THE EFFECTIVENESS OF BASKET STORIES TO TEACH WRITING NARRATIVE TEXT

(An Experimental Research at the Tenth Grade of MAN Lasem in the Academic Year of 2015/2016)

THESIS
Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education

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ABSTRACT

Title : **The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth grade of MAN Lasem in the Academic Year of 2015/2016)**
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The background of the study is the students often face difficulties to create characters, settings, plots, and conflicts of narrative text. This thesis discusses the effectiveness of using Basket Stories to improve the narrative writing skill. Basket Stories maybe considered efficient to facilitate students in writing narrative text. The study is aimed to find out whether Basket Stories can improve the students' narrative writing skill or not. The topic is discussed through the experimental research at the Tenth grade of MAN Lasem in the academic year of 2015/2016. Class X Science 1 and X Science 4 were used as the data sources to find out the effectiveness of using Basket Stories to improve the narrative writing skill. The data is gathered through test and documentation.

In taking the sample, the writer used simple random sampling technique. Class X Science 1 was chosen as experimental class who were taught writing narrative text using Basket Stories and class X Science 4 as control class who were taught writing narrative text without using Basket Stories. The instrument used to collect the data was writing test or essay test. The assessment of the test result was focused on the five elements of writing (contents, organization, vocabulary, grammar and mechanic).

The technique to analyze the data was t-test formula. It was used to determine whether there is or there is not a significant difference between the average scores of the experimental class and the control class.The average score of post- test of experimental class was 68.60 which were higher than the average score of post test of the control

class 58.60. Based on the calculation result of t-test is obtained t_{count}(4.992) was higher than the t_{table}(1.66). Since the $t_{count}$was higher than t_{table}, the hypothesis is accepted. It means that there is a significant difference in writing skill improvement between students who are taught writing narrative text by using Basket Stories and those who are taught without Basket Stories.

Based on the result of this research, the writer suggests that Basket Stories may be used as alternative technique in teaching writing especially in teaching writing narrative text. Then, hopefully, students are able to create characters, settings, plots, and conflicts of narrative text more easily.

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Bismillahirrahmanirrahiim

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the thesis. Without Him, I couldn't stay patient and in control in writing this final project from the first page to the last page.

Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet and the prophet who had brought us from the darkness to the brightness, from stupidity to cleverness.

The writer realizes that this thesis can not be completed without the help of others. Many people who have already helped me during the writing this thesis and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to all persons until this thesis can be completely finished. The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth grade of MAN Lasem in the Academic Year of 2015/2016) is a thesis for readers who want to know the use of Basket Stories to improve the students' narrative writing skill.

Therefore, I would like to extend my appreciation to all of them, especially to:

1. Dr.H. Raharjo, M.Ed,St as the Dean of Tarbiyah and Teacher Training Faculty
2. Dr. H. Muslih, M.A as the Head of English Department
3. Siti Tarwiyah, S.S, M.Hum as thesis advisor who had the responsibility for her patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation. There is no single word that I can say except, "Thank you very much for guiding me as good as my parent. You are nice lecturer."
4. All lecturers in English Department of Tarbiyah Faculty for valuable knowledge, and advice during the years of my study.
5. Library official who always gives good service related with the references in this thesis so that the writer could done this thesis well.
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8. All my friends in my life who always gives motivation, support and helping to finish this study.

Finally, the writer realizes that this thesis is a far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Semarang, November 20,2015

Hayik Nikmatul Zainah
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DEDICATION

In the name of Allah the Beneficent and the Merciful,

the thesis is dedicated for the special one,

My lovely parents (Mr. Mustofa and Mrs. Supiyati)

And also my lovely husband, Achmad Sanjali,

love and respect are always for them.

Thanks a lot for all your everything given to me

Because of your love, pray, support, motivation,

Contributionand sacrifice

M0TTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ

Allah does not charge a soul with more than it can bear

(Q. S. Al-Baqoroh: 286)[1]

[1]Mahmud Y. Yazid, *The Quran : An English Translation of The Meaning of TheQuran*,(Beirut : Dar Al Chopro, 1980), p. 34.

TABLE OF CONTENT

THESIS STATEMENT.....i

RATIFICATION NOTE ii

APPROVAL iii

ABSTRACT.....iv

ACKNOWLEDGMENT.....vi

DEDICATION.....ix

MOTTO x

TABLE OF CONTENT xi

CHAPTER I: INTRODUCTION

A. Background of the Research 1
B. Research Question 6
C. Objective of Study 6
D. Pedagogical Significance 6

CHAPTER II: REVIEW OF THE RELATED LITERATURE

A. Previous Research.....9
B. Literature Review.....10
    1. General Concept of Writing.....10
        a. Definition of Writing.....10
        b. Types of Writing 12

2. Genre in Language Learning 13
a. Definition of Genre 14
b. Kinds of Genre 16
3. Narrative Text.....16
a. Definition of Narrative Text.....16
b. Social Function of Narrative Text .16
c. Generic Structures of Narrative Text. 17
d. Language Features of Narrative Text 18
4. Basket Stories 20
a. Definition of Basket Stories.....20
b. The Variations of Basket Stories....21
c. The Implementing of Basket Stories.. 22
d. Using Basket Stories to Teach Writing Narrative Text 27
e. Advantages of Basket Stories 28
f. Disadvantages of Basket Stories ...30
g. The Correlation between Basket Stories and Narrative Text 30
C. Hypothesis 31

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design.....33
B. Research Setting.....34
C. Population and Sample.....38
D. Variable and Indicator.....40
E. Technique of Data Collection.....42
F. Technique of Data Analysis 43

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Description of the Research Finding 55
B. Data Analysis and Hypothesis Test.....62
C. First Phase Analysis 62
D. Phase End Analysis.....66
E. Discussion of Research Finding 69
F. Limitation of the Research 71

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 73
B. Suggestion.....73
C. Closing.....73

REFERENCES

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 1 The Schedule of the Research, 34.

Table 2 List of Population, 36.

Table 3 Independent Variable, 38.

Table 4 Dependent Variable, 39.

Table 5 Percentage of the Element of writing, 43.

Table 6 Scoring Guidance and the Explanation of Criterion,44.

Table 7 The Lowest Score and the Highest Score Element of Writing, 54.

Table 8 Frequency Distribution Score of Pre-test of the Experimental Class,55.

Table 9 Frequency Distribution Score of Pre-test of the Control Class,56.

Table 10 Frequency Distribution Score of Post-test of the Experimental Class,58.

Table 11 Frequency Distribution Score of Post-test of the Control Class, 59.

Table 12 The Result Average Score of the Pre-test and Post-test of the Experimental and control Classes, 60.

Table 13 Score of pre-test experimental and control classes, 61.

Table 14 The result of normality pre-test of experimental and control classes 62.

Table 15 The result of homogeneity pre-test of experimental and control classes, 63.

Table 16 The average similarity test of pre-test of experimental and control classes, 64.

Table 17 The result of normality post-test of experimental and control classes, 65.

Table 18 The result of homogeneity post-test of experimental and control classes,66.

Table 19 The score of post test of experimental and control classes,67.

Table 20 Result of computation t-test, 67.

LIST OF CHART

Chart 1 Histogram Frequency Distribution Score of Pre-test of the Experimental class, 55.

Chart 2 Histogram Frequency Distribution Score of Pre-test of the Control Class, 57.

Chart 3 Histogram Frequency Distribution Score of Post-test of the Experimental Class, 58.

Chart 4 Histogram Frequency Distribution Score of Post-test of the Control Class, 60

LIST OF APPENDICES

1. Subject List of Experimental Class
2. Subject List of Control Class
3. The Pre-test Score of the Experimental Class
4. The Pre-test Score of the Control Class
5. The Post-test Score of the Experimental Class
6. The Post-test Score of the Control Class
7. Score of Writing Test
8. Normality Test of Pre Test (Experimental Class)
9. Normality Test of Pre Test (Control Class)
10. Normality Test of Post Test (Experimental Class)
11. Normality Test of Post Test (Control Class)

12. Homogeneity Test of Pre Test
13. Homogeneity Test of Post Test
14. The Average Similarity Test of Pre-test of the Experimental and the Control Classes
15. The Average Similarity Test of Post-test of the Experimental and the Control Classes
16. Lesson Plan for Experimental Class First Meeting
17. Lesson Plan for Experimental Class Second Meeting
18. Lesson Plan for Control Class First Meeting
19. Lesson Plan for Control Class Second Meeting
20. Instrument Pre Test
21. Instrument Post Test
22. Students' Writing in Pre-Test (Experimental Class)
23. Students' Writing in Pre-Test (Control Class)
24. Students' Writing in Post Test (Experimental Class)
25. Students' Writing in Post Test (Control Class)
26. Letter of Validation from Mathematics Laboratory
27. Research Letter from Headmaster of MAN Lasem
28. Pre-Research Letter
29. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a representation of speech and was invented in many places on earth. According to Caroll (1990:1), "writing provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, and theories".[1] Consequently, it is reasonable to say that writing is the most important invention in human history.

Since it is very crucial, writing has always been formed as part of the syllabus in the teaching of English[2], including Indonesia. The Indonesian curriculum sets writing as a part of English curriculum. Based on this curriculum, there are some texts which have to be mastered by senior high school students. One of the texts taught in school is narrative text.

According to National Education Ministry of Indonesia, narrative text is a text that tells a story, sequence of events, and entertains the audience.[3] In addition, narrative text also includes both fiction (novels, short stories, poems) and nonfiction (memoirs,

[1]Robert, T. Caroll, *Students Success Guide: Writing Skills*.p.1Retrieved May 14, 2015, from *http://www.skepdic.com/refuge/writingskills.pdf*.

[2]Jeremy, Harmer, *How to Teach Writing*… p. 31

[3]Badan Nasional Standar Pendidikan, *Developing Writing and Reading Competence, Based on Genre*, p.38

biographies, news stories).[4]Narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards.

Story, as the most known type of narrative text is not only found in novel or text book, but also in the holy Qur'an.

As Allah stated in the Qur'an:

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لأَوْلِي الأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَى وَلَكِنْ تَصْدِيقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِقَوْمٍ يُؤْمِنُونَ (يوسف:

"Indeed in their stories, there is a lesson for men of understanding. It (the Qur'an) is not a forged statement but a confirmation of the Allah's existing Books [the Taurat (Torah), the Injeel (Gospel) and other Scriptures of Allah] and a detailed explanation of everything and a guide and a Mercy for the people who believe.*"*(Q.S. Yusuf ((12): 111)[5]

Based on the verse above, we know that story, as part of narrative text, has an important role in life.Even the verses that talk about the story are much more than the verses that speaks about the law. It signaled that the Quran is very attentive to story, which indeed it contains a lot of lessons (*ibrah*).

