mspeaking value dari teks berikut. (minimal 5 questions)!

c. *Retell the event in the text using your own sentences!*

The legend of Nyi Roro Kidul story

Once upon a time, there was a beautiful princess named Dewi Kadita. Because of her beauty, she was called Dewi Srengenge. It means the goddess of the sun. Her father was King Munding Wangi. Although he
had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to became a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard tor curse Kadita. She wanted kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure the illness of his daughter. The King did not want her daughter to be a rumour, so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her stepmother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or the Queen of South Ocean.

E. Learning Method
Approach scientific
Strategy: Listening, literature, individual and group assignments

F. Media, Tools, and Learning Resources
   1. Media
      - Narrative text
      - Handout
      - Animation movie
   2. Equipment / Material
      - Loud speakers laptop
      - Computer
      - LCD

Learning Resources
   - Bahasa Inggris Kelas X Semester 2 book

Steps Learning Activities

1 meeting

1) Introduction Activity (15 minutes)

   • Teachers check the readiness of students to learn both
     physically and psychologically.
   • Teacher asks students experience in English (social chat);
   • Teacher brief review material / activity in the previous
     meeting;
   • The teacher explains the purpose of learning or competence
     to be achieved;
   • Teacher outlining material coverage and explanation of the
     activities that will be carried students to complete the
             exercises and assignments in study

2) Core Activities (60 minutes)

   Observing
   Students read a legend text to find out the generic
   structure and language feature in the text!

Read the text below text to find out the generic structure and language feature!

The Legend of Bromo Mountain

Hundreds of years ago, during the reign of the last king of Majapahit, Brawijaya, one of the King's wives gave birth to a girl, who was named Roro Anteng. Later this young princess married Joko Seger, who came from a Brahman caste. Because of an unfortunate situation the couple was forced to leave the kingdom. They settled down in the mountain area. They ruled the area and named it "Tengger", which was derived from the couples' names: Roro Anteng and Joko Seger.

After several years the region flourished in prosperity, but Roro Anteng and Joko Seger were unhappy because they did not have a child. Frustrated, they climbed the top of the mountain and prayed night and day hoping that the gods would listen. The prayer was heard and Betoro Bromo promised them many children. However, the couple had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another, and another. In the end Roro Anteng and Joko Seger got 25 children. Soon it was time for them to sacrifice the youngest child, Kesuma, but the parents just could not do it. They tried to hide the child, but an eruption happened and Kesuma fell into the crater. There was silence before they heard a voice: "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender."It was Kesuma's voice. Kesuma's brothers and sisters held the offering ceremony every year. Instead of a human being, these people collected fruit, vegetables, rice and meat to be offered to the gods. And this has been done generation after generation until today.

Asking

- Students ask in groups (4 students) about character in the text, setting, tempspeaking conjunction, action verb, conflict, solution of problem, ending of story, message and mspeaking value in the text. (minimum 5 questions).
  - *Teks 1*
    6. *Who were the participants of the story?*
    7. *When did it take place?*
    8. *What is the tempspeaking conjunction of te story?*
    9. *What is action verb of the story?*
    10. *What is complication of the story?*
  - *Teks 2*
    1. *When did it take place?*
    2. *Who were the participants of the story?*
    3. *What is mental process of the story?*
    4. *What is tempspeaking conjunction of the story?*
    5. *What is complication of the story?*

    collecting Information
    • Students identify the text about the generic structure and language features
    Identification of the generic structure and language features, character in the text, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking values in the text!

  - *Teks 1*
    1. *Who were the participants of the story?*
       Answer: Rara anteng, the king, Joko Seger
    2. *When did it take place?*
       Answer: Hundreds of years ago
    3. *What is the tempspeaking conjunction of the story?*
       Answer: After several years the region flourished in prosperity
    4. *What is action verb of the story?*
       Answer: people collected fruit, vegetables, rice and meat to be offered to the gods.

5. What is complication of the story?

Answer: Roro Anteng gave birth to a child, then another, and another. In the end Roro Anteng and Joko Seger got 25 children. Soon it was time for them to sacrifice the youngest child, Kesuma, but the parents just could not do it. They tried to hide the child, but an eruption happened and Kesuma fell into the crater. There was silence before they heard a voice: "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender."It was Kesuma's voice.

Teks 2

1. When did it take place?

Answer: Once upon a time

2. Who were the participants of the story?

Answer: the participants of the story are Dewi Kadita, the king, Dewi Mutiara and her son.

3. What is mental process of the story?

The mental process of he story is "the king was *very sad*."

4. What is tempspeaking conjunction of the story?

Answer: *Then*, she came to the south Ocean.

5. What is complication of the story?

Answer: Dewi Mutiara was made kadita's beautiful body full of ulcer. It smelled bad, then she cried. The King was very sad. No one could cure the illness of his daughter. The King did not want her daughter to be a rumour, so he sent his daughter away.

Associating
• Students compare the story in a movie with a story about the difference generic text structure and language

features on both text in disscussion to answer the questions they have made.

Differ the similarities and differences of generic structure and language feature in the text by disscussion in group to answer the questions that you made!

Teks 1

Circumstance of time

The Legend of Bromo Mountain

Orientation

Hundreds of years ago, during the reign of the last king of Majapahit, Brawijaya, one of the King's wives gave birth to a girl, who was named Roro Anteng. Later this young princess married Joko Seger, who came from a Brahman caste. Because of an unfortunate situation the couple was forced to leave the kingdom. They settled down in the mountain area. They ruled the area and named it "Tengger", which was derived from the couples' names: Roro Anteng and Joko Seger.

After several years the region flourished in prosperity, but Roro Anteng and Joko Seger were unhappy because they did not have a child. Frustrated, they climbed the top of the mountain ancod prayed night and day hoping that the gods would listen. The prayer was heard and Betoro Bromo promised them many children. However, the couple had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another, and another. In the end Roro Anteng and Joko Seger got 25 children. Soon it was time for them to sacrifice the youngest child, Kesuma, but the parents just could not do it. They tried to hide the child, but an eruption happened and Kesuma fell into the crater. There was silence before they heard a voice: "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an

annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender."It was Kesuma's voice. Kesuma's brothers and sisters held the offering ceremony every year. Instead of a human being, these people <u>collected</u> fruit, vegetables, rice and meat to be offered

to the gods. And this has been done generation after generation until today.

1. *The participants of the story are a little boy, a generous old people and the people.*
2. *Circumstance of time of the text is once upon a time*
3. *The happend take place in Salatiga, Central Java*
4. *The action verb of the text are saw, knocked and picked up.*
5. *Don't looked someone just from the cover, because we don't know with his talent.*

Teks 2
The legend of Nyi Roro Kidul story

Circumstance of time

<u>Once upon a time</u>, there was a beautiful princess named <u>Dewi Kadita</u>. Because of her beauty, she was called Dewi Srengenge. It means the goddess of the sun. Her father was <u>King Munding Wangi</u>. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. <u>Dewi Mutiara</u> wanted her <u>son</u> to became a king in the future. She <u>asked the King to s</u>end his daughter away. The King did not agree.

Complication

Dewi Mutiara called a black wizard to curse Kadita. She wanted kadita's beautiful body full of ulcer. Then, Kadita's body was full of

ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure the illness of his daughter. The King did not want her daughter to be a rumour, so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feelings about her stepmother. She walked for almost seven days and seven nights. <u>Then</u>, she came to the south Ocean. The ocean was so clean and clear. She <u>jumped </u>into the water and swam.

> Temporal conjunction

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole <u>South Ocean</u>. She became a fairy called Nyi Roro Kidul <u>or</u> the Queen of South Ocean.

> Coordinate conjunction

1. *Circumstance of time of the text is once upon a time*
2. *The participants of the story are Dewi Kadita, the king, Dewi Mutiara and her son.*
3. *Mental process of the story is "the king was <u>very sad</u>."*
4. *Tempspeaking conjunction of the story is <u>then</u>, she came to the south Ocean.*
5. *The complication of the story is Dewi Mutiara was made kadita's beautiful body full of ulcer. It smelled bad, then she cried. The King was very sad. No one could cure the illness of his daughter. The King did not want her daughter to be a rumour, so he sent his daughter away.*

Commmunicating
- Students can retell the events in the text using their own sentences by pronounciation, word stress, intonation correctly.

- *Teks 1*
  There was a little poor boy was very hungry and a generous old woman helped him. He was given shelter and a meal. She gave a "lesung" to him. He through the village and saw many people gathering the field. He tried stepped forward and pulled out the stick, water spouted out from he hole of stick. It known as Rawa Pening Lake in Salatiga, Central Java.
- *Teks 2*
  There was a beautiful princess named Dewi Kadita, he was daughter of the King named Munding Wangi. The king married again with Dewi Mutiara. Because Dewi Mutiara wanted her son to be a king in he future, so she called a black wizard to curse Kadita in order to Dewi Kadita's body full of ulcer. It smelled bad, no one could curse the ilness. The king sent his daughter away. She walked for almost seven days and seven nights to the south ocean. Then, she jumped. Her ilness was cursed by the water.

Closing Activities (15 minutes)
• Students with learning the teacher's guidance concluded that
• Teachers provide learning feedback
• Teachers give motivation to the students.

H. Assessment

1. Type / Technical Assessment
   • Attitude (through observation rubric attitude for learning)
   • Knowledge: written test
2. Assessment Rubric

No	Name	Attitude				Ketera-ngan
		Understan-ding	Complete-ness	Accura-cy	Responsi-bility	
1.						
2.						
3.						

33.						

Instrumen of attitude's score

No	Scores / aspect Students' name	Pronunciation	Intonation	fluency	accuracy	Total score	Score (total score: 4)
1.							
2.							
3.							
33.							

Specification:
Attitude grading scale created with a range between 1 to 5
1 = very poor;
2 = less consistent;
3 = start consistently;
4 = consistent;
5 = always consisten

Kebumen, 14 th May 2015
The Researcher,

Murtiningsih
NIM. 093411045

Approved by

Headmaster

Dra. Badingah

English Teacher

Dra. Dwi Anggorowati

Students' worksheet 1

Read the text beloe to find out the generic structure dan language feature!

The Legend of Bromo Mountain

Hundreds of years ago, during the reign of the last king of Majapahit, Brawijaya, one of the King's wives gave birth to a girl, who was named Roro Anteng. Later this young princess married Joko Seger, who came from a Brahman caste. Because of an unfortunate situation the couple was forced to leave the kingdom. They settled down in the mountain area. They ruled the area and named it "Tengger", which was derived from the couples' names: Roro Anteng and Joko Seger.

After several years the region flourished in prosperity, but Roro Anteng and Joko Seger were unhappy because they did not have a child. Frustrated, they climbed the top of the mountain and prayed night and day hoping that the gods would listen. The prayer was heard and Betoro Bromo promised them many children. However, the couple had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another, and another. In the end Roro Anteng and Joko Seger got 25 children. Soon it was time for them to sacrifice the youngest child, Kesuma, but the parents just could not do it. They tried to hide the child, but an eruption happened and Kesuma fell into the crater. There was silence before they heard a voice: "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calender."It was Kesuma's voice. Kesuma's brothers and sisters held the offering ceremony every year. Instead of a human being, these people collected fruit, vegetables, rice and meat to be offered to the gods. And this has been done generation after generation until today.

Students' worksheet 2

A. Matched the questions and answered bellow!

1. Who was the main character of
   any bad the Nyi Roro Kidul legend?

   A. We did not have
      feeling t others

2. Who were the participants of the story?

   B. Happy ending.
      The Ocean water
      cured her illness.

3. When did it take place?

   C. Then, Kadita's
      Body was full
      of ulcer

4. What is the mental verb of the story?

   D. Kadita's body
      was full of ulcer,
      then sent her
      away.

5. What is the tempspeaking conjunction
   of the story?

   E. Dewi Kadita,
      Dewi Mutiara,
      The king

6. What is the coordinate conjunction of
   the story?

   F. The king was very
      sad

7. What is the complication of the story?

   G. Once upon time

8. How was the ending of the story?

   H. She become a
      fairy, called Nyi
      Roro Kidul or
      the Queen of
      South Ocean.

9. What did the mspeaking value of the
   story?

   I. Dewi Kadita

10. From whose point of view is the story
    being told?

    J. First person

Students' worksheet 3

A. *Retell the content of The Legend of Bromo Mountain dan The legend of Nyi Roro Kidul story that you have read using your own sentences!*

LESSON PLAN OF EXPERIMENTAL

Schools   : SMA N 1 Perembun
Subject   : English
Class / Semester : X / 2
Topic   : Narrative Text speaking and written form
                   of legend
Allocation of Time : 2 x 45 Minutes (The First Meeting)

A. Main Competence
1. Show gratitude for God's gift of the existence and use of English as an international language of communication embodied in the spirit of learning
2. Have an attitude of responsibility, caring, responsive, and courteous in using the English language to understand the structure and rules explained, asking, and responding to the exposure of identity
3. Determining the structure of the text and explained the rules, ask and respond to the intention to do something
4. Determine the rules of the text explained, asking, and responding to the intention to do something
5. Make text intention to do something with attention to social functions, the structure of the text, and correct linguistic elements and in context, with the correct Grammar

B. Basic Competencies and Indicators
3.10 Analyzing social functions, text structure, and linguistic elements in a simple narrative text form folklore of the people, according to the context of its use.
Indicators:
1. Identify the generic structure in the narrative text
2. Identify language features that exist in the narrative text

A. Learning Objectives
  a. Students can identify the generic structure of narrative text
  b. Students can identify language feature narrative text.

B. Learning Materials
Written text in the form of simple legend (Look Book Class X p. 60)
  Social functions: Imitate mspeaking values, patriotism, respect for other cultures.

Generic structure:
(1) The introduction of characters and settings
(2) Complications of the main character
(3) Solutions and the end of the story

Language feature:
(1) grammar fitting simple past tense and continuous tense
(2) The words related to character, character, and setting in folklore
(3) The adverb liaison (first, after, that, finally, etc.).
(4) Doing Thinking Verbs and Verbs
(5) Reported Speech
(6) Speech, said stress, intonation, when presented speakingly
(7) References word

Examples of Narrative text

Legend of Desa Sungai Jernih

| Circumstance of time | | Cicumstance of place |

Once upon a time in West Sumatra, a widow took her two children to a party. Her children, a boy and a girl were very happy. They wore beautiful clothes to the party. They found delicious foods, and saw many guests in the party. The children were having a great time.

There was also a traditional music show. The show crowded with people. The children asked their mother if they could see the music show which was located a few meters away. "Yes, you two may go there. But please remember, don't go to far," said the mother. The children ran to the stage where the music show was performed. They enjoyed the music. But they were bored just watching the show so they took a walk around the stage. They forgot their mother's message not to go too far.

Complication

Suddenly they saw a pond. The water was very clear and fresh. Because the sun was very hot, they were tempted to play in the water. So they took off their clothes and jumped into the water. They swam together happily. It felt so fresh! Meanwhile, the party was almost over. The mother remembered her two children. She felt so desperate because she could not find them. The day turned into night. The children were still missing. The mother cried and cried. She went home without her children.

She fell asleep after a long hour of crying. And she had a dream about her children. In her dream, she met an old woman. The old woman told her, "Your children are in the pond near the party house. If you want to see them, throw a handful of rice into the pond. Your children will appear." As soon as she woke up, she quickly ran to the pond. She also had a handful of rice in her hand.

When she reached the pond, she threw the rice into the pond and she called her children's names.

Resolution

The dream was true! Two big fish with beautiful colors appeared in the pond. The mother cried when she saw them. Her children turned into big beautiful fish because they disobeyed their mother's message. The mother cried and cried again. All the people of the village cheered her up. But she was still very sad.

Mental process

The village where the pond was located is now called Desa Sungai Jernih. It is called so because the water in the pond was very clear. Desa Sungai Jernih is located in the northern part of Nagari Baso, in Kabupaten Agam, West Sumatra. The name of the village also reminds people today in West Sumatra that it is important to obey our parents.

Today, the people of the village come to that pond because they think it is a sacred place.

C. Assesment:

a. Read the following text to determine the structure and language generic feature!

b. Make questions about the characters, time and place (setting), conflicts arise, solutions to solve problems, the end of the story, the message content, action verb, circumstance of place, tempspeaking conjunction, the mental process and the mspeaking values of the following text. (at least 5 questions)!

Text 1

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.
Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.
"Yummy, this is my lunch," said Baya.
"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.
Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.
They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

A. **Answered the following question correctly!**
1. Where Baya lived after made a promise with Sura?
2. Why Baya was very angry with Sura?
3. What happend after they were fought for the goat?
4. Who did won in the final fight?
5. How was the ending of the story?

Text 2
a) Read the following text to determine the structure and language generic feature!
b) Make questions about the characters, time and place (setting), conflicts arise, solutions to solve problems, the end of the story, the message content, action verb, circumstance of place temp speaking conjunction, the mental process and the mspeaking values of the following text. (at least 5 questions)!

The Legend Of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

B. Choose the correct answer bellow according the text!

1. Who was the main character in the text?
   A. Raden Sidopekso
   B. King Sulahkromo
   C. Sri Tanjung
   D. King Sulah Kromo, King Sulahkromo, Sri Tanjung
2. Why did the prime was very angry with his wife?
   A. Because the king told him that his wife was unfaithful to him
   B. Because the king sent him to a long mission
   C. Because the King tried to get Sri Tanjung
   D. Because the king wanted her to be his wife.
3. What was the tempspeaking circumstance of the text?
   A. However, Sidopekso said that he would kill her
   B. Once upon a time, there was a local ruler named King Sulahkromo
   C. While the Prime Minister was away, the King tried to get Sri Tanjung
   D. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him
4. What was the tempspeaking conjunction of the text?
   A. He brought her to the river bank
   B. This means "fragrant water"
   C. The Prime Minister was very angry with his wife
   D. Banyuwangi was born from the proof of noble and sacred love
5. What was the complication of the text?
   A. She was so beautiful that the king wanted her to be his wife

B. Raden Sidopekso believe with the king's statement
C. Before he kill her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.
D. Raden Sidopekso was disappointed with his wife

6. What was the action verb of the story?
   A. Sidopekso said, "Banyu...Wangi... Banyuwangi".
   B. He brought her to the river bank
   C. He was very angry
   D. The king had a Prime Minister named Raden Sidopekso

7. What was the mspeaking value of the story?
   A. Everything must be accompanied by proof
   B. He was very angry and killed his wife
   C. The king lied Raden sidopekso
   D. Don't be believe easily with family

8. Which statement is TRUE according to the story ?
   A. The king had a wife named Sri Tanjung
   B. The king told him that Sri Tanjung was faithful
   C. Sidopekso said that he would not killed her
   D. She was so beautiful that the king wanted her to be his wife.

9. What was the main information discussed in the third paragraph?
   A. Sri Tanjung was very angry with his husband
   B. The king asked Raden SidoPekso to kill his wife
   C. Sri Tanjung was slandered and killed by Raden Sidopekso
   D. The king tried to get Sri Tanjung

10. How was the ending of the story?
    A. The river immediately became clean and began to spread a wonderful fragrance.
    B. He brought her to the river bank.
    C. The King sent his Prime Minister to a long mission
    D. However, Sidopekso said that he would kill her.

D. Method of Learning

Approach scientifikstrategy: Listening, literature, individual and group assignments

G. Media, Tools, and Learning Resources

1. Media
   - Narrative text
   - Handout
   - Animation movie
2. Equipment / Material
   - Loud speakers laptop
   - Computer
   - LCD
3. Learning Resources
   - Book English Class X Semester

A. Steps Learning Activities

1) Introduction Activity (15 minutes)
   • Teachers check the readiness of students to learn both physically and psychologically.
   • Teacher asks students experience in English (socia chat);
   • The teacher explains the purpose of learning or competence to be achieved;
   • Teacher outlining material coverage and explanation of the activities that will be carried students to complete the exercises and assignments in learning.

2) Core Activities (60 minutes)
Observing (Lembar Kerja Siswa 1)

• Students read a text narrative form of the legend is given by the teacher.
   Read the following text to determine the structure and

language generic feature!

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.
Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.
"Yummy, this is my lunch," said Baya.
"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.
Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.
One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.
They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Questioning (Lembar Kerja Siswa 2)
Students prepare questions in pairs on the generic structure and language features such as, a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, and message content mspeaking values that exist in the text. (at least 5 questions).

Teks 1
1. *When the story take place?*
2. *Who are the participants of the story?*
3. *Where the story take place?*
4. *What is the complication of the story?*
5. *What is the the mspeaking value of the story?*
Teks 2
1. *When the story take place?*

2. *Who are the participants of the story?*
3. *What is the complication of the story?*
4. *What is saying verb of the story?*
5. *What is action verb of the story?*

Exploring

Students answered questions by identifying the generic reference to the text structure and language features that include characters, character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking value.

Example:

Teks 1
1. *When the story take place?*
   Answer: a long time ago
2. *What is the mental process of the story is Baya was* <u>*happy*</u>.
   Answer:Sura and Baya
3. *Where the story take place?*
   Answer: in a sea and in the land
4. *What is the complication of the story?*
   Answer:One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.
5. *What is the the mspeaking value of the story?*
   Answer:don't broke our promise because it will disappointed others.

Teks 2
1. *When the story take place?*
   Answer: once upon a time
2. *Who are the participants of the story?*
   Answer:the king, raden Sido Pekso, Sri Tanjung
3. *What is the complication of the story?*

Answer: He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso killed her, he threw her dead body into the dirty river.