Writing narrative text is part of basic skill in life. Narrative text is one of genres which are taught in senior high school. It is

[4]Roberta Sejnost , Sharon M. Thiese,*Building Content Literacy: Strategies for the Adolescent Learner*, California: SAGE Publisher, 2010, p.9

[5] Mahmud Y. Yazid, *The Quran : An English Translation of The Meaning of TheQuran,*(Beirut : Dar Al Chopro, 1980), p. 134

closely related to everyday experience in specific situation.[6] In earlier stages of education, learning basic skills such as reading, and writing depends heavily on narrative skill which guarantees academic success in the future.[7] The lack in writing narrative text will cause the later problem, especially in academic field.

Writing is used as measuring rod for student's achievement in learning. For instance, students' writing proficiency is often used to measure students' knowledge in context of education.[8] In the same point, as stated by Grabowski (1996:75)"writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction."[9]Due to the importance of writing, students who want to be able to write a good writing must learn to write regularly.

Unfortunately, learning to write fluently in English is much more challenging than learning to speak fluently. Writing is widely believed to be the most complex and difficult one because it needs vocabulary mastery and grammar comprehension at the same time. As form of written communication which is needs formal form, it is also

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[6]Tramsso, T, *et all., Constructing Inferences During Narrative Text Comprehension, Psychological Review*, vol 102 no.3, the American Psychological Association. 1994, p. 371

[7] Susan E. Benson, *Understanding Literate Language: Developmental and Clinical Issues Contemporary Issues in Communication Science and Disorders*, Vol. 36, 2009, p. 174-178.

[8] Jeremy Harmer, *How to Teach Writing*, Essex: Pearson Education Limited, 2004, p.3

[9]Sara Chushing Wigle, *Assessing Writing*, United Kingdom: Cambridge University Press,2002,p.4

not allowed for mistakes such as mistyping, inexact vocabulary, and grammatical errors.

Megaiab (2014:187) mentioned that the most Senior High School students' problems in writing "as a result of the mother tongue influence."[10] They are unaccustomed in writing English sentences in their daily life. Besides that, many English learners consider that they don't know how to write in English properly.

Another problem in learning writing is the use of ineffective writing strategies. Students tend to jump right into the writing task without following the stages in writing process. In addition, they find it is hard to create characters, settings, plots, and conflicts of narrative text.

In response to the problems, the creativity of the teachers needs to be explored in order to decide what kinds of method that they use to teach writing narrative text. It is important because nowadays the definition of the effective teaching is based on student achievement.[11] The lack of student's writing skill in writing narrative text must be coped seriously. Teacher needs to consider the current learning theories and how they can be applied into practice.

Among some strategies available such as dialogues, role plays, and field trip, Basket Stories chosen by the writer as technique

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[10]Machalla, Megaiab, *the English Writing Competence of the Students of Indonesian Senior High School. the 2014 WEI International Academic Conference Proceedings Bali, Indonesia,* The West East Institute, 2014 p.187

[11]Robert Coe, et al. *What Makes Great Teaching? Review ofthe Underpinning Research,* Durham University, 2014, p. 2.

in teaching writing narrative text. Basket Stories are activities which are students tell a story use a basket with objects within it. Basket Stories are creative writing activities that found on the website of University of Oregon. It was published on PIZZAZ, an Online Resource since 1995 from Leslie Opp-Beckman for Scribblers and Teachers of English to Speakers of Other Languages (ESOL).[12] The activities in Basket Stories are divided into three sections; warm-up activity, main activity and post activity.

In Basket Stories, students will play the objects on the basket by moving them as a stimulus to make a story. This activity is believed to help and encourage students talk, imagination and literacy skills.[13]Students' learning styles will be sustained by this activity. They provide a visual and tactile stimulus that they can use to take part in the telling or re-telling of the story.[14] It is excellent for promoting speaking and listening. By listening to and participating in storytelling, students will be able to make connections about what story they will tell in a written form. However, it can be taken a step

[12]Leslie Opp-Beckman, "PIZZAZ: People Interested in Zippy and ZAny Zcribbling", retrieved on Monday, March, 2, 2015.from*http://pages.uoregon.edu/leslieob/storybasket.html*,

[13]Story Box Guide, retrieved from *http://www.literacytrust.org.uk/assets/0000/7684/Story_box_guidance.pdf* , on Monday, March, 2, 2015.

[14]Elizabeth Sharp, *Learning through Talk in The Early Years, Practical activities for Classroom Paperback*, London: SAGE Publications Ltd 2005,p. 47

further by asking the students to actually writing a story inspired by the items.

Considering the explanation above, the writer will conduct a research entitled "The Effectiveness of Basket Stories in Teaching Writing Narrative Text" (An Experimental Research at X Grade Students of MAN Lasem in the Academic Year 2015/2016).

B. Research Question

How is the effectiveness of using Basket Stories to teach writing narrative texts at the tenth grade of MAN Lasem in the academic year of 2015/2016?

C. Objective of Study

The objective of this study is to find out the effectiveness of using Basket Stories to teach writing narrative text at the tenth grade of MAN Lasem in the academic year of 2014/2015?

D. Pedagogical Significance

This result of the study expected can give contributions for teachers, students, school, reader, and for researcher.

1. For the teachers

To help teachers in teaching learning process and providing the active learning, creative, effective, innovative, and fun activity for students in the class.

2. For the students

By using Basket Stories, the students will apply the writing better based on their real experience in practicing every step in arrange narrative text.

3. For the school

It can give positive effect to the future in teaching learning process, especially in teaching writing narrative text.

4. For reader

This research is expected to give more inspiration to the reader who is looking for ideas in teaching narrative text.

5. For the researcher

It hopes that the result of the investigation will be useful input for the writer to improve the knowledge about narrative text in preparing teaching process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The first research is the thesis entitled "Does Oral Storytelling Help First Grade Become Better Writers?"written by Kim Cody and Teresa Wagner. The purpose of this project was to determine the influence of oral storytelling on their students' writing in first grade. They found that oral storytelling improved their students' writing in the areas of organization, style and content. The data shows that across three months there was improvement in the students' writing scores with oral storytelling. Based on the result, oral storytelling is a powerful techniques, it is unlikely to be the single variable that led to growth.[1]

The second research is the thesis entitled "Developing Students' Ability in Writing Narrative text by Using Story Map Technique"(A Research Conducted at the Second Grade of SMA Negeri 2 Limboto in academic year 2012/2013). She tried to find out whether the story map technique can improve the students' ability in writing narrative text or not. She found that the story map technique can improve the students' ability in writing especially in writing narrative text. In other word, this technique can develop students'

[1] Kim Cody. , Teresa Wagner, *Does Oral Storytelling Help First Grade Become Better Writers?*, Otterbein University, retrieved on January, 2, 2015 (from*http://www.otterbein.edu/Files/pdf/Education/JTIR/VolumeV/Cody%20and%20Wagner%20final.pdf*,

abilities by enabling them to visualize story characters, event and settings in the story of narrative text.[2]

All the researches focus is writing skill in narrative text. They also include storytelling activity before writing as main theme in the activity. Both researches also emphasized on generating ideas before writing.

Talking about the differences, this study differs from both researches. The first researcher used storytelling as single activity before writing. In this study, the researcher used storytelling as supporting part in the Basket Stories activity. For the second one, the researcher used Story Map meanwhile the writer used Basket Stories. Other differences are they hold the research with different participant and setting. Kim Cody and Teresa Wagner hold the research in the Alcott Elementary and Fouse Elementary in Westerville Schools while Yuni Fatha Siskawaty Yantu in the second Grade of SMA Negeri 2 Limboto in academic year of 2012/2013.

B. Literature Review

1. General Concept of Writing

a. Definition of Writing

According to Sokolik (2003) in Linse and Nunan (2005: 98) "writing is a combination of process and

[2]Yuni Fatkha S.Y, *Developing Students' Ability in Writing Narrative Text by Using Story Map Technique*, Gorontalo State University, 2013, abstract page

product".[3]Writing also considered as part of the human condition to share their minds.[4] As a tool of communication, is not an exaggeration to say that writing is a communicative, productive, and expressive activity by using written material as its medium. The activity is meant to deliver a message from writer to the reader.

As one of skills in English, writing is not as simple as speaking because it needs students to be more focus on language accuracy.[5] Likewise, Megaiab (2014:187) stated "student should be able to utilize graphology, grammatical structure, and vocabulary."[6]To make a good writing, students must plan and organize the spelling, word choice and punctuation.[7] Since it more complex than speech, it considers grammar of the sentence well.[8]As a result, compared with speaking, writing is more formal and compact. Students need more times to think and choose words in order to express their

[3] Caroline Linse. , David Nunan, *Practical English Language Teaching Young Learners*, New York: Mc Graw Hills Company, 2005, p.98

[4]The Guardian: Interview with Paulo Coelho, retrieved on March 3, 2015, from *http://www.theguardian.com/books/2014/jan/25/paulo-coelho-this-much-i-know*

[5]Jeremy, Harmer, *How to Teach Writing*... p.31

[6]MegaiabMachalla M.A. *The English Writing Competence of the Students of Indonesian Senior High School*... p.187

[7]Jack C. Richards , Willy A. Renandya, *Methodology in Language Teaching, anAnthology of Current Practice*, (Cambridge University Press, 2000), p.303

[8] Ann Raimes, *Techniques in Teaching Writing*, Oxford: Oxford University Press, 1983, p. 11

ideas. In case of necessity, the use of correct grammatical rules and appropriate vocabulary must be noticed by students.

b. Types of Writing

When teacher asks students to write, the first thing that had to be ascertained is decide what the topic is. There are some opinions in reference to the types of writing. Different types of writing have different aims. By knowing the different types of writing students start to recognize in everything they read.

According to O'Malley and Pierce (1996: 137-138), there are three purposes of writing that describe the kinds of students writing, those are: informative, expressive, and persuasive writing. Informative writing helps writers share knowledge and give information. Examples of informative writing include describing events and biography. Later, expressive writing is a personal or imaginative. This type of writing often used for entertainment, such as poems, or short play. The last is persuasive writing. In persuasive writing, writers attempt to influence others such as evaluation of a book or controversial issues.[9]

Otherwise, according to Finnochiaro (1974:86), there are two types of writing. *First*, practical writing which deals with the fact and functional writing. This kind of writing is

[9]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for EnglishLanguage Learners. Practical Approaches for Teachers,* London: Longman Publisher, 1996, p.137-138.

purposed to special goal such as letters, papers, summaries, outlines, essays, etc. *Second*, creative writing which is usually exists in literature such as novel, romance, poem, short story, science fiction, etc.[10]

1. Genre in Language Learning

a. Definition of Genre

According to Paltridge (1996:238) genre described as "a type or kind of text that has social purposes, generic structure and language feature."[11] Genre also described as communicative events which the members share communicative goals by the expert members of the community.[12] In Indonesia, genre is used to refer to particular text types, not to traditional varieties of literature.

Genre is used for specific purpose with each type of text having specific language features and schematic structure. Every genre has communicative purpose, generic structure and lexico-grammatical features. Students are taught these features in the context of learning to overall meaning of text they are writing.

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[10]Mary Finocchiaro, *English as a second Language: from Theory to Practice*, p.85.