4. *What is saying verb of the story?*
   Answer: Before he kill her and threw her into the river, she said that her innocence would be proven after Sidopekso killed her

5. *What is action verb of the story?*
   Answer: Suddenly, Baya saw a goat.

- Students answer multiple choice questions from the teacher with the correct answere.

C. Choose the correct answer bellow according the text!

1. Who was the main character in the text?
   A. Raden Sidopekso
   B. King Sulahkromo
   C. Sri Tanjung *
   D. King Sulah Kromo, King Sulahkromo, Sri Tanjung

2. Why did the prime was very angry with his wife?
   A. Because the king told him that his wife was unfaithful to him *
   B. Because the king sent him to a long mission
   C. Because the King tried to get Sri Tanjung
   D. Because the king wanted her to be his wife.

3. What was the tempspeaking circumstance of the text?
   A. However, Sidopekso said that he would kill her
   B. Once upon a time, there was a local ruler named King Sulahkromo *
   C. While the Prime Minister was away, the King tried to get Sri Tanjung
   D. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him

4. What was the coordinate conjunction of the text?
   A. He brought her to the river bank
   B. This means "fragrant water"

C. The Prime Minister was very angry with his wife
D. Banyuwangi was born from the proof of noble and sacred love *

5. What was the complication of the text?
   A. She was so beautiful that the king wanted her to be his wife
   B. Raden Sidopekso believe with the king's statement
   C. Before he kill her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river. *
   D. Raden Sidopekso was disappointed with his wife

6. What was the action verb of the story?
   A. Sidopekso said, "Banyu...Wangi... Banyuwangi".
   B. He brought her to the river bank*
   C. He was very angry
   D. The king had a Prime Minister named Raden Sidopekso

7. What was the mspeaking value of the story?
   A. Everything must be accompanied by proof *
   B. He was very angry and killed his wife
   C. The king lied Raden sidopekso
   D. Don't be believe easily with family

8. Which statement is TRUE according to the story ?
   A. The king had a wife named Sri Tanjung
   B. The king told him that Sri Tanjung was faithful
   C. Sidopekso said that he would not killed her
   D. She was so beautiful that the king wanted her to be his wife *

9. What was the main information discussed in the third paragraph?
   A. Sri Tanjung was very angry with his husband
   B. The king asked Raden SidoPekso to kill his wife
   C. Sri Tanjung was slandered and killed by Raden Sidopekso*
   D. The king tried to get Sri Tanjung

10. How was the ending of the story?

A. The river immediately became clean and began to spread a wonderful fragrance *
B. He brought her to the river bank.
C. The King sent his Prime Minister to a long mission
D. However, Sidopekso said that he would kill her.

Associating (Lembar Kerja Siswa 2)
• Students compare the similarities and differences generis strusture and language features that exist in both text by writing group discussions and answer questions that have been   made.
Text 1:

| Circumstance of time | **Sura and Baya** | Participants |

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.
Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

Temporala conjunction

"Yummy, this is my lunch," said Baya.
"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.
Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.
One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.
They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Mental verb

Text 1

1. *the story take place at a long time ago*
2. *the mental process of the story is Baya was <u>happy</u>.*
3. *the story take place in a sea and in the land*
4. *the complication of the story is one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.*
5. *the the mspeaking value of the story don't broke our promise because it will disappointed others.*

Text 2

Circumstance of place

The Legend Of Banyuwangi

<u>Once upon a time</u>, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named <u>Sri Tanjung</u>. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

Complication

He brought her to the river bank. Before he kill her and threw her into the river, she <u>said</u> that her innocence would be proven After Sidopekso <u>killed </u>her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

Text 2
1. *the story take place at once upon a time*
2. *the participants of the story are the king, raden Sido Pekso, Sri Tanjung*
3. *the complication of the story is he brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso killed her, he threw her dead body into the dirty river.*
4. *saying verb of the story is before he kill her and threw her into the river, she <u>said</u> that her innocence would be proven after Sidopekso killed her*
5. *action verb of the story is suddenly, Baya <u>saw</u> a goat.*

Communicating
- Students prsents answering question about generic structure and language feature that had been made by them.

Closing Activities (15 minutes)
• Students with learning the teacher's guidance concluded that
• Teachers provide learning feedback
• The teacher presents a lesson plan for the next meeting

I. Assessment
1. Type / Technical Assessment
Attitude (through observation rubric attitude for learning)
Knowledge: written test
2. Rubric assessment

No	Name	Attitude				Descrip-tion
		Comprehension	Complite ness	Accura-cy	Respons ibi-lity	
1.						
2.						
3.						

33.					

Kebumen, 13th May 2015
The Researcher,

Murtiningsih
NIM. 093411045

Approved by

Headmaster   English Teacher

Dra. Badingah   Dra. Dwi Anggorowati
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Worksheet 1

Read the text bellow!

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Worksheet 2

A. Answered the following question correctly!
1. Where Baya lived after made a promise with Sura?
2. Why Baya was very angry with Sura?
3. What happend after they were fought for the goat?
4. Who did won in the final fight?
5. How was the ending of the story?

Worksheet 3

Read the following text!
The Legend Of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

B. Choose the correct answer bellow according the text!
1. Who was the main character in the text?
    A. Raden Sidopekso
    B. King Sulahkromo
    C. Sri Tanjung
    D. King Sulah Kromo, King Sulahkromo, Sri Tanjung
2. Why did the prime was very angry with his wife?
    A. Because the king told him that his wife was unfaithful to him
    B. Because the king sent him to a long mission
    C. Because the King tried to get Sri Tanjung
    D. Because the king wanted her to be his wife.
3. What was the tempspeaking circumstance of the text?

A. However, Sidopekso said that he would kill her
B. Once upon a time, there was a local ruler named King Sulahkromo
C. While the Prime Minister was away, the King tried to get Sri Tanjung
D. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him

4. What was the tempspeaking conjunction of the text?
   A. He brought her to the river bank
   B. This means "fragrant water"
   C. The Prime Minister was very angry with his wife
   D. Banyuwangi was born from the proof of noble and sacred love

5. What was the complication of the text?
   A. She was so beautiful that the king wanted her to be his wife
   B. Raden Sidopekso believe with the king's statement
   C. Before he kill her and threw her into the river, she said that her innocence would be proven. After Sidopekso killed her, he threw her dead body into the dirty river.
   D. Raden Sidopekso was disappointed with his wife

6. What was the action verb of the story?
   A. Sidopekso said, "Banyu...Wangi... Banyuwangi".
   B. He brought her to the river bank
   C. He was very angry
   D. The king had a Prime Minister named Raden Sidopekso

7. What was the mspeaking value of the story?
   A. Everything must be accompanied by proof
   B. He was very angry and killed his wife
   C. The king lied Raden sidopekso
   D. Don't be believe easily with family

8. Which statement is TRUE according to the story ?
   A. The king had a wife named Sri Tanjung
   B. The king told him that Sri Tanjung was faithful
   C. Sidopekso said that he would not killed her

D. She was so beautiful that the king wanted her to be his wife.

9. What was the main information discussed in the third paragraph?
   E. Sri Tanjung was very angry with his husband
   F. The king asked Raden SidoPekso to kill his wife
   G. Sri Tanjung was slandered and killed by Raden Sidopekso
   H. The king tried to get Sri Tanjung

10. How was the ending of the story?
    A. The river immediately became clean and began to spread a wonderful fragrance.
    B. He brought her to the river bank.
    C. The King sent his Prime Minister to a long mission
    D. However, Sidopekso said that he would kill her.

LESSON PLAN
EXPERIMENTAL CLASS

Schools   : SMA N 1 Perembun
Subject   : English
Class / Semester : X / 2
Topic   : Narrative Text speaking and written
         legend
Allocation of Time : 2 x 45 Minutes
Meetings   : second

A. Core Competence (KI)

1. Showing gratitude for God's gift of the existence and use of English as an international language of communication embodied in the spirit of learning.
2. Having an attitude of responsibility, caring, responsive, and courteous in using the English language to understand the structure and rules of explaining, asking, and responding to the exposure of identity.
3. Determining the structure of the text and rules of explaining, asking and responding to the intention to do something.
4. Determining the rules of the text explaining, asking, and responding to the intention to do something
5. Making text intention to do something with attention to social functions, the structure of the text, and correct linguistic elements and in context, with the correct Grammar

B. Basic Competencies and Indicators

 4.15 Capturing the meaning of narrative texts speaking and written form of folklore, is simple.
   Indicators:
   a. Answering the question about the legend narrative.
   b. Retelling the legend narrative.

C. Learning Objectives

1. Students can answer the question about the legend narrative.
2. Students can retell the legend narrative.

D. Learning Materials

Written text in the form of simple folklore (See Book Class X case.) Social functions: Imitate mspeaking values, patriotism, respects for other cultures.
Text structure:
(1) The introduction of characters and settings
(2) Complications of the main character
(3) Solutions and the end of the story
Linguistic elements:
(1) grammar fitting simple past tense and continuous tense
(2) The words related to character, character, and setting in folklore
(3) The adverb of conjunction (first, after, that, finally, etc.).
(4) Doing Verbs and thinking Verbs
(5) Reported Speech
(6) Speech, wordd stress, intonation, when presented speaking ly
(7) References word

Examples of Narrative text

Circumstance of time

Legend of Telaga Warna

Circumstance of place

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king entitled His Majesty Prabu.

Participant

Prabu was a kind and shrewd king. But it was a pity that Prabu and his queen hadn't got any children. The ruler often bawled. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A couple of months later, the ruler got with child. Nine months subsequent, a princess was born. Prabu and ruler loved their beautiful female child so much. They provided whatever she liked. It made Princess turn into a very ruined girl.

One day, the princess commemorated her 17th anniversary party. Many persons accumulated in the castle. Then, Prabu took out a necklace which was made from gold <u>and</u> jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu. "I don't want to wear it! It's ugly!" yelled the princess. <u>Then</u> she chucked the necklace. The attractive necklace was broken. The gold and jewels were disperse out on the floor. Everybody couldn't say any thing. They not ever considered that their beloved princess would do that fiendish thing. In their silence, persons perceived the queen bawling. Every woman felt miserable and started bawling, too. Then, everyone was bawling. Then, there was a miracle. Earth was bawling. Abruptly, from the below ground, a spring emerged. It made a pool of water. Soon, the location became a big lagoon. The lagoon finally sank the kingdom.

Nowadays, people called the lagoon "Telaga Warna". It means "Lake of Color". On a bright day, the lagoon is full of hue. These colors come from shaded of plantation, plants, blossoms, and atmosphere around the lake. But some persons <u>said</u> that the colors are from the princess's necklace, which disperses at the bottom of the lake.

Assessment:
a. Look below to create animated movie about generic questions about the structure and language features such as a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking values that is in the text (at least 5 questions) as well as about the events recounted in it!

Synopsis of Malin Kundang

Once upon a time there was a boy named Malin kundang, he only lived with his mother because father was passed away. Then, malin kundang was grew up he wanted went to city.