[11]Departemen Pendidikan Nasional, *Kurikulum 2013, Standar Kompetensi Mata Pelajaran Bahasa Inggris*, p. 69

[12]BrianPaltridge, *Genre text type, ELT Journal Volume 50/3 July 1996*, Oxford:Oxford University Press, p 238

Genre is taught from junior until senior high school. Regarding to English Syllabus, clearly that genre or sometimes called text type, has been taught time after time. For example in Indonesian curriculum, this text appears firstly in junior high school.[13] The study of narrative text continues to senior high school. This situation is also applied equally to descriptive, procedure, etc.

Once students know that there are different genres, they need to find out how to navigate through each kind of text to find the information they are seek. Learning about genres helps students recognize what they are writing adjust their styles. As a result, they can use the different genres to help them learn information quickly and efficiently through text.

b. Kinds of Genre

When studying a text it is important to know its genre. Different texts have different shapes or forms. Language teachers need to know exactly what kind of language they are examining or describing. Knowing genre of the text is important to select appropriate content and language use. Students need to know that there are different kinds of texts. Each text has its own features and purposes.

[13] Departemen Pendidikan Nasional, *Kurikulum...*, p. 69

There are some opinions in classifying genre.According to Martin (1984:25),genre can be classified into some types such as "poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment-making, service encounters, and news broadcasts."[14] However, Derewianka(1991:34)presents genre categories such as "recounts, narratives, information reports, explanations, and arguments."[15] Hammond et *al*(1992:52)list genre categories as "anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews."[16] Based on the discussion above is it clear that there are some arguments in classifying genre.

On the contrary, National Education Ministry propose twelve kinds of genre, they are: recount, report, discussion, explanation, exposition (analytical), exposition (hortatory), news item, anecdote, narrative, procedure, description, and review.[17]Those twelve kinds of genre are taught from junior

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[14]James .R Martin, *Language, Register and Genre.* In A. in F. Christie (ed.)*Language Studies: Children'sWriting: Reader.* Geelong: Deakin UniversityPress, 1984, p:25

[15]Beverly Derewianka,*Exploring How Texts Work (Revised impression)*, Sydney: Primary English Teaching Association,1991, p.34

[16] Jenny Hammond, *et all*, *English for Social* Purposes: *A Handbook for Teachers of Adult Literacy*,Sydney: National Centre for English LanguageTeaching and Research, Macquarie University,1992, p.52

[17]Departemen Pendidikan Nasional, *Kurikulum 2004, Standar Kompetensi Mata Pelajaran Bahasa Inggris*, p. 46-48.

until senior high school. Knowing the classification of genre of the text is important for student to set their goal in writing.

2. Narrative Text

a. Definition of Narrative Text

According to National Education Ministry of Indonesia, narrative text is a text that tells a story, sequence of events, and entertains the audience.[18] Moreover, National Standard Education add the explanation about narrative text which it refers to a sequential story that consist of important elements which linked together by the writer's diction.[19] In addition, narrative text also includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories).[20] The most popular example of narrative text among Indonesian students is fiction because the first example they have known was fable, folklore, or short story in the textbook.

b. Social Function of Narrative Text

Knapp and Watkins (2005:220-221) stated that narrative has social role as a medium for entertainment and changing

[18]Badan Nasional Standar Pendidikan, *Developing Writing and Reading Competence, Based on Genre*, p.38

[19]Karen M. Guthrie, *Cohesion in Young Latino English-Language Learners' English Narrative Written Text*, The University of North Carolina, Chapel Hill, 2008, p. 9

[20]Roberta Sejnost, Sharon M. Thiese**,** *Building Content Literacy: Strategies for the Adolescent Learner*, California: SAGE Publisher, 2010, p.9

social opinions and attitudes.[21] When reading narrative text from novel or short story, people tend to get the jollity. It means the aim of reading narrative text is to entertain their mind. Moreover, when someone writes their story into narrative text, they effuse their ideas and feeling into writing. This activity helps them to feel as if they go on an excursion.

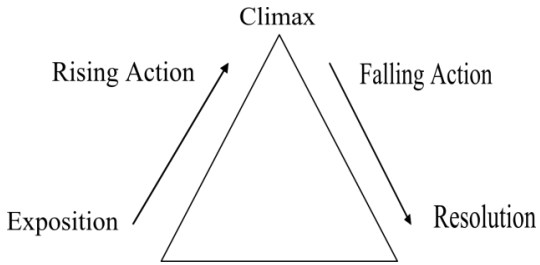
As the social changing attitude, narrative text is effective way to influence people mind. When children read, or told a story by parents, they tend to believe that all the characters and events in the story are agree with the reality. The moral value of Malin Kundang story, for example, is a good learning. Narrative text can be used as medium to modify children's attitude towards them. Here, the social function of narrative text takes indirectly evidence.

c. Generic Structure of Narrative Text

Narrative has a structure, a shape or a pattern. It can be represented graphically in this way:

Figure.1. Generic structure of Narrative

[21]Peter Knapp ,Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching aandAssessing Writing*, University of New South Wales Press Ltd, 2005, p. 220-221



The picture above is called *Freightag* triangle. It is consists of: The Orientation (establishes the characters and situation), Rising (series of complication leads to the climax), theClimax (critical moment) Falling (the moment away from the highest peak of excitement) andResolution(the result or outcome).[22] It is clearly explain that a narrative has some aspects in building a story. In this way, a narrative text conveys the meaning of events. Because of narrative text is a story, thus it show in chronological order.

d. Language Features of Narrative Text

When the students write a narrative text, they have to use the past time because narrative text typically tells about something that happened in the past.[23] Through narration, students make a statement relating something that has happened. It is particularly use simple past tense.

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[22]Intan Karolina, *Teaching Narrative Text in Improving Writing to the tenth Grade Students of SMA Negeri 1 PetarukanPemalang*, 2201402513, UNNES: Semarang, 2006, p. 27.

[23] Margaret Bonner, *Step into Writing*, London: Longman, 1994, p.48.

Basically, there are some characteristics of narrative text. This feature makes narrative different from other text. According to Knapp and Watkins the features are; use action verbs, use temporal connectives, written in the past tense, use mental verbs, use metaphoric verbs, use rhythm and repetition, and play with sentence structure.[24]

In contrast, Gerot and Wignell proposed six language features of narrative text, they are:*first,* focus on specific and usually individualized participant (E.g.: Po, Aladdin, Shifu). *Second,* using relational processes and mental processes (E.g.: Tigress was Unhappy, everything was so weird). *Third,* using temporal conjunctions and temporal circumstances (E.g.: A few years ago, sometimes, and once upon a time). *Fourth,* using past tense (E.g.: lived, stayed, and was). *Fifth,* using verbal processes (E.g.: Said, told and promise). *Sixth,* using material processes (E.g.: The bomb exploded). [25]

As what has been mentioned before, there are no significant differences among the experts. Overall, from some points, the purpose of narrative text is to tell a story or a short story taken from personal experience, using a chronological sequence of events. Narrative text is a kind of text that consisting of series of

[24]Peter Knapp,Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching andAssessing Writing.*. p. 222

[25]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,*Australia: Gerd Stabler, 1994, p 204

events which is constructed in a chronological order. It presents an event ended with a revelation, insight, or lesson. It could be in the form of a funny story or even the serious one depended on writer's purpose in mind

1. Basket Stories

a. Definition of Basket Stories

The Basket Stories refers to activity which are students tell a story by using objects on a basket. In this activity, students tell stories based on clues written in objects. The objects can be stones, leaves, or colored papers. In this research, colored paper used by the writer. Each color represents the element of narrative text such as characters, setting, action verbs, etc. Students should pick some clues from the basket before the storytelling is begun. The clues that they are taken from the basket are act as guideline in telling story. This oral language activity aimed to make students able to write narrative text.

This activity was created by Leslie Opp-Beckman. Leslie is Instructor of English to Speakers of Other Languages (currently Senior Instructor II) in University of Oregon. She wrote *Scribblers and Teachers of English to Speakers of Other Languages* (ESOL) in her Online Source, PIZZAZ.[26] In

[26]Leslie Opp-Beckman, "PIZZAZ: People Interested in Zippy and ZAny Zcribbling", retrieved on Monday, March, 2, 2015.from*http://pages.uoregon.edu/leslieob/storybasket.html*,

the online source, she inserted 17 activities that divided in different categories; poetry, fiction, and Bag of tricks. The Basket Stories are one of the activities which included in fiction activity. She noted that these activities scale well from beginner to advanced level proficiency and can be used with all ages.

b. The variations of Basket Stories

There are some variations of Basket stories activity in teaching English. The first variation is noted by Sharp (2005) in "Learning through Talk in the Early Years: Practical Activities for the Classroom Paperback". She used term Story Boxes, Talk Bags and Talk Tins. These are all quite similar in that they involve children in exploring items that have been placed in a basket.[27] In the end of activity, children explore the story telling into drama on stage.

The second variation of Basket Stories was published by National Literacy Trust, an independent charity based in London, England, that promotes literacy.[28] The activity is called Story Boxes as using a shoe box-sized stage with a background and objects within it. Story boxes are a great

[27] Elizabeth, Sharp, *Learning Through Talk in the Early Years: Practical Activity for the Classroom* , London: SAGE Publications Ltd, 2005, p.41

[28]Wikipedia, National Literacy Trust, retrieved on June, 8, 2015, from *https://en.wikipedia.org/wiki/National_Literacy_Trust*

resource to support children's exploration of stories."[29] They form activity which children retell a favorite story or make up new stories.

The third variation of the basket story was published on a website based on the book by Munzer. In this activity, teacher has one special basket designated for this exciting activity. The story that teacher tell is based on the clue that comes out from basket. Everyone recognizes it and gets exciting when teacher bring it out.[30]Basically, this activity is intended to make children confident to share their stories. The role of teacher is as supporter. Teacher whips up students' enthusiasm during learning.

Within the realm of variations on arranging activity with the theme basket stories, the writer concludes that it is good to make some adding and reduction. This is mean to optimize the use of basket stories in delivering the material of narrative text.

c. The Steps for Implementing Basket Stories

[29] Story Box Guidance from National Literacy Trust, Retrieved January, 15, 2015, from *http://www.literacytrust.org.uk/assets/0000/7684/Story_box_guidance.pdf*

[30] Learn to Play to Learn, Story Boxes, Retrieved on January 15, 2015 from *http://www.learn2play2learn.com/fileadmin/Learn2play2learn.com/samples/GoldBasket.pdf*

In her online source, Leslie wrote the sequence of Basket Stories activity as follow:[31]

1) Materials:
    a) One basket for every group of 3-4 students.
    b) Three kinds of objects from nature (flat leaves, sticks, stones...) or 3 different colored of papers, cut up into small squares.
    c) Permanent marking pens.
2) Warm-Up Activities

    Post examples of connectors and sequencing words (e.g. first, then, next, finally, etc.) on the board or wall for language support. You may also want to post and review common story endings and beginnings (e.g. once upon a time, once long ago, in a land far from here, lived happily ever after, She was never seen again, still lives there today, etc.).Instructions:

    a) Students work in small groups of 3 or 4. Each group gets a basket. The teacher gives each student in every group a set of 3 different objects from nature (or 3 kinds of small pieces of colored paper) to write on with some permanent pens.

[31].Leslie Opp-Beckman, "PIZZAZ: People Interested in Zippy and ZAny Zcribbling", retrieved on Monday, March, 2, 2015.from*http://pages.uoregon.edu/leslieob/storybasket.html*

b) Students all write the name of an interesting place on object #1, then place them in their group's basket. It is important that everyone use the same object for places (e.g. all sticks = places, in all baskets).

Object #1 (e.g. stick or piece of blue paper) = a person or thing. Examples: a 3-eyed monster, my sister, the old man next door, a pair of shiny red shoes, a drum, sunglasses with one cracked lens.

Object #2 (e.g. leaf or piece of green paper) = a place. Examples: on the top of the school, Seoul, Korea, Moon Valley, a deep secret city under the sea.

Object #3 (e.g. flat stone or piece of white paper) = actions or events (verbs) with a specified tense. Examples, simple past tense: flew high in the air, ran into a cave, she ate everything in sight. Examples, present tense (every day): flies high in the air, runs into a cave, eat everything in sight.

The teacher should first model this process for the class and then let students do it:

(1) To begin a story, the story-teller reaches into the basket and pulls out the object which represents a person or thing (in the examples above, all sticks or pieces of blue paper in all

baskets are people or things). This then becomes the main character in the story. Other students in the group must ask questions about the character (make sure everyone takes a turn doing this) so that the storyteller can add lots of details and embellish.

(2) Next, pull out a "place" (in the examples above, all leaves or pieces of green paper in all baskets are places). This place, too, becomes part of the story.

(3) Next, pull out an "action" (in the examples above, all stones or pieces of white paper in all baskets are actions/verbs).Whenever the storyteller gets stuck, s/he pulls out a new object from the basket.

(4) Continue pulling and creating until at least 4 different objects or pieces of paper had been taken out from the basket. A storyteller can take more objects/papers, but all items taken from the basket must somehow be used in the story.

(5) When the first storyteller is done, all the prompts (the pieces of paper or things from

nature) go back into the basket, and the next storyteller begins.

(6) After everyone has told stories in each group, students write their own stories individually on a piece of paper. It can be the stories they just told, or they can draw out new items and create a brand new one.

3) Variations:
   a) Add more sets of objects (e.g. object #4 = adjectives; object #5 = exclamations).
   b) Short cut: bring the baskets already all made up. Use vocabulary from previous class lessons.
   c) Groups exchange items from each other's baskets.
   d) Groups trade baskets entirely.
   e) Have students leave large margins on all four sides of the paper when they write. Then they can go back and put small, border illustrations around the outside edges of the story.
   f) Students illustrate the story on separate pieces of paper, or "book-style" with the writing on one-half and the illustrations on the other.
4) Follow-Up Activities
   a) Students' work can be compiled into a class anthology or wall display.

b) Students can illustrate stories with hand-drawn or computer generated images.

d. Using Basket Stories to Teach Writing Narrative Text

In the beginning of the activity, students were asked to enjoy the ways in writing narrative text through discussion and storytelling. Students' cognitive skills trained through discussion. In discussion session, students interacted with their participants in the learning process. Students' interaction helps in developing the cognitive skills that involves generating ideas.[32] They also asked to share their opinion as creative as possible by determining interesting object, place and action they like through discussion. As a result, students become more enjoy at generating and organizing creative ideas.

After discussing the specific theme, the stories told by students based on clues from the basket. They explored the clues based on their own creativity. This process requires storytelling ability. Oral storytelling is a way for young students to plan.[33]The spontaneity in arranging the sentences is the effective way to sharpen their speaking skill. As the

[32]Jack C. Richards, *New Trends in the Teaching of Writing in ESL/ EFL in wang Z. (ed.) ELT in China.* Papers Presented in the International Symposium on Teaching English in the Chinese Context, Foreign Language Teaching and Research Press, Beijing, 1990,p. 14

[33]Steve, Graham, et all, *Teaching Writing Strategies to Young Students Struggling with Writing and at Risk for Behavioral Disorders: Self-Regulated Strategy Development Teaching Exceptional Children*, 39(1), 2006, 60 – 64.

other productive skill, speaking takes the biggest influence in writing.[34] By listening to and participating in storytelling, students were easier to prepare what story they would tell in the written form. Storytelling can also help students become better writers by modeling how language works and how stories are constructed.

e. The Advantages of Basket Stories

Basket Stories are good activities to be applied in a classroom because it also supports three basic learning styles. Learning styles described as ways students prefer to approach new information.[35] People have different style to accumulate information based on their specific manner. There are three basic learning styles; visual, auditory and kinesthetic. Each individual may possess only one learning style. The combination of two or three learning styles is possible. Some people realized their learning style since young age. The rest are observed their learning style by taking learning style tests.

First, for visual learners they attracted by the use of objects such as stone, leaf and colored paper. Visual learners tended to get information that presented visually rather than in

[34]Donald L. Rubin, ,William. M. Dodd, *Taking Into Wrtiting* ,Illinois: NCTE & ERIC Clearinghouse on Reading Commmunication Skill, 2009, p.4

[35]Maria.L. Conner, "What's Your Learning Style?" , retrieved on March, 3, 2015 from *http://www.wiu.edu/advising/docs/discover_learning_style.pdf*

spoken or written words.[36] The visual journey or story technique helps students memorize content that isn't easy to 'see.' *Second,* for auditory learners, their understanding in material developed much better by the whole sequences in Basket Stories. Process in making narrative text would be easier to comprehend by auditory learners, through listening to every part of the story. Auditory learners tended to remember what they hear easily and express what they remember fluently.[37]*Third,* for kinesthetic learner, selecting object out from the basket facilitated their needs by expressing emotions through physical movement or using hands. This kind of learner is best on situations that enable them to do something physical the physical world.[38]They were fully involved in physical movements by picking the clues from the basket and making hand gesture while telling the story.

By using Basket Stories, it made the students easy to write their narrative text chronologically, because the students

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[36] Richard M Felder & Eunice R. Henriques,"Learning and Teaching Styles in Foreign and Second Language Education", Foreign Language Annals,Volume 28, Issue 1, pages 21–31, March 1995 28, No. 1,1995.p.23

[37] Linda K. Silverman, "Identifying Visual-Spatial and Auditory-Sequential Learners: A Validation Study, Visual-Spatial and Auditory-Sequential Learners",p.4 retrieved on March, 14, 2015, from *http://visualspatial.org/files/idvsls.pdf*

[38]Richard M Felder & Eunice R. Henriques, "Learning and Teaching Styles in Foreign and Second Language Education"…p.24

were guided to notice each element of narrative text through interesting activity. The use of Basket Stories are hopefully becomes the effective way in teaching writing narrative text in senior high school.

f. The Disadvantages of Basket Stories

Basket Stories is very powerful activity to create more interesting atmosphere in classroom. However, during the experiment done by the researcher, there are some weaknesses in implementing this activity.

First, too much clues put in a basket created confusion among students. This problem distracted students' concentration during storytelling activity. *Second,* time consuming was the important problem should be managed by the teacher during the teaching activity by using Basket Stories. The bad time management caused bad result, especially if students took too much time in writing clues on colored paper. *Third,* by considering the Indonesian students' capability, this activity was not suitable for student in Junior high School. Students' ability in arranging sentences orally and spontaneously needs higher English proficiency such as students in Senior High School level.

g. The Correlation between Basket Stories and Narrative Text

The purpose of narrative can be defined simply as to tell a story. Stories are written or told to entertain and enthral an audience. Talking about narrative text, Basket Stories is in

direct correlation to this text. The sequences of activities in Basket Stories are standing behind the teaching of narrative text in classroom. Students are supported to understand the generic structure of narrative text through discussion and storytelling. Both discussion and storytelling play as introductory activity. According to Bearne (2002), the structured sequences before writing are recommended for familiarizing themselves with text type to capture the ideas.[39] This is important to produce independent writing outcomes.

The use of visual prompts, real objects and other properties allow students to access familiarity with the structures of spoken English as well as developing their vocabulary. it requires the storyteller to use explicit vocabulary and more complex sentence structures. Moreover, the meaningful story can be created by students by using the correct generic structures and language features. This sentence structures can be found in narrative text. The language features of the text such as the use action verbs, temporal connectives, and the use of past tense can be delivered by teacher implicitly through the sequences of Basket Stories. As a result, the learning of narrative text can be incorporated into the later writing.

[39] Eva Bearne, Making Progress in Writing, London: Routledge Falmer, 2004, p

In this way, the development of storytelling is built through a sequence involving imitation, innovation, and finally invention. On the imitation stage, students first learned the story read by teacher in the beginning of the class. The characters and setting of the story are observed by students. Then, they imitate by choosing their own characters and setting. Later, in innovation stage, the characters of the story are developed by students by adding the details such as action verbs, adjectives or objects. Finally, on the invention stage, the new stories are made by students as closing activity.

C. Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong.[40] Hypothesis is a weak truth statement towards problems on research and need to prove the truth.[41] In this research, the hypothesis can be stated as follow;

In conducting the research, the researcher proposed the working hypothesis; there is a significant difference of the improvement in writing narrative text (Ha), between student's who are taught using Basket Stories and students who are not taught using Basket Stories. It means that "the use of Basket Stories to improve students' ability in writing narrative text" is effective. So, the null hypothesis (Ho) is rejected.

[40]Sugiyanto, *Analisis Statistika Sosial*, Malang: Bayumedia Publishing, 2004, p.134.

[41]Sutrisno Hadi, *Statistik*, Vol. 2, Yogyakarta: Andi, 2004, p. 210.

CHAPTER III

RESEARCH METHODOLOGY

A. 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 researcher used the form of quantitative approach to analyze the data. According to Wallace, quantitative is broadly used to describe what can be counted or measured and therefore can be considered objective.[1]

In this study, the researcher used an experimental research. There were two groups in pretest-posttest control group design that were chosen randomly, and then they were given pretest to know the initial condition whether there is a difference between experimental group and control group.

The sketch of this design can be seen as follows:[2]

$$\frac{E\ 01\ X\ O2}{E\ O3\ Y\ O4}$$

As adopted from Arikunto.[3]

Where:

E = experimental group

[1]Michael J Wallace, *Action Research for Language Teacher*, Cambridge: CambridgeUniversity Press, 1998, p.38.

[2]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, Bandung: Alfabeta, 2009, p. 76

[3]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT Rineka Cipta, 2006., p. 86.

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 Basket Stories

Y = treatment without using Basket Stories

From the design above, subjects of the research 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 (teach by using Basket Stories) applied to the experimental group, while the control group taught without Basket Stories. The results of posttest (02 and 04) analyzed statistically

B. Research Setting

1. Subject and Place of the Research

   This study was conducted in MAN Lasem located at Jl.Sunan Bonang KM.1, Lasem- Rembang. The subjects of this study were the tenth grade students of MAN Lasem in the academic year of 2015/2016. This study conducted in the first semester.