A years ago Malin Kundang succed and he became rich. Then, he merried with beatiful girl. His mother was very missed with him, she looked for him. When she was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.

a. Read the following text to create a legend make about generic questions about the structure and language features as a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking values that is in the text (at least 5 questions) as well as about the events recounted in it!

The Kusu legend

Over a hundred and fifty years ago there lived in the village which is now Singapore, two holy men. One was an Arab named Dato Syeh Rahman, and the other was a Chinese named Yam.

These holy men spent most of their time praying and fasting. But soon they found the village too noisy. And so one day Yam said to his friend. "Syed, there is an island near here where we could go for some peace and quite."

"That's a wonderful idea" said Syed. "But how do we go there?"

"That's easy. We hire a boat," said Yam, and that is what they did. Their boat was very simple, and they took nothing to eat or drink.

God took Yam and Syed Rahman to the island safely and when they got there, they each went a different way to pray and fast. Yam walked up the hill, and Syed stayed near the sea.

For two days, the man prayed without having anything to eat and drink. Then Yam began to feel sick. At first he tried to hide his illness from his friend, but soon his throat began to feel as if it were on fire, and his lips grew dry and cracked. Yam went to where his friend was praying.

"Syed," he called. "Syed."

"Yam," said Syed. "You look weak." He felt his friend's forehead. "Why, you are burning up with fever."

Syed made a place for Yam to rest, and while Yam slept, he prayed, after praying for some time. Syed shook him by the soldier.

"Wake up, Yam." He said, "Wake to the boat now. I think you'll find all you need there."

Yam walked to the boat, and when he got there he found food and a jar of cool fresh water. He ate and drank, then went back to Syed and told him what happened.

"God is merciful," said Syed. "Now we must go on with our prayers."

Yam went back to the hill-top while Syed stayed by the sea. They prayed and fasted for several more days before returning to their homes.

After that, the two holy men often went to the island to pray. And many years later first one. And then the other, died on the island. Syed Rahman's mother, Cik Galib, and his siter, Cik Sharfah Fatimah, were both very religious women, and when they died, their bodies were also brought to the island and buried there. Later, a Chinese temple for Tuah Peh Kong, the God of Prosperity, was built on this same island.

Today, thousands of people visit Kusu Island each year. The come to honour the two holy men, Yam and Dato Syed Rahman, who first went there.

E. Learning Method

Approach scientifict
Strategy: Listening, literature, individual and group assignments
1. Media, Tools, and Learning Resources
2. Media

- Narrative text
- Handout
- Animation movie
3. Equipment / Material
    - Loud speakers laptop
    - Computer
    - LCD
4. Learning Resources
    - Supplementary Book English
    - Steps Learning Activities
      1 meeting
      1) Introduction Activity (15 minutes)
        • Teachers check the readiness of students to learn both physically and psychologically.
        • Teacher asks students experience in English (social chat);
        • Teacher brief review material / activity in the previous meeting;
        • The teacher explains the purpose of learning or competence to be achieved;
        • Teacher outlining material coverage and explanation of the activities that will be carried students to complete the exercises and assignments in   study

      2) Core Activities (60 minutes)

         Observing
         Students see an animated movie titled Malin Kundang.
         Take a look at the animated movie titled Malin Kundang!

Synopsis of Malin Kundang

Once upon a time there was a boy named Malin kundang, he only lived with his mother because father was passed away. Then, malin kundang was grew up he wanted went to city.

A years ago Malin Kundang succed and he became rich. Then, he married with beatiful girl. His mother was very missed with him, she looked for him. When she was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.

Asking

• Students prepare questions about the generic structure and language features as a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and speaking values that exist in the text ,

Make questions about the generic structure and language features as a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and speaking values in the text! (at least 5 questions).

Questions about contains of movie:
1. *Who are the participants in the movie?*
2. *When the story happend?*
3. *Where the story happend?*
4. *What is the complication in the movie?*
5. *What is the mental process of the movie?*

Collecting Information

• Students identify a movie about the generic structure and

language features they had seen.
Identification of the generic structure and language features as a character in the text, the character in the story, the setting, the tempspeaking conjunction, action verb, conflicts that arise in the story, the solution of the conflict, the end of the story, the content of the message and mspeaking values in the text!

➢ Generic structure dan language feature in movie:
  1. Generic structure:
     - Orientation:
         a. The participants of the movie are Malin's Mother, Malin Kundang and his wife.
         b. The story happend at along time ago.
         c. The story happend in a sea.
     - Complication:
        when his mother was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.
  2. Language feature:
     Mental process: his mother was <u>very sad</u> because Malin deny that she Malin's mother.

Associating
• Students compare the story in a movie with a story about the difference generic text structure and language features on both to answer the questions they have made.

Take a look at the animated movie titled Malin Kundang!

Synopsis of Malin Kundang

Once upon a time there was a boy named Malin kundang,
 he only lived with his mother because father was passed away.
Then, malin kundang was grew up he wanted went to city.
A years ago Malin Kundang succed and he became rich.

 Then, he married with beatiful girl. His mother was very missed with him,
she looked for him. When she was found him she was very sad
 because malin deny that she his mother. Malin's mother was old so that he
was ashamed with his wife. His mother was curse him. In journey his ship
began shake, then he turned into a stone.

The Kusu legend

        Over a hundred and fifty years ago there lived in the village
which is now Singapore, two holy men. One was an Arab named Dato
Syeh Rahman, and the other was a Chinese named Yam.
        These holy men spent most of their time praying and fasting. But
soon they found the village too noisy. And so one day Yam said to his
friend. "Syed, there is an island near here where we could go for some
peace and quite."
        "That's a wonderful idea" said Syed. "But how do we go there?"
        "That's easy. We hire a boat," said Yam, and that is what they
did. Their boat was very simple, and they took nothing to eat or drink.
        God took Yam and Syed Rahman to the island safely and when
they got there, they each went a different way to pray and fast. Yam
walked up the hill, and Syed stayed near the sea.

For two days, the man prayed without having anything to eat and drink. Then Yam began to feel sick. <u>At first</u> he tried to hide his illness from his friend, but soon his throat began to feel as if it were on fire, and his lips grew dry and cracked. Yam went to where his friend was praying.

"Syed," he called. "Syed."

"Yam," said Syed. "You look weak." He felt his friend's forehead. "Why, you are burning up with fever."

Syed made a place for Yam to rest, and while Yam slept, he prayed, after praying for some time. Syed shook him by the soldier.

"Wake up, Yam." He said, "Wake to the boat now. I think you'll find all you need there."

Yam walked to the boat, and when he got there he found food and a jar of cool fresh water. He ate and drank, then went back to Syed and told him what happened.

"God is merciful," said Syed. "Now we must go on with our prayers."

Yam went back to the hill-top while Syed stayed by the sea. They <u>prayed</u> and fasted for several more days before returning to their homes.

<u>After that</u>, the two holy men often went to the island to pray. And many years later first one. And then the other, died on the island. Syed Rahman's mother, Cik Galib, and his siter, Cik Sharfah Fatimah, were both very religious women, and when they died, their bodies were

also brought to the island and buried there. Later, a Chinese temple for Tuah Peh Kong, the God of Prosperity, was built on this same island.

Today, thousands of people visit Kusu Island each year. The come to honour the two holy men, Yam and Dato Syed Rahman, who first went there.

Communicating
• Students present the questions and answers they have made
in pairs and retelling of events that exist in the movie and text
using their own sentences with the method budding translators
in front of the class.

Present questions and answers that you have done, then
recount the events that exist in the movie and text with your
own words!

Questions about contains of movie:
1. *Who are the participants in the movie?*
   Answer: Malin, mother, his wife
2. *When the story happend?*
   Answer: once upon time
3. *Where the story happend?*
   Answer: in malins ship
4. *What is the complication in the movie?*
   Answer: His mother was very missed with him, she looked for him. When she was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.
5. *What is the mental process of the movie?*
   Answer: When she was found him she was very sad because malin deny that she his mother

Questions about contains of movie:
1. *Who are the participants of movie?*
   Answer: Dato Syeh Rahman, Yam, cik Galib, cik Sharfah Fatimah
2. *When the story happend?*
   Answer: over a hundred and fifty years ago
3. *Where the story happend?*
   Answer: Singapore
4. *What is the complication in the movie?*
   Answer: For two days, the man prayed without having anything to eat and drink. Then Yam began to feel sick. At first he tried to hide his illness from his friend, but soon his throat began to feel as if it were on fire, and his lips grew dry and cracked. Yam went to where his friend was praying.
5. *What is the tempspeaking conjunction of the movie?*

Answer: the tempspeaking conjunction of movie is <u>After that,</u> the two holy men often went to the island to pray.

Malin Kundang movie:

Synopsis of Malin Kundang

Once upon a time there was a boy named Malin kundang, he only lived with his mother because father was passed away. Then, malin kundang was grew up he wanted went to city.

A years ago Malin Kundang succed and he became rich. Then, he married with beatiful girl. His mother was very missed with him, she looked for him. When she was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.

The Kusu Legen teks:

A long time ago there were name Datu Syeh Rahman an Arab and Yam a chinese. They were friends, for two days Yamwas prayedwithout eat and drink untill he sick. Then, Yam went to Syed's place. After that, he walked and found a jar of cool fresh water. He ate and drink. Then, the other died on the island. Syed rahman's mother and his sister were both very religious women, when they died their bodies were also brought to the island. Later, a chinese temple for Tuah peh kong, the god of prosperity, was built on this same island. Today, thousands of people visit kusu island each year.

3) Closing Activities (15 minutes)
• Students with learning the teacher's guidance concluded that
• Teachers provide learning feedback
• Teachers give motivation to the students.

H. Assessment

1. Type / Technical Assessment
• Attitude (through observation rubric attitude for learning)

• Knowledge: written test
2. Assessment Rubric

No	Name	Attitude				Keterangan
		understanding	completeness	accuracy	Responsibili-ty	
1.						
2.						
3.						
33.						

Instrumen of attitude's score

No Scores / aspect Students' name	Pronunciation	Intonation	fluency	accuracy	Total score	Score (total score: 4)
1.						
2.						
3.						
33.						

Specification:
Attitude grading scale created with a range between 1 to 5
1 = very poor;
2 = less consistent;
3 = start consistently;
4 = consistent;
5 = always consistent

Kebumen, 14 th May 2015

The Researcher,

Murtiningsih

NIM. 093411045

Approved by

Headmaster

English Teacher

Dra. Badingah

NIP.19601124 198903 2005

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Worksheet 1

Take a look at the animated movie titled Malin Kundang!

Synopsis of Malin Kundang

Once upon a time there was a boy named Malin kundang, he only lived with his mother because father was passed away. Then, malin kundang was grew up he wanted went to city.