2. Time of the Research

   This study was conducted from September 15th to October 15th, 2015 it were counted since the proposal was submitted until the end of the research.

3. Procedures of the research

In collecting data, there were some procedures of the research, those steps are:

1) Preliminary visit (meet the administration officer)

The school was visited to get information about teacher and students as participants. To gain the information, the writer asked the administration officer.

2) Contact the headmaster

The writer asked permission to the headmaster of MAN Lasem by giving the permission letter.

3) Contact the English teacher

After receiving research permission from the headmaster of the school, the researcher met the English teacher and asked for the data of students, and asked guidance for the writer conducted the research. The writer explained about test and material that given to the students.

4) Give the pre test

In this section, the writer gave the pre test to experimental and control classes. The researcher gave an assignment to write a narrative text based on the topic. The students must use at least 3 paragraphs in 50 minutes.

5) Give the treatment

In this session, the experimental class received a new treatment using Basket Stories in the teaching writing

narrative text, but the control group did not get the treatment in the teaching writing narrative text.

6) Give the post test

In this section, the writer gave the post-test to measure the improvement of students' understanding in writing narrative text. The researcher gave an assignment to write a narrative text. The students have to use at least 3 paragraphs in 50 minutes. Students had to pay attention to the five aspects of writing which would be used in the assessment. The procedures of collecting the data could be seen in the following table:

Table.1

The Schedule of the Research

No	Task	Plan	Date
1	Preliminary visit (meet the administration officer)	Letter of Pre-research.	Wednesday, September 16, 2015.
2	Contact the headmaster	Letter of research.	Thursday, September 17, 2015.
3	Contact the English teacher	Discussion	Saturday, September 19, 2015
4	Give the pre-test	Pre-test worksheet.	Control Class: Monday, September, 21, 2015 Experimental

			Class: Monday, September 21, 2015
5	Give the treatment	Lesson plan, worksheet, Basket Stories, teaching materials.	Control Class: first meeting: Tuesday, September 22, 2015. Second meeting: Monday, September 28, 2015. Experimental Class: first meeting: Tuesday, September 22, 2015. Second meeting: Tuesday, September 28, 2015.
6	Post-test worksheet.	Post-worksheet	Control class: Monday, October 12, 2015. Experimental Class: Tuesday, October 13, 2015

C. Population and Sample

1. Population

According to Encyclopedia of Educational Evaluation as cited by Arikunto, population is a set (or collection) of all elements possessing one or more attributes of interest.[4] The population of this research was the tenth grade students of MAN Lasem in academic year 2015/2016. The total number of the population was 479 students which were divided into thirteen classes and three programs

Table 2

List of the Population

No	Class	Total Students
1	X Science 1	33
2	X Science 2	35
3	X Science 3	34
4	X Science 4	33
5	X Science 5	37
6	X Science 6	38
7	X Social 1	38
8	X Social 2	39
9	X Social 3	37
10	X Social 4	36
11	X Social 5	38
12	X Social 6	39

[4]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik*...p.131.

13	X Religion 1	42
Total		479

2. Sample

Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample. Sample is part of population which is chosen as source of data.[5] Arikunto said that 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.[6]

The researcher selected two groups of students from the population as sample of research. In this study, there were two classes as sample, where X Science 1 as the experimental class that consist of 33 students and X Science 4 as the control class that consist of 33 students.

3. Sampling Technique

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 simple random sampling technique because the population was homogenous and the each groups has the equal chance to be chosen as the sample.

[5]Prof. Sukardi, Ph.D, *Metodologi Penelitian Pendidikan*, Jakarta: PT Bumi Aksara,2009, p.54.

[6]Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik…* , p.131.

In getting sample of the research, the writer took the procedure called the lottery method. In this case, each of the classes' names was written on piece of paper, and then the paper rolled and put into a slot of a box. After being well mixed, a paper dropped out of the slot and these become the sample of the research. Finally, there were two classes as sample, as the experimental class and as the control class.

D. Variable and Indicator

Variable refers to the object of the research that becomes the research focus.[7] There are two types of variables: independent variable (X) and dependent variable (Y). So, the variables in this study are:

1. The Independent Variable

   Independent variable is variable that influences or those to be cause of change the dependent variable.[8] The independent variable in this research was the use of Basket Stories as technique in the teaching writing narrative text. The experimental group was taught writing narrative text using Basket Stories while the control group was taught writing narrative text without the technique.

Table.3

Independent Variable

[7]Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik…*, p. 118

[8]Sugiyono, *Statistika Untuk Penelitian*, Bandung: Alfabeta, 2007, p.4.

Variable	Indicator
Independent Variable (Using Basket Stories)	a. Preparing learning tools such as colored paper, pen, and baskets b. Asking students to write words on colored paper and put them into the basket c. In group, students put all the papers from the basket d. Students tell story based on the clues they have written on colored papers e. Students write narrative text in the end of activities

2. The Dependent Variable

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.[9] Dependent variable is variable that measures the influence of the independent variable. Referring to the definition above, the dependent variable in this study is the improvement of students' ability in writing narrative text.

Table.4

Dependent Variable

Dependent Variable (Students' achievement in writing narrative text)	
Sub Variable	Indicator

[9]Sugiyono, *Statistika Untuk Penelitian…*, p.4.

1) Students' ability in understanding narrative text.	1) Explaining social function of narrative text. 2) Explaining the generic structure of narrative text. 3) Explaining language features of narrative text.
2) Students' ability in writing narrative text.	1) Using generic structure and language features of narrative text 2) Composing a narrative text.

E. Technique of Data Collection

To get the accurate data in this study, the researcher selected the data that appropriate for the problem statement. In this research, the researcher used test.

Test is an examination or trial to find its quality, value, composition, etc.[10] In this study, the test used as the first method of collecting the data. The test used to collect the students' writing that must be analyzed to identify the students' understanding in writing narrative text.

[10]Suharsimi arikunto, *Prosedur penelitian Suatu Pendekatan Prakti…k,* p.223.

In this research, the writer used pre-test and post-test, they were follows:

a. Pre-test

The test was given to students before they taught using basket Stories. Pretest was given to the experimental class and the control class. This test took before the experiment is run.

b. Post- test

The post-test was given to the experimental class and control class after receiving treatment. The experimental groups taught writing narrative text using basket stories while the control groups taught writing narrative text without using Basket Stories (by using lecturing only).

F. Technique of Data Analysis

The writer analyzed the data through giving test to the students. It needs some steps in analyzing the data. The following are the steps had been taken by the writer:

1. Technique of Scoring Test

To analyze the students' test in writing narrative text, the writer focused on the items in the elements of writing based on the following five general components:[11]

a. The Grammar

[11]David P. Haris, *Testing English as a Second Language*, New York : McGraw-Hill, 1969 p.68

Brown states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence[12]. It is the employment of grammatical form and syntactic patterns.

b. The 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. It means that uses varied and precise vocabulary appropriate for purpose.

c. The Mechanic

Mechanic is absence of errors in spelling, capitalization, and punctuation.[13] Mechanics 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.

d. The Content

Content is the substance of the writing; the ideas expressed. It contains of reasonable sentences (supporting sentences) that support to the main idea.

---

[12]H. Douglas Brown, *Teaching by Principle* , San Fransisco: Longman,2001, p.362.

[13]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for EnglishLanguage Learners*, Longman, 1996, p.142.

e. The Organization

It refers to the organization of the content with idea development, focuses on central idea with appropriate elaboration and conclusion.[14]

After classifying the test items, the writer gave score for each item. The percentage of the elements of writing and scoring guidance can be seen in the following table.

Table.5

Percentage of the Element of Writing[15]

Element of writing	Score
1. The content	30%
2. The organization	20%
3. The vocabulary	20%
4. The grammar	25%
5. The mechanic	5%
Total of score	100%

Table.6

Scoring Guidance and the Explanation of Criterion[16]

Item Analysis	Score	Criterion of scoring
		Excellent:

[14]J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for EnglishLanguage Learners…*, p.142.

[15]Douglas Brown, *Language Assessment Principles and Classroom Practice*, White Plains, NY: Pearson Education, 2004, p.246.

[16]Alice C. Omaggio, *Teaching Language in Context*,Boston: Heinle and Heinle, 1993, p. 266-267.

Content	30-27 26-22 21-17 16-13	knowledgeable substantive, etc Good: some knowledge of subject-adequate range Fair: limited knowledge of subject-little substance Very poor: Does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated Good: Somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: Does not communicate-no organization
Vocabulary	20-18	Excellent: sophisticated range-effective word/idiom choice and usage Good: adequate range-occasional errors of

	17-14 13-10 9-7	word/idiom form, choice, usage, but meaning not obscured Fair: limited range- frequent errors of word/idiom form, choice, usage Very poor: essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	Excellent: Effective complex construction, few errors of agreement, tense, etc Good: Effective but simple constructive in grammar. Fair: Major problem is simple/complex construction in grammar. Very poor: Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent: demonstrates mastery of conventions Good:

	4 3 2	Occasional errors of spelling, punctuation, capitalization, etc. Fair: Frequent errors of spelling, punctuation, capitalization, etc Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc
Total of Score	100	

2. Pre-requisite Test

Before the writer determines the statistical analysis technique used,the first the writer examined the validity sample. The way that used to examine the validity sample was normality and homogeneity test.

a. Normality Test

Normality test used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi square.[17]

[17]Sudjana,*Metode Statistika,* Bandung: Tarsito, 2001, p.273.

The steps of Chi-square test as follows:

1) Determine of the range (R): the largest data reduced the smallest data.
2) Determine the many class intervals (K) with the formula:

   K= 1+ (3, 3) log n
3) Determine the length of the class, using the formula:

   $p=\frac{range\ R}{numberof\ class}$
4) Make a frequency distribution table
5) Determine the class boundaries (bk) of each class interval.
6) Calculating of the average Xi ($\bar{x}$), with the formula:

   $X = \frac{\sum fi\ xi}{fi}$
7) Calculate variance, with the formula:

   $s^2 = \frac{n\sum fi\ xi^2 - (\sum fi\ xi)^2}{n-(n-1)}$
8) Calculate the value of Z, with the formula:

   $Z = \frac{x-\overline{x}}{s}$

   x= limit class

   $\overline{x}$= average class

   S = Standard deviation
9) Define the board area of each class interval.
10) Calculate the frequency expository (fh), with the formula:

fh = n x wide area with the n number of sample.

11) Make a list of the frequency of observation (fo), with the frequency expository as follow:

Class	Bk	Z	P	L	Ei	$\frac{(Oi - Ei)^2}{Ei}$

12) Calculate the Chi-square (^{x2}), the formula:

$$X^2 = \sum \frac{(oi-Ei)^2}{Ei}$$

13) Determine the degree of validity (df). In the calculation of this data is arranged in the list of frequency distribution consisting of k pieces so that the interval to determine the criteria test used formula df = k-3, where k is the number of class intervals and the real extent α = 0.05

14) Determine the value of x^2table.

15) Determine the distribution normality with test criteria:

If $X_{count} > X_{table}$ so the data is not normal distribution and other way if the *If* $X_{count} < X_{table}$ so the data is normal distribution.

b. Homogeneity test

The writer will conduct a homogeny test by choosing two classes with cluster random sampling.

The writer will use the formula as follows:[18]

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

The hypothesis in homogeneity test:

Ho: homogeny variance = $\sigma_1^2 = \sigma_2^2$

Ha: non homogeny variance = $\sigma_1^2 \neq \sigma_2^2$

If the calculation result of *F count* is lower that F_{table} ($F_{count} < F_{table}$) by 5% degree of significant so Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

c. Average test

It is used to examine average whether experimental group and control group that has been decided having significant different average.

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

The formula that is used in the t-test as follows:[19]

$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ with $s = \sqrt{\frac{(n_1 - 1)s_2^1}{n_1 + n_2 - 2}}$

Where:

$\bar{X}_1$ = average of experimental group

$\bar{X}_2$ = average of control group

[18]Sugiyono, *Statistika Untuk Penelitian…*, p. 140.
[19]Sudjana, *Metode Statistika…*, p.239.

n_1: number of experimental group

n_2: number of control group

S_1: standard deviation of experimental group

S_2: standard deviation of both groups

Criteria test is Ho is accepted if $-t_{1\,1/2\alpha} < t < -t_{1\,1/2\alpha}$ where $-t_{1\,1/2\alpha}$ obtained from the distribution list t with df = (n_1+ n_2-2) and opportunities (1-$1/2\alpha$). Values for other t Ho rejected.

1. Phase End Analysis

In this stage, the result of the test was scored by using analytic scale. The means score of the two groups was determined. The two means compared by applying t-test formula. T-test will was used to differentiate if the students' result of writing a narrative text by using Basket Stories and without using Basket Stories was significant or not.

To examine the hypothesis that have been stated, these following steps were used.

a. Normality Test

The normality test in this step is the same as the normality test on the initial data.

b. Homogeneity Test

The homogeneity test in this step is the same as the homogeneity test on the initial data.

c. Hypothesis Test

Proposed hypothetical test in average similarity with the right test is as follows:

Ho =$\mu_1 \leq \mu_2$

Ha = $\mu_1 > \mu_2$

μ_1: average data of experimental group

μ_2: average data of control group

The t-test formula is used.

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

with

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

where:

$\bar{X}_1$ = average of experimental group

$\bar{X}_2$ = average of control group

n_1: number of experimental group

n_2: number of control group

S_1: standard deviation of experimental group

S_2: standard deviation of both groups

Criteria test is Ho is accepted if $t_{count} > t_{table}$ with determinate df = (n_1+n_2-2) and the significant α = 5% (1- α).

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Descriptions of Research Findings

To find out the difference between the students who were taught using Basket Stories and the students who were not taught using Basket Stories in teaching writing narrative text in MAN Lasem. The writer did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subjects of this research were divided into two classes. They were experimental class (X Science 1) and control class (X Science 4).

Before the analysis is done, the first test was given before and after the learning process that was provided by the writer (pretest and post-test). After collecting the data, the writer scored the result of data from the test had been given to the students. The writer scored for each items of element of writing.

To analyze the result of the test, the first thing that should be concerned is using the result of initial data taken from the pre-test value of experimental class and control class. After the control class and experimental class conducted the learning process. Then both of the classes were given a test to obtain the data that will be analyzed.

The data in this study were obtained from the test result as follow:

a. Analysis of Scoring Test

After collecting the data, the writer analyzed the result of data from the test had been given to both of classes. In scoring writing test, the writer scored for each element of writing as follows.

Table 7

The Lowest Score and the Highest Score Element of Writing

No	Element of Writing	The Lowest Score	The Highest Score
1	Content	13	30
2	Organization	7	20
3	Vocabulary	7	20
4	Grammar	5	25
5	Mechanic	2	5

The scoring process of pre test and post test of both classes can be seen in appendix 1.

b. The Data of Pre-test Score of the Experimental Class

Based on the result of research in class X Science 1 before being taught by using Basket Stories in writing narrative text, the highest score achieved is 76. The lowest score is 42 and the range (R) is 34. The number of class (K) is 6 and the class interval is 6. From the calculation Σ ($fiXi$) = 1810.5 and Σ ($fiXi^2$) = 101375, so the mean (x) = 54.86 with standard deviation (S) = 8.76. The result of the calculation above is then inputted into the table of frequency distribution as follow:

Table 8

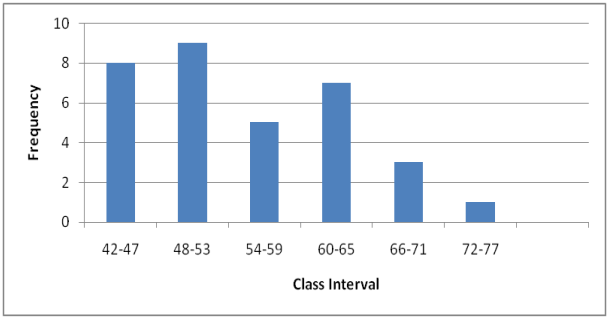
List of Frequency Distribution Score of Pre-test of the Experimental Class

No	Interval	Absolute Frequency	Relative Frequency (%)
1	42 – 47	8	24.24 %
2	48 – 53	9	27.27%
3	54 – 59	5	15.15%
4	60 – 65	7	21.21%
5	66 – 71	3	9.09%
6	72 – 77	1	3.03%

To make easier to understand the writer applied frequency distribution score into charts as follow:

Chart 1

Histogram Frequency Distribution Score of Pre-test of the Experimental class



c. The Data of Pre-test Score of the Control Class

Based on the result of research in class X Science 4 before being taught by using conventional learning (without Basket Stories) in writing narrative text the highest score

achieved is 68. The lowest score is 39 and the range (R) = 29. The number of class (K) = 6 and the class interval is 5. From the calculation Σ ($fiXi$) =1708 and Σ ($fiXi^2$)= 90458, so the mean (x) = 51.75 with standard deviation (S) = 8. The result of the calculation above is then inputted into the table of frequency distribution as follow:

Table 9

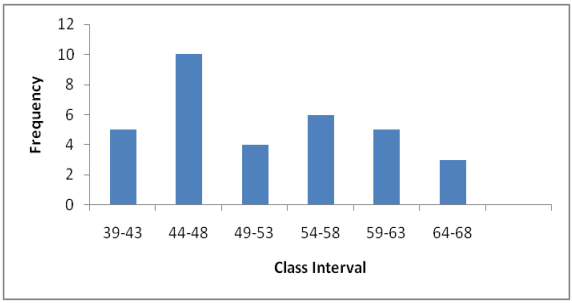
List of Frequency Distribution Score of Pre-test of the Control Class

No	Interval	Absolute Frequency	Relative Frequency (%)
1	39 – 43	5	15.15%
2	44 – 48	10	30.30%
3	49 – 53	4	12.12%
4	54 – 58	6	18.18%
5	59 – 63	5	15.15%
6	64 – 68	3	9.09%

To make easier to understand the writer applied frequency distribution score into charts as follow:

Chart 2

Histogram Frequency Distribution Score of Pre-test of the Control Class



d. The Data of Score Post-test of the Experimental Class

Based on the result of research in class X Science 1 after being taught by using Basket Stories in writing narrative text the highest score achieved is 81. The lowest score is 46, and the range (R) =35. The number of class (K) = 6 and the class interval=6. From the calculation $\Sigma(fiXi)$ = 2272.5 and $\Sigma\ (fiXi^2)$ = 158576.5 so the mean (x) = 68.86 with standard deviation (S) = 8.06. The result of the calculation above is then inputted into the table of frequency distribution as follow:

Table 10

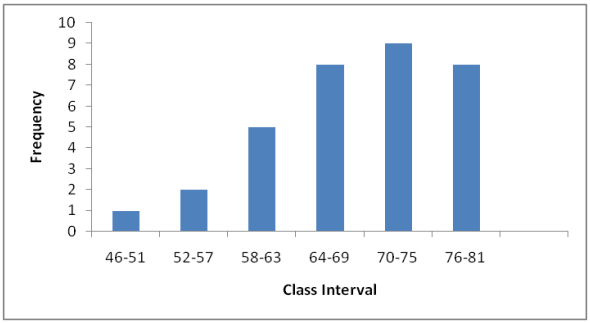
List of Frequency Distribution Score of Post-test of the Experimental Class

No	Interval	Absolute Frequency	Relative Frequency (%)
1	46 – 51	1	3.03%
2	52 – 57	2	6.06%
3	58 – 63	5	15.15%
4	64 – 69	8	24.24%
5	70 – 75	9	27.27%
6	76 – 81	8	24.24%

To make easier to understand, the writer applied frequency distribution score into charts as follow:

Chart 3

Histogram Frequency Distribution Score of Post-test of the Experimental Class



e. The Data of Score Post-test of the Control Class

Based on the result of research in class X Science 4 after being taught by using conventional learning (without Basket Stories) in writing narrative text the highest score achieved is 77. The lowest score is 42 and the range (R) = 35. The number of class (K) = 6 and the class interval is 6. From the calculation $\Sigma(fiXi)$ = 1936.5, $\Sigma(fiXi^2)$= 115856 so the mean (x) = 58.68 with standard deviation (S) = 8.32.

The result of the calculation above is then inputted into the table of frequency distribution as follow:

Table 11

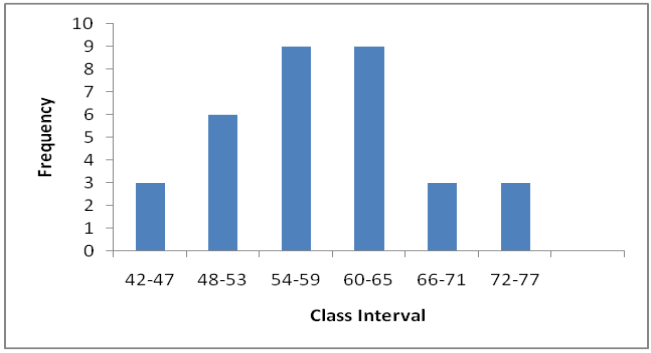
List of Frequency Distribution Score of Post-test of the Control Class

No	Interval	Absolute Frequency	Relative Frequency (%)
1	42 – 47	3	9.09%
2	48 – 53	6	18.18%
3	54 – 59	9	27.27%
4	60 – 65	9	27.27%
5	66 – 71	3	9.09%
6	72 – 77	3	9.09%

To make easier to understand, the writer applied frequency distribution score into charts as follow:

Chart 4

Histogram Frequency Distribution Score of Post-test of the Control Class



f. The Average Score of Pre-Test and Post-Test of the Experimental Class and Control Class

The data were obtained from the students' achievement scores of the writing narrative text. They were pre-test and post-test scores from the experimental and control classes. The average score from the experimental class was

54.21 for the pre test and 68.60 for the post test. While the average scores for the control class was 51.36 for the pre test and 58.60 for the post test. The following is the simple table for the pre-test and post-test students' average scores:

Table 12

The Result Average Score of the Pre-test and Post-test of the Experimental and Control Classes

Class	The Average Score of the Pre-Test	The Average Score of Post-Test
Experimental	54.21	68.60
Control	51.36	58.60

The more calculation can be seen in appendix 14 and 15.