A years ago Malin Kundang succed and he became rich. Then, he merried with beatiful girl. His mother was very missed with him, she looked for him. When she was found him she was very sad because malin deny that she his mother. Malin's mother was old so that he was ashamed with his wife. His mother was curse him. In journey his ship began shake, then he turned into a stone.

Worksheet 2

A. Matched the questions and answered bellow!

1. Who were Dato Syeh Rahman and Yam?
2. When the story happened?
3. Where did the story happened?
4. What happened after the man and fifty prayed without eat and drink?
5. What the action verb of the story?
6. What happened after Yam to the boat?
7. What was the temporal conjunction of the story?
8. Who was Syeh Rahman's sister?
9. What was the coordinate conjuction of the story?

10. Who was Syeh Rahman's mother?

a. He found a jar of cool water
b. Cik Galib
c. Yam walked to the boat
d. Over a hundred years ago
e. They were two holy men
f. Singapore
g. Yam didn't eat and drink
h. Then, He began to feel sick
i. After that they often pray in Island
j. Cik Sharfah Fatimah

Worksheet 3

A. Retell contents of Malin Kundang animation movie using methods budding translators!

Appendix 12

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SILABUS

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Mata Pelajaran   : **BAHASA INGGRIS**

Kelas   : **X MIPA/IS**

Kompetensi Inti   :

K1. Menunjukkan rasa syukur atas anugerah Tuhan akan keberadaan bahasa Inggris dan menggunakannya sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

K2. Memiliki sikap tanggung jawab, peduli, responsif, dan santun dalam menggunakan bahasa Inggris untuk memahami struktur dan   kaidah memaparkan, menanyakan, dan merespon pemaparan jati diri

K3. Menentukan struktur teks dan kaidah memaparkan, menanyakan, dan merespon niat melakukan sesuatu

K4. Menentukan kaidah teks memaparkan, menanyakan, dan merespon niat melakukan sesuatu

K5. Membuat teks niat melakukan sesuatu dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks, dengan tata tulis yang benar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	Teks narrative, berbentuk legenda sederhana • Fungsi sosial Memperoleh hiburan, menghibuir dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain, dsb. • Struktur teks (gagasan utama dan informasi rinci) a. Pendahu	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks narrative berbentuk legenda, pendek dan sederhana dari berbagai suumber, dengan menggunakan ejaan dan tanda baca yang benar. • Membaca dan mendengar kan	• Tingkatkan pemahaman fungsi sosial teks narrative berbentuk legenda rakyat, pendek dan sederhana. • Tingkatkan kelengkapan dan keruntutan pemahaman isi pesan legenda rakyat. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan legenda rakyat.	12JP	• [Buku teks wajib](#) • [Keteladan an ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat.](#) • [Contoh teks dari sumber otentik](#) • [Sumber dari](#)

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.15. Menangkap makna teks narrative lisan dan tulis berbentuk legenda sederhana.	luan (orientasi) dengan memperkenalkan tokoh, tempat, waktu terjadinya cerita. b. Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Krisis yang terjadi terhadap	legenda tersebut untuk memahami isi pesannya. • Dengan bimbingan guru mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. Gagasan utama dan informasi rinci) dari setiap legenda tersebut. Menanya			internet, seperti: - www.dailyenglish.com - http://americaenglish..state.gov/files/ae/resource file - https://www.google.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	tokoh utama (komplikasi) d. Akhir cerita dimana krisis berakhir (resolusi) dengan bahagia atau sedih. e. Ulasan atau komentar umum (reorientasi), otional. • Unsur kebahasaan 1. Tata	• Dengan bimbingan guru menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap legenda tersebut. Mengumpulkan informasi • Secara kolaboratif mencari dan mengumpulkan			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	bahasa simple past tense, past continous tense 2. Kosa kata: terkait karakter, watak, dan setting dalam legenda. 3. Adverbia (penghubung) waktu: first, then, before, finally, dsb.	beberapa legenda pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks untuk mengetahui funsi sosial, struktur teks, dan unsur	Sikap: • Observasi terhadap tindakan siswa Berusaha memahami dan menganalisis isi pesan legenda rakyat pendek dan sederhana. • Observasi terhadap kesungguhan, tanggungjawab, dan kerjasama siswa dalam proses pembelajaran di		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	4. Adverbia dan frasa preposisional petunjuk waktu: a long time ago, in 1776, during the war, dsb. 5. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this dsb secara tepat dalam frasa	kebahasaan dari legenda. • Membaca semua legenda yang telah terkumpul secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - Fungsi sosial setiap teks - Tokoh, tempat, waktu terjadinya	setiap tahapan. Pengetahuan: • Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa indonesia tentang pengalaman belajar menganalisis legenda rakyat, termasuk kemudahan dan kesulitannya.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	nominal. 6. Ucapan, tekanan kata, intonasi 7. Ejaan dan tanda baca • Topic Cerita legenda yang memberikan keteladanan tentang perilaku santun, peduli, jujur, disiplin, percaya diri,kerjasama, cinta damai dan tanggung jawab.	cerita - Krisis yang terjadi terhadap tokoh - Akhir cerita dimana krisi berakhir - Komentar atau penilaian umum tentang legenda (opsional) - Kosa kata, tata bahasa, ucapan , tekanan	• Membaca teks yang menuntut pemahaman tentang legenda rakyat. Keterampilan: Portofolio • Menganalisis isi pesan legenda rakyat • Kumpulan hasil analisis tentang beberapa legenda rakyat yang telah		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		kata, ejaan, tanda baca yang digunakan Menalar/mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa legenda yang telah dikumpulkan dari berbagai sumber tersebut. • Memperoleh feedback dari guru dan teman tentang hasil	dibuat. • Lembar soal dan hasil tes		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		analisis fungsi sosial struktur teks dan unsur kebahasaan yang digunakan dalam legenda. Mengkomunikasikan • Menyampaikan beberapa legenda pendek dan sederhana yang telah dibaca kepada teman-teman, dengan cara membaca, menyalin, dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing gtentang isi			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		legenda.			
		• Berupaya membaca secara lancar dengan ucapan,tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan jelas dan rapi.			
		• Membicarakan permasalahan yang dialami dalam legenda dan menuliskanya dalam jurnal belajar sederhana dalam bahasa indonesia.			

Headmaster

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English Teacher

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Appendix 13

THE SUBJECTS LIST OF CONTROL GROUP (X MIPA2)

No.	NIS	Name
1	8264	AKHMAD FARIDHOH
2	8265	AMANAH ZAKIAH
3	8266	APSARI HENI OKTAVIA
4	8551	ASA FAWWAZIE
5	8267	ASTRI EKA PUTRI
6	8268	BELLA AMALIA
7	8269	DEWI MUKHLISA
8	8271	DHIMAS AUFAA JATI PRASETYA
9	8272	EDDO SURYA PERMANA
10	8273	ESTRI SUCI ANINGSIH
11	8274	FAIRUZ MAYGHINA
12	8275	FARHAN AMIR
13	8276	GESIT QORI'AH TRI APRILIA
14	8277	IKA NURIYAH SAFITRI
15	8278	ISTRIANA
16	8279	JAZIM HAMIDI
17	8280	LUTFIA HIDAYATI
18	8281	MARATUS SOLIKHAH
19	8282	MEI NURFARIDA
20	8283	MUHAMMAD RIYANTORO ILHAM MAULANA
21	8284	MUHAMMAD SYAID WIBOWO
22	8285	MUTAMMIMAH
23	8286	MUR KHABIBAH
24	8287	OKTAVIANA
25	8288	RINDHI AFRIANI
26	8289	RIZKY AGUS FADHILA
27	8290	ROFAT LASMINAH
28	8552	RUSLIA EXTASARI
29	8291	SHANDI MAHESA PANJI PANGESTU

30	8291	SITI FAUZIAH
31	8292	TABAH WAHYUNINGSIH
32	8293	UMI KHOMSATUN
33	8294	WAWAN HIDAYAT

Appendix 14

THE SUBJECTS LIST OF EXPERIMENTAL GROUP
(X MIPA5)

No.	NIS	Name
1	8360	AMARTYA ALIF FITRIANI
2	8361	ANNISA FARAH ANINDYTA
3	8362	ARIF TRIYONO
4	8363	ASRI NUR UTAMI
5	8364	AYU PRANDANSARI MULATSIH
6	8365	BUDI SUSANTO
7	8366	CHOIRINA KUSUMA LAKSMI
8	9367	DEFRI RAHMADANA
9	8368	DESTRI PRASETYANINGSIH
10	8369	DHIA FEBRIANTI
11	8370	DHIMAS KHAIRUMAN BRILIANTO
12	8371	DIAH DWI LESTARI
13	8372	DIAN SUCI OKTAVIA
14	8373	DWI PURWANTI
15	8374	DZAFIRA INDARSYAH MADYASARI
16	8376	ELSYA WURI NUR JANNAH
17	8377	FITRIYAH RAMADHANI
18	8378	HARTIININGSIH
19	8379	KIKI WIDIYANTI
20	8380	LAILIA KURNIAWATI
21	8381	M.ALI AZIZ
22	8382	MARBETA DEWI ARIYANI
23	8383	MEINITA SARI

24	8384	MUTTAKIN
25	8385	NUR INDAH SARI
26	8386	RIRI OKTAVIANA
27	8387	RIZAL ANDRIANTO NUGROHO
28	8388	ROVIQOTUL ISTIQOMAH
29	8389	SEPTI ANGGREYANI
30	8390	TRI RATNASARI
31	8391	UTAMI NUR WIHANANTI
32	8392	WENNY AFIFAH ANINDITANTI
33	8293	WILIS TRI KUSUMA WARDANI

Appendix 15

The Pre-test Score of the Control Group

No.	Name	Oral Items					RAW SCORE	RIPE SCORE
		P	C	F	G	V		
1	C – 1	2	1	3	4	3	10	55
2	C – 2	4	5	4	4	5	12	75
3	C – 3	5	4	5	5	5	12	75
4	C – 4	2	1	1	3	3	13	50
5	C – 5	3	4	1	2	4	13	60
6	C – 6	4	5	3	3	1	16	70
7	C – 7	4	3	1	4	1	12	60
8	C – 8	1	1	1	1	1	12	40
9	C – 9	1	4	3	1	4	13	60
10	C – 10	1	4	3	1	3	10	60
11	C – 11	3	2	4	5	3	17	60
12	C – 12	4	5	3	3	4	19	65
13	C – 13	3	4	4	5	3	13	65
14	C – 14	2	3	1	3	4	13	55
15	C – 15	5	3	4	5	4	21	70
16	C – 16	5	5	5	4	5	24	75
17	C – 17	4	4	5	5	3	21	70
18	C – 18	1	1	3	1	1	7	45
19	C – 19	3	3	5	5	3	19	65
20	C – 20	3	1	3	4	2	13	60
21	C – 21	3	4	3	5	4	19	65
22	C – 22	3	3	1	5	5	17	60
23	C – 23	5	5	4	5	5	24	75
24	C – 24	3	3	5	4	2	17	60
25	C – 25	1	3	1	2	3	10	50
26	C – 26	4	5	1	4	5	19	65
27	C – 27	1	1	1	3	1	7	45
28	C – 28	3	2	3	3	3	14	55
29	C – 29	4	1	5	3	3	16	60
30	C – 30	1	1	1	1	1	5	40
31	C – 31	2	1	3	3	1	10	50
32	C – 32	3	2	1	3	1	10	50
33	C – 33	5	4	3	5	4	21	70
	$\sum$	98	98	94	114	100	458	1980
	N	33	33	33	33	33	33	33
	X	2,969696	2,969696	2,848484	3,454545	33,33333	13,878787	60
	S2	1,842803	2,217803	2,257576	1,943182	2,030303	23,5700758	98,44
	S	1,357499	1,489229	1,502523	1,393981	1,424887	4,85490224	9,92

Appendix 16

The Pre-test Score of the experimental Group

Name	Oral Items					RAW SCORE	RIPE SCORE
	P	G	V	F	C		
C – 1	2	1	3	3	4	13	55
C – 2	3	3	4	1	2	13	55
C – 3	1	3	2	1	3	10	50
C – 4	4	4	5	4	5	22	70
C – 5	1	3	4	3	2	13	55
C – 6	2	4	3	3	4	16	60
C – 7	3	3	4	4	2	16	60
C – 8	4	4	3	3	2	16	60
C – 9	5	4	5	5	5	24	75
C – 10	5	1	5	2	5	18	65
C – 11	3	2	4	1	5	15	60
C – 12	5	4	3	4	5	21	70
C – 13	3	2	4	4	3	16	60
C – 14	5	1	2	5	5	18	65
C – 15	1	5	2	3	4	15	60
C – 16	5	5	4	4	4	22	70
C – 17	5	4	4	4	5	22	70
C – 18	4	5	5	4	5	23	75
C – 25	3	3	2	4	4	16	70
C – 26	5	4	5	5	5	24	75
C – 27	3	1	1	3	5	13	55
C – 28	3	1	5	5	2	16	65
C – 29	4	4	2	3	3	16	70
C – 30	2	5	5	3	1	16	65
C – 31	1	1	2	1	1	6	45
C – 32	3	1	3	5	1	13	55
C – 33	5	5	5	5	5	25	80
Σ	90	83	96	92	97	542	1715
N	33	33	33	33	33	33	33
X	2,727273	2,515152	2,909091	2,787879	2,939394	16,42424242	64,39
S2	2	2,225071	1,564103	1,712251	2,173789	21,42165242	72,72
S	1,414214	1,491667	1,250641	1,30853	1,474378	4,6283531	8,53

Appendix 17

The Post-test Score of the control Group

Name	Oral Items					RAW SCORE	RIPE SCORE
	P	G	V	F	C		
E - 1	1	5	3	1	5	15	60
E - 2	5	5	5	5	5	25	80
E - 3	5	5	5	5	5	25	85
E - 4	5	5	5	5	5	25	80
E - 5	5	5	5	5	5	25	80
E - 6	3	4	2	1	5	15	60
E - 7	5	5	5	4	5	24	75
E - 8	1	3	3	1	5	13	55
E - 9	1	3	5	1	5	15	60
E - 10	3	5	4	4	5	21	70
E - 11	5	1	2	3	4	15	60
E - 12	4	5	2	1	5	17	65
E - 13	5	5	5	5	5	25	85
E - 14	5	4	5	2	2	18	65
E - 15	5	5	5	5	5	25	80
E - 16	5	5	5	5	5	25	90
E - 17	5	5	5	5	5	25	80
E - 18	2	4	4	2	5	17	65
E - 19	5	5	5	4	4	23	70
E - 20	4	4	3	5	3	19	65
E - 21	4	5	4	3	5	21	70
E - 22	5	5	5	5	5	25	80
E - 23	5	5	5	5	5	25	80
E - 24	5	5	5	5	5	25	90
E - 25	4	4	3	5	5	21	70
E - 26	5	5	5	5	5	25	80
E - 27	3	4	2	1	5	15	60
E - 28	5	5	5	5	5	25	80
E - 29	4	5	3	5	2	19	65
E - 30	2	3	4	5	5	19	65
E - 31	5	5	5	5	5	25	85
E - 32	5	5	5	5	5	25	85
E - 33	5	5	5	5	5	25	80
$\sum$	136	149	139	128	155	707	2420
N	33	33	33	33	33	33	33
X	4,121212121	4,515151515	4,212121212	3,878787879	4,696969697	21,424242	73,33
S2	1,797348485	0,820075758	1,234848485	2,609848485	0,65530303	17,50189394	101,04
S	1,340652261	0,905580343	1,111237367	1,615502549	0,809507894	4,183526496	10,05

Appendix 18

Name	The Post-test Score of the experiment Group						
	Oral Items					**RAW SCORE**	**RIPE SCORE**
	P	**G**	**V**	**F**	**C**		
E - 1	5	5	5	5	5	25	80
E - 2	5	5	5	5	5	25	80
E - 3	4	3	5	3	5	20	70
E - 4	5	5	5	5	5	25	85
E - 5	5	5	5	5	5	25	80
E - 6	5	3	5	5	4	22	95
E - 7	4	5	4	5	5	23	80
E - 8	5	5	5	5	5	25	95
E - 9	4	3	5	3	5	20	90
E - 10	5	5	5	5	5	25	85
E - 11	5	5	5	5	5	25	90
E - 12	5	5	5	5	5	25	70
E - 13	5	5	5	5	5	25	75
E - 14	5	5	5	5	5	25	85
E - 15	5	4	3	5	3	20	70
E - 16	5	5	5	5	5	25	85
E - 17	5	5	5	5	5	25	85
E - 18	5	5	5	5	5	25	80
E - 19	5	5	5	5	5	25	90
E - 20	5	5	5	5	5	25	85
E - 21	5	5	5	5	5	25	70
E - 22	5	5	5	5	5	25	95
E - 23	5	5	5	5	5	25	95
E - 24	5	5	5	5	5	25	80
E - 25	3	2	3	3	5	16	85
E - 26	5	5	5	5	5	25	90
E - 27	5	5	5	5	5	25	95
E - 28	5	5	5	5	5	25	80
E - 29	5	5	5	5	5	25	95
E - 30	5	5	5	5	5	25	85
E - 31	3	4	2	1	5	15	60
E - 32	5	5	5	5	5	25	80
E - 33	5	5	5	5	5	25	90
∑	158	154	157	155	162	761	2755
N	33	33	33	33	33	33	33
X	4,78787	4,66666	4,75758	4,69697	4,90909	23,0606	83,48
S2	0,29735	0,60417	0,50189	0,7803	0,147727	6,965909091	77,32
S	0,5453	0,77728	0,70844	0,88335	0,38435	2,639300872	8,79

No	CONTROL CLASS			EXPERIMENT CLASS		
	Code	Pre-Test	Post-Test	Code	Pre-Test	Post-Test
1	K-01	55	60	E-01	55	80
2	K-02	75	80	E-02	55	80
3	K-03	75	85	E-03	50	70
4	K-04	50	80	E-04	70	85
5	K-05	60	80	E-05	55	80
6	K-06	70	60	E-06	60	95
7	K-07	60	75	E-07	60	80
8	K-08	40	55	E-08	60	95
9	K-09	60	60	E-09	75	90
10	K-10	60	70	E-10	65	85
11	K-11	60	60	E-11	60	90
12	K-12	65	65	E-12	70	70
13	K-13	65	85	E-13	60	75
14	K-14	55	65	E-14	65	85
15	K-15	70	80	E-15	60	70
16	K-16	75	90	E-16	70	85
17	K-17	70	80	E-17	70	85
18	K-18	45	65	E-18	75	80
19	K-19	65	70	E-19	70	90
20	K-20	60	65	E-20	65	85
21	K-21	65	70	E-21	65	70
22	K-22	60	80	E-22	75	95
23	K-23	75	80	E-23	60	95
24	K-24	60	90	E-24	75	80
25	K-25	50	70	E-25	70	85
26	K-26	65	80	E-26	75	90
27	K-27	45	60	E-27	55	95
28	K-28	55	80	E-28	65	80
29	K-29	60	65	E-29	70	95
30	K-30	40	65	E-30	65	85
31	K-31	50	85	E-31	45	60
32	K-32	50	85	E-32	55	80
33	K-33	70	80	E-33	80	90
$\sum$	=	1980	2420	?	2125	2755
N	=	33	33	N	33	33
X	=	60,00	73,33	X	64,39	83,48
S^2	=	98,44	101,04	S^2	68,37	77,32
S	=	9,92	10,05	S	8,27	8,79

Appendix 19

Data Test

$\sum$	=	1980	2420	?	2125	2755
N	=	33	33	N	33	33
X	=	60,00	73,33	X	64,39	83,48
S^2	=	98,44	101,04	S^2	68,37	77,32
S	=	9,92	10,05	S	8,27	8,79

Appendix 20

TEST OF SIMILIARITY BETWEEN TWO VARIANCES IN PRE TEST OF EXPERIMENAL AND CONTROL GROUP

HYpotHesis

Ho : s_1^2 = s_2^2
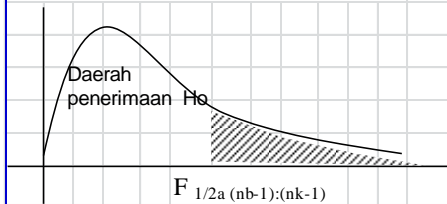
Ha : s_1^2 ≠ s_2^2

Uji Hipotesis

To measure the hyphotesis using the formula below:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

Ho is accepeted if $F \leq F_{1/2a\ (nb-1):(nk-1)}$

Daerah
penerimaan Ho

$F_{1/2a\ (nb-1):(nk-1)}$

based on theformula , the result was:

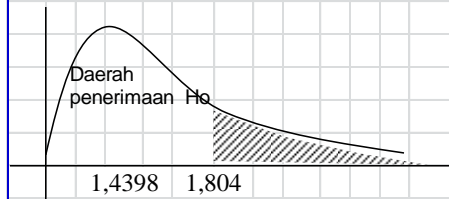| Variance Sources	Eksperimen	Control
SUM	2125	1980
n	33	33
$\overline{x}$	64,39	60,00
Variance (s^2)	68,37	98,44
Standart deviation (s)	8,27	9,92

Based on the formula, the result was :

$$F = \frac{98,4375}{68,3712} = 1,440$$

for a = 5% with:

| dk pembilang = nb - 1 | | = | 33 | - | 1 = | 32 |
| dk penyebut = nk -1 | | = | 33 | - | 1 = | 32 |

$F_{(0.05)(32:32)}$ = 1,80

Daerah
penerimaan Ho

1,4398   1,804

Because of F is in Ho area, it can be cocluded that both experimental and control group have no differences