Based on the table above, it can be seen that there was an improvement of the students' achievement in writing a narrative text. Each class had different achievement. The achievement of the experimental class was higher than the control class**.**

B. Data Analysis and Hypothesis Test

1. First Phase Analysis

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

Table 13

Score of Pre-Test Experimental and Control Classes

No	Score of Variance	Experimental	Control
1	N	33	33
2	Average	54.21	51.36
3	Variance	80.60	66.48

4	Standard Deviation	8.97	8.15
5	Maximal Score	76	68
6	Minimal Score	42	39

a. Normality Test of Pre-test

The normality test is used to know whether the data is normally distributed or not. To find out the distribution data is used normality test with Chi-square.

Ho: the data of normal distribution

Ha: the data of abnormal distribution

With criteria Ho accepted if $x^2_{count} < x^2_{table}$ with $\alpha = 5\%$ and df =k-3.

Table 14

The Result of Normality Pre-Test of Experimental and Control Classes

No	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pre-Test	3.2174	7.81	Normal
2	Control	Pre-Test	5.1572		Normal

The more calculations can be seen in appendix 8 and 9.

Based on the analysis above it can be seen that x^2_{count} both of class were lower than x^2_{table} ($x^2_{count} < x^2_{table}$). So Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test of Pre-test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho = $\sigma_1^2 = \sigma_2^2$ (homogeny variance)

Ha = $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

With criteria Ho accepted if $F_{count} < F_{table}$ with α = 0.05 and df =k-1.

Table 15

The Result of Homogeneity Pre-Test of Experimental and Control Classes

	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	80,60	33	1.212	1.80	Homogenous
2	Control	66,48	33			

The more calculation can be seen in appendix 12 and 13.

Based on the formula:

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

F_{count}=1.212

Based on the computation above it is obtained that F_{count} is lower than $F_{table,}$ so Ho is accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogeneous.

c. Testing the Similarity of Average of the Initial Data between Experimental and Control Classes.

To test the difference of average the writer used t-test.

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Where:

μ_1 : average data of experimental group

μ_2: average data of control group

Table 16

The Average Similarity Test of Pre-Test of Experimental and Control Classes

Source of Variance	Experimental	Control	Criteria
Sum	1789	1695	same
N	33	33	
Average	54.21	51.36	
Variance ($S^{2)}$	80.60	66.48	
Standard Deviation (S)	8.97	8.15	

The more calculations can be seen in appendix 14 and 15.

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

$$= \sqrt{\frac{(32)80.60985 + (32)66.48864}{64}}$$

$$= 8.576$$

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

$$t = \frac{54.21-51.36}{8.576\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} = 1.349$$

Ho accepted if $-t_{(1-1/2\ \alpha)(n1+n2-2)} < t < t_{(1-1/2\ \alpha)(n1+n2-2)}$. Based on the computation above by α 5% and df = 33+33-2= 64 is obtained t_{table}=1.99 and t_{count}=1.349. Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there is no significant different of the average pre-test between the experimental and control class because t_{count} is in the reception area of Ho.

2. Phase End Analysis

It was done to answer hypothesis of this research. The data used were the result of post test of both classes. The experimental class taught by using Basket Stories and the control class taught without Basket Stories. The final analysis contains the normality test homogeneity test and the difference average test of post test.

a. Normality Test of the Post-test

Ho: the data of normal distribution

Ha: the data of abnormal distribution

With criteria Ho accepted if $x^2_{count} < x^2_{table}$ with α = 5% and df =k-3.

Table 17

The Result of Normality Post-Test of Experimental and Control Classes

No	Class	X^2_{count}	X^2_{table}	Criteria
1	Experimental	3.0198	7.81	Normal
2	Control	3.296913		Normal

The more calculations can be seen in appendix8 and 9.

Based on the computation above it is obtained that x^2_{count} is lower than x^2_{table} by α = 5% with df = 6-3 = 3. So it can be concluded that the distribution data of post test of experimental and control class are normal.

b. Homogeneity Test of the Post-Test

With criteria Ho accepted if $F_{count} < F_{table}$ with α = 0.05 and df =k-1.

Ho = $\sigma_1^2 = \sigma_2^2$ (homogeny variance)

Ha = $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

Table 18

The Result of Homogeneity Post-Test of Experimental and Control Classes

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experimental	64.99	33	1.037	1.80	Homogenous
2	Control	67.43	33			

The more calculation can be seen in appendix 13.

Based on the formula:

$$F_{count} = \frac{maximum\ variance}{minimum\ variance}$$

$F_{count} = 1.037$

Based on the computation above it is obtained that F_{count} is lower than F_{table}. It means that Ho accepted. It can be concluded that data of post test of experimental and control classes have the same variance or homogeneous.

c. Hypothesis Test

Hypothesis test is used to know whether there is a difference average on post test of experimental class and control class. The data which were used to test the hypothesis was the post- test score of both classes. To test the difference of average used t-test.

Ho: $\mu_1 \leq \mu_2$: it means there is no significant difference between the writing skill improvement of students who were taught by using Basket Stories and who were taught by lecturing (without using Basket Stories)

Ha: $\mu_1 > \mu_2$: it means there is significant difference between the writing skill improvement of students who were taught by using Basket Stories and who were taught by lecturing (without using Basket Stories)

Table 19

The Score of Post Test of Experimental and Control Classes

Source of Variance	Experimental	Control	Criteria
Sum	2264	1934	same
N	33	33	
Average	68.60606	58.60606	
Variance ($S^{2)}$	64.99621	67.43371	

Standard Deviation (*S*)	8.062023	8.211803	

The more calculations can be seen in appendix 5 and 6.

Table 20

Result of Computation T-Test

Class	N	Average	Variance (S^2)	Standard Deviation (*S*)	t_{count}	t_{table}	Criteria
Experimental	33	68.60	64.99	8.06	4.992	1.66	Ha accepted
Control	33	58.60	67.43	8.21			

The more calculation can be seen in appendix 15.

Based on the computation above, it is obtained that the average of post-test of the experimental class who were taught by using Basket Stories is68.6and standard deviation (s) is 8.06. While the average of post test of the control class who were taught by lecturing or conventional learning is58.6 and standard deviation (s) is8.21 with df = 33+33-2 = 64 by α = 5%. So, obtained t_{table}= 1.66fromtheresult of calculation t-test t_{count} =4.992. It means that t_{count} is higher than t_{table} **(**$t_{count} > t_{table}$**).** So Ho is rejected and Ha is accepted. Because $t_{count} > t_{table}$**,** it can be concluded that there is significant difference between experimental and control classes on post-test. The score of the experimental class is higher than the control class.

C. Discussion of Research Findings

1. The Score of Initial Ability (Pre-test)

Based on the calculations of normality and homogeneity test, both of classes are normal distribution and homogeneous.

2. The score of final ability (Post test)

The result of this research is obtained the average score of experimental class was 81 which were higher than the result of control class 77. The average score of experimental class was 68.6and standard deviation (s) was 8.06. Teaching writing in experimental class by using Basket Stories to teach narrative text can encourage the students to be more active and motivated. Basket Stories as a teaching technique can create more interesting situation in teaching writing and make the students easier to develop the characters. It can be seen on average score of experimental class which has better result than control class.

The average score of control class was 58.6 and standard deviation(s) was 8.21. Teaching writing in control class by using conventional learning makes the students feel bored with the material because the method is too monotonous. The students still had difficulties in develop the characters and ideas in writing.

Based on the result of calculation t-test is obtained t_{count}: 4.992 and $t_{table:}$ 1.66 with $\alpha = 5\ \%$ and $df = n_1 + n_2 - 2$. It shows that $t_{count} > t_{table}$ (t_{count} is higher than t_{table}). So it means that there is a significant difference between writing skill

improvement of students taught by Basket Stories and taught by lecturing or conventional learning in writing narrative text.

D. **Limitation of the Research**

The writer realized that this research was not done optimally. There were constrains and obstacles faced during the research process. Some limitations of this research are:

1. The research is limited at MAN Lasem and just used class X Science 1 and class X science 4 as sample. So that when the same research is conducted in other school. It is still possible that different result will be gained.
2. The limitation of the time makes this research could not be done maximally. But it was enough to fulfill all requirements for a research.
3. The writer is still lacking of many experiences and knowledge in doing the research. But the writer has done the research as good as possible to do this study accordance with capability of knowledge and the guide from advisors.
4. The research is limited at the narrative text material for tenth grade students of Senior High School. So it is still possible that different result will be gained at the different material.

Considering all those limitations, it is needed to do more research about teaching writing narrative text using the same or different technique or media. In the hope there will be more optimal result.

CHAPTER V

CONCLUSION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There is significant difference between experimental and control class. In the result of post-test of experimental class was 68.60 which where higher than the control class 58.60. It means that writing a narrative text by using Basket Stories as a technique is better than the writing narrative text without Basket Stories.

Based on the t-test with standard of significant 5%, it is found t_{count} = 4.992 and t_{table}= 1.66 with α = 5 % and df = (n_1 + n_2 - 2). It means that t_{count} was higher than t_{table} (4.992 > 1.66), so there is difference result of the learning using Basket Stories and learning without using Basket Stories. Consequently, based on the testing, Basket Stories is effective to improve student's writing narrative text.

B. Suggestions

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

1. For Teacher
   a. Teacher may consider the use of Basket Stories in the teaching of writing narrative text because it can make students become more active during learning process.

b. Teacher should prepare the equipment well. It means that before using Basket Stories in the teaching of narrative writing, it will be better for teacher to make sure that all the equipments are available in enough amounts. The most important stuff in this activity is the clues. Choose the interesting objects around you the catch students' interest for example colored stones or other medium.

c. Teacher should plan the time well. They should be careful in managing each session of activities. Teacher should consider its duration and the length of times for discussion and writing activity.

2. For Students

a. Students may choose the interesting object they want to make the activity more fun.

b. Students should write the name of person, or place as creative as possible in order to create challenge environment during storytelling session.

3. For other researchers

The writer hopes that the other researchers who intend to use this research as reference or reuse Basket Stories should improve the preparation, media and variations in order to gain the better result.

C. Closing

The true praise only belongs to Allah, who gives power and health until this final project can be finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.