TEST OF SIMILIARITY BETWEEN TWO VARIANCES IN POST TEST OF EXPERIMENAL AND CONTROL GROUP
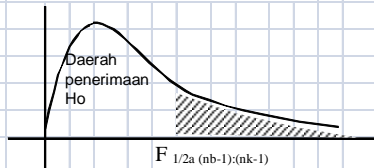
Hypothesis

Ho : s_1^2 = s_2^2

Ha : s_1^2 ≠ s_2^2

Uji Hipotesis

To measure the hyphotesis using the formula below:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

Ho is acceped if $F \le F_{1/2a\ (nb-1):(nk-1)}$

Daerah
penerimaan
Ho

$F_{1/2a\ (nb-1):(nk-1)}$

Based on the formula, the result was

Variance Sources	Eksperimen	Control
SUM	2755	2420
n	33	33
$\overline{x}$	83,485	73,333
Variance (s^2)	77,320	101,042
Standart deviation (s)	8,793	10,052

Based on the formula, the result was:

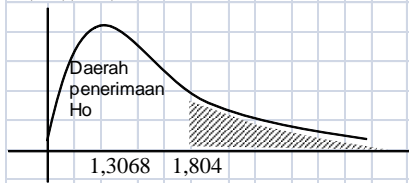$$F = \frac{101,0417}{77,3201} = 1,307$$

for a = 5% with:

dk pembilang = nb - 1 = 33 - 1 = 32

dk penyebut = nk -1 = 33 - 1 = 32

$F_{(0.05)(32:32)}$ = 1,804

Daerah
penerimaan
Ho

1,3068 1,804

Because of F is in Ho area, it can be conclude that both experimental and control group have no differences.

Appendix 22

TEST OF THE NORMALITY DATA OF PRE TEST CONTROL CLASS

Hypothesis

H$_o$: Data distributes normally

H$_1$: Data does not distribute normally

Pengujian Hipotesis

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

Criteria

is accepeted if   H$_o$ = $\chi^2{}_{hitung}$ < $\chi^2{}_{tabel}$

Test of Hypothesis

Max.Value	=	75			
Min.Value	=	40			
Streches of Value (R)	=	75-40	=	35	
Classes (k)	=	1 + 3,3 log 35	=	6,095	= 6 kelas
Lenght of classes (P)	=	35/6	5,742	=	6

Distribution table of the pre test of control group

Class			f$_i$	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
40	–	46	4	43	1849	172	7396
47	–	53	4	50	2500	200	10000
54	–	60	12	57	3249	684	38988
61	–	67	5	64	4096	320	20480
68	–	74	4	71	5041	284	20164
75	–	81	4	78	6084	312	24336
Sum			33			1972	121364

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1972}{33} = 59,76$$

$$S^2 = \frac{n \sum f_i x_i^2 - \left(\sum f_i x_i\right)^2}{n(n-1)}$$

$$= \frac{27*101575 - (1645.5)}{27(27 - 1)}$$

S^2 = 98,44

S = 9,92

List of observation frequency of control group

Class			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			39,5	-2,04	-0,4794				
40	–	46				0,0701	1,9	4	2,3417
			46,5	-1,34	-0,4093				
47	–	53				0,1734	4,7	4	0,0992
			53,5	-0,63	-0,2359				
54	–	60				0,2657	7,2	12	3,2463
			60,5	0,07	0,0298				
61	–	67				0,2526	6,8	5	0,4856
			67,5	0,78	0,2824				
68	–	74				0,1489	4,0	4	0,0001
			74,5	1,49	0,4313				
75	–	81				0,0544	1,5	4	4,3546
			81,5	2,19	0,4858				
							x^2	=	10,5275

for a = 5%, with dk = 6 - 1= 5 it is obtained x^2 tabel =   11,07

Because of x^2 hitung $< x^2$ tabel, so the data is normal distribution

Appendix 23

TEST OF NORMALITY DATA OF PRE TEST
EXPERIMENT CLASS

HYpothesis

H_o: Data distributes normally

H_1: Data does not distribute normally

Pengujian Hipotesis

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

Criteria

if accepted if diterima jika $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Test of Hypothesis

Max. Value			=	80				
Min.Value			=	45				
Streches of Value (R)			=	80-45	=	35		
Classes (k)			=	1 + 3,3 log 25	=	6,095	= 6 kelas	
Lengh of Classes(P)			=	30/6 =	5,74	=	6	

Distribution table of the pre tes of experimental

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	51	2	48	2304	96	4608
52	–	58	3	55	3025	165	9075
59	–	65	13	62	3844	806	49972
66	–	72	7	69	4761	483	33327
73	–	79	5	76	5776	380	28880
80	–	86	1	83	6889	83	6889
sum			31			2013	132751

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1678}{31} = 64,39$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - (\sum f_i \chi_i)^2}{n(n-1)}$$

$$= \frac{28*102535 - (1680)^2}{28(28-1)}$$

$$S^2 = 68,37$$

$$S = 8,27$$

List of the observation frequency of experimental group

Class			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			44,5	-2,41	-0,4919				
45	–	50				0,0384	1,0	2	0,8961
			50,5	-1,68	-0,4536				
51	–	56				0,1234	3,3	3	0,0332
			56,5	-0,95	-0,3301				
57	–	62				0,2395	6,5	13	6,5975
			62,5	-0,23	-0,0906				
63	–	68				0,2808	7,6	7	0,0448
			68,5	0,50	0,1903				
69	–	74				0,2759	7,4	5	0,8051
			79,5	1,83	0,4661				
80	–	85				0,0285	0,8	1	0,0689
			85,5	2,55	0,4947				
							χ^2	=	8,4454

For $a = 5\%$, with $dk = 6 - 1 = 5$ it is obtained χ^2 tabel = 11,07

Because of χ^2 hitung $< \chi^2$ tabel, so the data is normal distribution

Appendix 24

TEST OF THE NORMALITY DATA OF POST TEST
EXPERIMENTAL CLASS

Hypothesis

H_o: Data distributes normally

H_1: Data does not distribute normally

Pengujian Hipotesis

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

Criteria

is accepted if $\quad H_0 \ = \ \chi^2{}_{hitung} \ < \ \chi^2{}_{tabel}$

Test of Hypothesis

Max.Value	=	95
Min.Value	=	60
Streches of Value (R)	=	95-60	=	35
Classes (k)	=	1 + 3,3 log 35	=	6,095	= 6 kelas
Lenght of classesPanjang kelas (P)	=	35/6 =	5,74	=	6

Distribution table of the pre test of experimental

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
60	–	66	1	63	3969	63	3969
67	–	73	4	70	4900	280	19600
74	–	80	9	77	5929	693	53361
81	–	87	8	84	7056	672	56448
88	–	94	5	91	8281	455	41405
95	–	101	6	98	9604	588	57624
Sum			33			2751	232407

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2751}{33} = 83,48$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - (\sum f_i \chi_i)^2}{n(n-1)}$$

$$= \frac{28*156061 - (2080)^2}{28(28-1)}$$

$$S^2 = 77,32$$

$$S = 8,79$$

List of observation frequency of experimental group

Class			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\dfrac{(O_i - E_i)^2}{E_i}$
			59,5	-2,73	-0,4968				
60	–	66				0,0235	0,6	1	0,2099
			66,5	-1,93	-0,4733				
67	–	73				0,1014	2,7	4	0,5827
			73,5	-1,14	-0,3719				
74	–	80				0,2391	6,5	9	1,0039
			80,5	-0,34	-0,1329				
81	–	87				0,3089	8,3	8	0,0139
			87,5	0,46	0,1760				
88	–	94				0,2188	5,9	5	0,1395
			94,5	1,25	0,3948				
95	–	101				0,0849	2,3	6	5,9945
			101,5	2,05	0,4798				
							x^2	=	7,9444

for a = 5%, with dk = 6 - 1 = 5 it is obtained X² tabel =   11,07

Because of X² hitung < X² tabel, so the data is normal distribution

Appendix 25

TEST OF THE NORMALITY DATA OF POST TEST
CONTROL CLASS

Hypothesis

H_o: Data distributes normally

H_1: Data does not distribute normally

Pengujian Hipotesis

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

Criteria

is accepted if $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

Test of Hypothesis

Max. Value	=	90			
Min. Value	=	55			
Streches of Value (R)	=	90-55	=	35	
Classes (k)	=	1 + 3,3 log 35	=	6,095	= 6 kelas
Lenght of classes (P)	=	35/6 =	5,833	=	6

Distribution table of the pre test of control group

Class			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
55	–	61	6	58	3364	348	20184
62	–	68	6	65	4225	390	25350
69	–	75	5	72	5184	360	25920
76	–	82	10	79	6241	790	62410
83	–	89	4	86	7396	344	29584
90	–	96	2	93	8649	186	17298
Sum			33			2418	180746

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2418}{33} = 73,33$$

$$S^2 = \frac{n \sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{27*134587 - (1897.5)^2}{27(27 - 1)}$$

$$S^2 = 101,04$$

$$S = 10,05$$

List of observation frequency of control group

Class			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			54,5	-1,87	-0,4695				
55	–	61				0,0891	2,4	6	5,3756
			61,5	-1,18	-0,3804				
62	–	68				0,1958	5,3	6	0,0966
			68,5	-0,48	-0,1847				
69	–	75				0,2700	7,3	5	0,7195
			75,5	0,22	0,0853				
76	–	82				0,2338	6,3	10	2,1553
			82,5	0,91	0,3191				
83	–	89				0,1270	3,4	6	1,9266
			89,5	1,61	0,4461				
90	–	96				0,0433	1,2	2	0,5910
			96,5	2,30	0,4894				
							χ^2	=	10,8645

for a = 5%, with dk = 6 - 1 = 5 it is obtained X² tabel =   11,07

Because of X² hitung < X² tabel, so the data is normal distribution

Appendix 26

TEST OF DIFFERENCES BETWEEN TWO AVERAGE IN PRE TEST OF EXPERIMENTAL AND CONTROL GROUP

Hypothesis

Ho : m_1 = m_2

Ha : m_1 ≠ m_2

Uji Hipotesis

To measure the hyphotesis using formula below :

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

Where,

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

Ho is accepted if $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$

Daerah
penerimaan
Ho
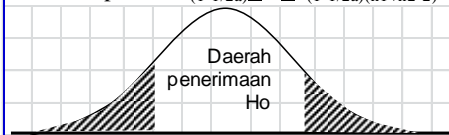
Based on the formula, he result was:

Variance Sources	Eksperimen	Control
Sum	2125	1980
n	33	33
$\overline{x}$	64,394	60,000
Variance (S^2)	68,371	98,438
Standart deviation(S)	8,269	9,922

Based on the formula, the result was :

$$s = \sqrt{\frac{[33-1]\,68{,}3712 + [33-1]\,98{,}4375}{33 + 33 - 2}} = 9{,}133$$

$$t = \frac{64{,}39 - 60{,}00}{9{,}133\sqrt{\dfrac{1}{33} + \dfrac{1}{33}}} = 1{,}954$$

For a = 5% with dk = 33 + 33 - 2 = 64 it is obtained $t_{(0.05)(64)}$ =   2,00
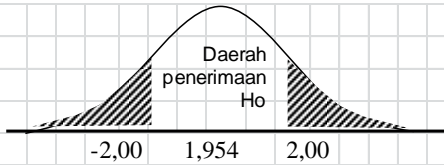
Daerah
penerimaan
Ho

-2,00   1,954   2,00

Because of t is in Ho area, i can be concluded that both experimental and control group have no differences.

Appendix 27

TEST OF DIFFERENCES BETWEEN TWO AVERAGE IN POST TEST OF EXPERIMENTAL AND CONTROL GROUP

Hypothesis

Ho : m_1 $\leq$ m_2

Ha : m_1 $>$ m_2

Uji Hipotesis

To measure the hyphotesis using formula below :

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

Where,

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

Ha is acceped if $t > t_{(1-1/2a)(n1+n2-2)}$

Daerah
penerimaan
Ho
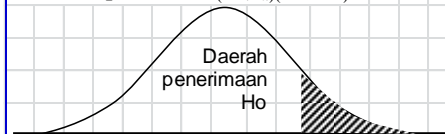
Based on the formula, he result was:

Sumber variasi	Eksperimen	Control
Sum	2755	2420
n	33	33
$\overline{x}$	83,48	73,33
Variance (s^2)	77,32	101,04
Standart deviation (s)	8,79	10,05

Based on the formula, he result was:

$$s = \sqrt{\frac{[33-1]\,77{,}3201 + [33-1]\,101{,}0417}{33 + 33 - 2}} = 9{,}4436$$

$$t = \frac{83{,}48 - 73{,}33}{9{,}4436\sqrt{\dfrac{1}{33} + \dfrac{1}{33}}} = 4{,}367$$

for a = 5% with dk = 28 + 27 - 2 = 53 it is obtained $t_{(0.05)(53)} = 1{,}67$

Daerah
penerimaan
Ho

1,67 4,367
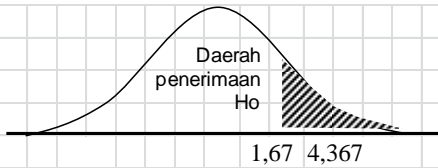
Because of t is not in Ho are, it can be concluded that both experimental and control group have differences.

Appendix 28

List of scores

LESSON   : ENGLISH   **Class : X-MIPA 2**

SEMESTER : II

KKM   : 75

No.	NIS	Name	Nilai Harian						
			UH. 1	Tugas.1	UH.2	Tugas.2	RNH	NTS	RN
1	8264	AKHMAD FARIDHOH	78	82	82	88	82,5	78	80,25
2	8265	AMANAH ZAKIAH	82	85	85	88	85	78	81,5
3	8266	APSARI HENI OKTAVIA	82	84	86	88	85	70	77,5
4	8551	ASA FAWWAZIE	90	94	90	90	91	86	88,5
5	8267	ASTRI EKA PUTRI	90	92	92	90	91	72	81,5
6	8268	BELLA AMALIA	90	90	88	88	89	72	80,5
7	8269	DEWI MUKHLISA	92	96	94	90	93	86	89,5
8	8271	DHIMAS AUFAA JATI PRASETYA	94	92	94	90	92,5	86	89,25
9	8272	EDDO SURYA PERMANA	90	90	92	90	90,5	84	87,25
10	8273	ESTRI SUCI ANINGSIH	78	85	88	88	84,75	64	74,3
11	8274	FAIRUZ MAYGHINA	78	85	88	88	84,75	68	76,3
12	8275	FARHAN AMIR	85	90	88	90	88,25	60	74,1
13	8276	GESIT QORI'AH TRI APRILIA	85	90	88	90	88,25	72	80,2
14	8277	IKA NURIYAH SAFITRI	78	90	86	88	85,5	62	73,75
15	8278	ISTRIANA	80	90	86	90	86,5	80	83,25
16	8279	JAZIM HAMIDI	78	88	84	90	85	50	67,5
17	8280	LUTFIA HIDAYATI	78	88	88	88	85,5	74	79,75
18	8281	MARATUS SOLIKHAH	78	90	84	86	84,5	62	73,25
19	8282	MEI NURFARIDA	85	92	88	90	89	84	86,5
20	8283	MUHAMMAD RIYANTORO ILHAM MAULANA	78	88	85	90	86	54	70
21	8284	MUHAMMAD SYAID WIBOWO	80	90	88	90	87	82	84,5
22	8285	MUTAMMIMAH	82	90	88	90	87	88	87,5
23	8286	MUR KHABIBAH	86	92	92	90	90	66	78
24	8287	OKTAVIANA	80	90	86	88	86	74	80
25	8288	RINDHI AFRIANI	80	90	84	88	85	82	83,5
26	8289	RIZKY AGUS FADHILA	78	86	84	88	84	62	73
27	8290	ROFAT LASMINAH	80	86	86	88	85	64	74,5
28	8552	RUSLIA EXTASARI	78	85	80	85	82	54	68

29	8291	SHANDI MAHESA PANJI PANGESTU	78	88	82	85	83,25	60	71,6
30	8291	SITI FAUZIAH	78	88	82	85	83,25	64	73,6
31	8292	TABAH WAHYUNINGSIH	80	88	86	86	85	64	74,5
32	8293	UMI KHOMSATUN	80	90	86	88	86	58	72
33	8294	WAWAN HIDAYAT	80	90	84	88	85,5	78	81,75
		Jumlah Nilai	2709	2934	2864	2919	2856,5	2338	2597,1
		Nilai Tertinggi	94	96	94	90	92,5	86	87,5
		Nilai Terendah	78	82	80	85	82	54	67,5

Prembun , 26 Juni 2015
Guru Mata Pelajaran

Dra. Dwi Anggorowati
NIP. 19610627 198803 2004

Appendix 29

List of scores

LESSON : ENGLISH   **Class : X-MIPA 5**

SEMESTER : II

KKM : 75

No.	NIS	Name	Nilai Harian						
			UH. 1	Tugas.1	UH.2	Tugas.2	RNH	NTS	RN
1	8360	AMARTYA ALIF FITRIANI	84	86	90	85	86,25	74	80,1
2	8361	ANNISA FARAH ANINDYTA	84	87	90	86	86,75	76	80,3
3	8362	ARIF TRIYONO	87	89	92	88	89	86	87,5
4	8363	ASRI NUR UTAMI	82	82	90	80	83,5	76	79,75
5	8364	AYU PRANDANSARI MULATSIH	80	82	90	78	82,5	72	77,25
6	8365	BUDI SUSANTO	78	82	88	78	81,5	76	78,75
7	8366	CHOIRINA KUSUMA LAKSMI	82	84	90	80	84	72	78
8	9367	DEFRI RAHMADANA	80	80	86	78	81	70	75,5
9	8368	DESTRI PRASETYANINGSIH	80	82	86	78	81,5	78	79,75
10	8369	DHIA FEBRIANTI	78	78	88	80	81	70	75,5
11	8370	DHIMAS KHAIRUMAN BRILIANTO	84	86	92	88	87,5	88	87,75
12	8371	DIAH DWI LESTARI	78	84	90	80	83	84	83,5
13	8372	DIAN SUCI OKTAVIA	80	84	90	80	83,5	92	87,75
14	8373	DWI PURWANTI	78	84	92	82	84	94	89
15	8374	DZAFIRA INDARSYAH MADYASARI	80	86	90	80	84	74	79
16	8376	ELSYA WURI NUR JANNAH	82	86	90	80	84,5	80	82,25
17	8377	FITRIYAH RAMADHANI	78	84	90	78	82,5	84	83,25
18	8378	HARTIININGSIH	78	82	90	82	83	78	80,5
19	8379	KIKI WIDIYANTI	82	82	92	90	86,5	80	83,25
20	8380	LAILIA KURNIAWATI	82	82	90	84	84,5	84	84,25
21	8381	M.ALI AZIZ	78	82	90	80	82,5	84	83,25
22	8382	MARBETA DEWI ARIYANI	82	84	90	80	84	82	83
23	8383	MEINITA SARI	82	86	92	80	85	82	83,5
24	8384	MUTTAKIN	78	84	88	80	82,5	84	83,25
25	8385	NUR INDAH SARI	89	92	92	94	91,75	86	88, 75
26	8386	RIRI OKTAVIANA	84	86	90	86	86,5	86	86,25
27	8387	RIZAL ANDRIANTO NUGROHO	82	84	90	82	84,5	76	80,25
28	8388	ROVIQOTUL ISTIQOMAH	82	84	90	82	84,5	74	79,25
29	8389	SEPTI ANGGREYANI	80	86	90	82	84,5	70	77,25
30	8390	TRI RATNASARI	80	84	90	84	84,5	82	83,25

| 31	8391	UTAMI NUR WIHANANTI	80	84	90	84	84,5	80	82,25
32	8392	WENNY AFIFAH ANINDITANTI	84	86	92	86	87	88	87,5
33	8293	WILIS TRI KUSUMA WARDANI	88	88	92	90	89,5	80	84,75
		Jumlah Nilai	2686	2782	2972	2725	2791,3	2642	2627
		Nilai Tertinggi	89	92	92	90		92	88,75
		Nilai Terendah	78	78	86	78		70	75,5
					Prembun, 26 Juni 2015			
					Guru Mata Pelajaran			
					Dra. Dwi Anggorowati			
					NIP. 19610627 198803 2004			

Appendix 30

ACTIVITY IN CONTROL CLASS

Students discussed to make questions with their group.

Students present their answer of question of another group.

Students do the assignment independently in class.
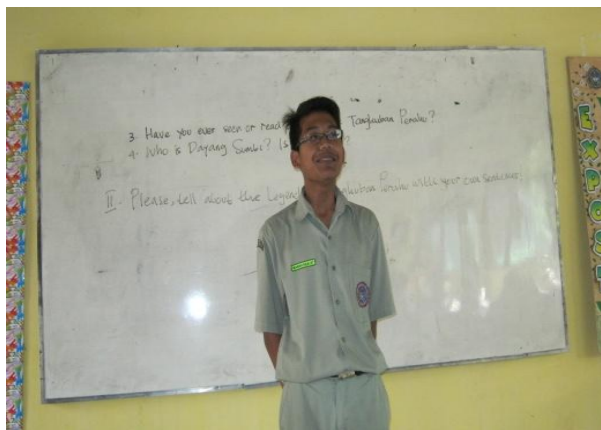
Student tells story individually in front of class.

Appendix 31

ACTIVITY IN EXPERIMENTAL CLASS

Students discussed questions about contains of the text in pairs.

Students present their's answer in pairs in front of class.

Students watch movie together in the laboratorium.

Students tells story with budding translators metod.