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APPENDICES

Appendix 1

The Subject List of Experimental Class (X Science 1)

No	Name	Code
1	Ahmad Mustaqim	E - 1
2	Anis Zakiyah	E - 2
3	Bayu Prasetyo Aji	E - 3
4	Dina Septiana	E - 4
5	Dwitaningsih	E - 5
6	Elysa Nur	E - 6
7	Fatimatuz Zahro'	E - 7
8	Fitriyah Ayu Puspitasari	E - 8
9	Isti'anah	E - 9
10	Kukuh Ainul	E - 10
11	Lu'luatul Hizana	E - 11
12	Mir'atul Chasna'	E - 12
13	Mohammad Izzul Azmi	E - 13
14	Mohammad Khoirul Fatihin	E - 14
15	Muhammad Iqbalun. N	E - 15
16	Muhimmatur Rofi'ah	E - 16
17	Nikmatus Sholikhah	E - 17
18	Ni'matusholihah	E - 18
19	Nunu Marwati	E - 19
20	Nur Pujiati	E - 20
21	Nur Rohmah Isti'anah	E - 21
22	Rahmadhani Indah. W	E - 22
23	Siti Alimah	E - 23
24	Siti Khusnul Khotimah	E - 24
25	Siti Lailatul Khoiriyah	E - 25
26	Siti Rohfatmawati	E - 26
27	Siti Shofa Ni'matin	E - 27

28	Syafri Maulana Iqbal	E - 28
29	Syntia anggraeni	E - 29
30	Tamlika Makarima	E - 30
31	Vina Alfiyana	E - 31
32	Wafirotul Fitriyah	E - 32
33	Yakhirotul Afifah	E - 33

Appendix 2

The Subject List of Control Class (X Science 4)

No	Name	Code
1	Achmad Saeroji	C - 1
2	Ali Taufiq	C - 3
3	Ayu Rizki Rosiana Putri	C - 4
4	Barotut Taqiyyah	C - 2
5	Dian Mailiantika	C - 5
6	Doly Irawan	C - 6
7	Dwi Wahyu Setya	C - 7
8	Fitrotul Masitoh	C - 8
9	Hidayatul Ma'rifah	C - 9
10	Iba Rohayani	C - 10
11	Intan Ciptaning	C - 11
12	Kholishotul Ilmia	C - 12
13	Laili Mutiatun Khoiroh	C - 13
14	Luluk Aminatin Ulya	C - 14
15	Luthfi Zein	C - 15
16	M. Fadjar Nur Hasan	C - 16
17	M. Surihadi	C - 17
18	Mu'linatus Sauroh	C - 18
19	Mustafidah	C - 19
20	Nur Sa'adatul	C - 20
21	Nur Widya Ningrum	C - 21
22	Nuruddin	C - 22
23	Pipit Puspitasari	C - 23
24	Prabaswara Dumipta	C - 24
25	Ristiyani	C - 25
26	Roudlotul Hikmawati	C - 26
27	Sailatul Af'idah	C - 27

28	Siti Fatimah	C - 28
29	Siti Rodliyah	C - 29
30	Syndyana Venty Meiliani	C - 30
31	Tri Wulan Setiani	C - 31
32	Vika Nur Cahyani	C - 32
33	Wida Kholishotul Munawaroh	C - 33

Appendix 3

The Pre-test Score of the Experimental Class

No	Code	Cont.	Org.	Voc.	Gram.	Mech	Score
1	E -1	22	14	10	17	3	66
2	E -2	13	9	8	10	2	42
3	E -3	23	17	15	11	4	70
4	E -4	22	14	10	11	4	61
5	E -5	16	13	13	17	3	62
6	E -6	17	9	9	10	3	48
7	E -7	13	9	9	10	3	44
8	E -8	20	20	9	10	3	52
9	E -9	20	13	13	15	3	64
10	E -10	17	9	10	11	3	50
11	E -11	22	14	14	11	4	65
12	E -12	17	13	10	11	3	54
13	E -13	17	13	10	11	3	54
14	E -14	13	9	9	10	3	44
15	E -15	22	15	14	11	4	66
16	E -16	13	9	8	10	3	43
17	E -17	22	14	10	11	4	61
18	E -18	13	10	9	10	2	44
19	E -19	17	13	10	13	2	55
20	E -20	13	9	7	18	2	49
21	E -21	25	14	15	18	4	76
22	E -22	17	13	14	11	3	58
23	E -23	17	9	9	10	3	48
24	E -24	13	10	10	15	3	51
25	E -25	13	9	7	18	2	49
26	E -26	16	10	10	10	3	49
27	E -27	13	9	10	11	3	46

28	E -28	13	13	9	10	3	48
29	E -29	13	9	9	10	3	44
30	E -30	17	13	10	13	3	56
31	E -31	21	13	13	11	2	60
32	E -32	13	10	13	11	3	50
33	E -33	23	13	13	12	3	64

Appendix 4

The Pre-test Score of the Control Class

No	Code	Cont.	Org.	Voc.	Gram.	Mech.	Score
1	C – 1	17	10	9	9	2	47
2	C – 2	22	14	13	11	4	64
3	C – 3	15	10	9	9	2	45
4	C – 4	19	9	9	10	2	49
5	C – 5	18	12	12	10	3	55
6	C – 6	21	10	11	10	3	55
7	C – 7	17	8	9	10	2	46
8	C – 8	18	10	10	10	3	51
9	C – 9	20	13	12	11	4	60
10	C – 10	19	10	11	11	3	54
11	C – 11	22	15	14	13	4	68
12	C – 12	19	12	10	10	3	54
13	C – 13	17	9	8	9	3	46
14	C – 14	22	15	15	12	4	68
15	C – 15	15	9	8	8	2	42
16	C – 16	15	7	7	8	2	39
17	C – 17	15	9	9	9	2	44
18	C – 18	22	9	10	10	2	53
19	C – 19	17	9	10	8	2	46
20	C – 20	21	13	12	11	3	60
21	C – 21	15	9	9	10	2	45
22	C – 22	15	7	7	8	3	40
23	C – 23	15	9	8	10	3	45
24	C – 24	21	10	11	10	2	54
25	C – 25	20	11	11	10	3	55
26	C – 26	20	12	12	11	4	59
27	C – 27	18	9	9	10	2	48

28	C – 28	15	7	7	8	3	40
29	C – 29	19	10	10	7	2	48
30	C – 30	21	13	12	12	4	62
31	C – 31	15	9	7	8	2	41
32	C – 32	20	13	12	13	4	62
33	C – 33	18	10	10	10	2	50

Appendix 5

The Post-test Score of the Experimental Class

No	Code	Cont.	Org.	Voc.	Gram.	Mec.	Score
1	E-1	22	14	14	18	4	72
2	E-2	19	15	12	12	2	60
3	E-3	22	14	14	18	2	70
4	E-4	22	17	17	12	3	71
5	E-5	21	14	17	21	4	77
6	E-6	26	17	14	18	2	77
7	E-7	17	13	13	17	4	64
8	E-8	21	13	14	17	3	68
9	E-9	16	17	17	21	5	76
10	E-10	17	13	10	11	3	54
11	E-11	22	17	17	21	4	81
12	E-12	21	13	13	17	3	67
13	E-13	26	14	14	15	3	72
14	E-14	16	9	9	10	2	46
15	E-15	26	17	16	17	4	80
16	E-16	17	13	13	17	2	62
17	E-17	17	13	11	12	3	56
18	E-18	22	15	14	17	2	70
19	E-19	22	15	13	17	3	70
20	E-20	21	14	14	18	2	69
21	E-21	26	14	14	18	2	74
22	E-22	17	15	14	21	2	69
23	E-23	22	14	16	10	3	65
24	E-24	26	17	14	17	2	76
25	E-25	17	15	11	12	3	58
26	E-26	22	13	10	18	2	65
27	E-27	17	16	13	13	3	62

28	E-28	17	13	13	18	2	63
29	E-29	22	17	14	17	3	73
30	E-30	25	14	16	17	3	75
31	E-31	21	13	13	17	2	66
32	E-32	26	17	14	17	4	78
33	E-33	26	17	14	17	4	78

Appendix 6

The Post-test Score of the Control Class

No	Code	Cont.	Org.	Voc.	Gram.	Mec.	Score
1	C- 1	21	14	10	11	2	58
2	C - 2	22	14	14	17	3	70
3	C - 3	21	13	13	10	2	59
4	C- 4	24	16	16	17	4	77
5	C- 5	21	13	10	17	3	64
6	C - 6	21	10	13	11	3	58
7	C - 8	17	13	10	10	3	53
8	C - 8	22	14	10	12	2	60
9	C - 9	17	10	13	11	3	54
10	C - 10	17	13	10	10	2	52
11	C - 11	22	14	13	11	2	62
12	C - 12	21	10	10	11	3	55
13	C - 13	22	14	14	11	4	65
14	C - 14	17	10	9	17	3	56
15	C - 15	20	10	10	11	3	54
16	C - 16	22	16	15	16	3	72
17	C - 17	14	7	9	10	2	42
18	C - 18	16	10	10	10	3	49
19	C - 19	15	9	10	10	3	47
20	C –20	22	13	13	7	3	58
21	C –21	17	10	10	10	3	50
22	C –22	22	16	16	17	3	74
23	C –23	22	13	13	17	2	67
24	C –24	14	9	9	10	2	45
25	C –25	16	10	13	10	3	52
26	C –26	22	13	13	11	3	62
27	C –27	21	13	13	10	3	60

28	C - 28	17	10	12	11	3	53
29	C - 29	20	12	10	10	3	55
30	C - 30	22	14	14	10	3	63
31	C - 31	21	14	11	12	3	61
32	C - 32	17	13	13	11	3	57
33	C - 33	17	13	13	15	2	60

Appendix 7

Score of Writing Test

No	Experimental Class			Control Class		
	Code	Pre-Test	Post-Test	Code	Pre-Test	Post-Test
1	E-01	66	72	C-01	47	58
2	E-02	42	60	C-02	64	70
3	E-03	70	70	C-03	45	59
4	E-04	61	71	C-04	49	77
5	E-05	62	77	C-05	55	64
6	E-06	48	77	C-06	55	68
7	E-07	44	64	C-07	46	58
8	E-08	52	68	C-08	51	60
9	E-09	64	76	C-09	60	54
10	E-10	50	54	C-10	54	52
11	E-11	65	81	C-11	68	62
12	E-12	54	67	C-12	54	55
13	E-13	54	72	C-13	68	65
14	E-14	44	46	C-14	46	56
15	E-15	66	80	C-15	42	54
16	E-16	43	62	C-16	44	72
17	E-17	61	56	C-17	39	45
18	E-18	44	70	C-18	53	49
19	E-19	55	70	C-19	46	47
20	E-20	49	69	C-20	60	53
21	E-21	76	74	C-21	45	50
22	E-22	58	69	C-22	40	74
23	E-23	48	65	C-23	45	67
24	E-24	51	76	C-24	54	42
25	E-25	49	58	C-25	55	52
26	E-26	45	65	C-26	59	62
27	E-27	46	62	C-27	48	60
28	E-28	48	63	C-28	40	53

29	E-29	44	73	C-29	48	55
30	E-30	56	75	C-30	62	63
31	E-31	60	66	C-31	41	61
32	E-32	50	78	C-32	62	57
33	E-33	64	78	C-33	50	60
$\sum$		1789	2264		1695	1934
N		33	33		33	33
$\bar{}$						
$\bar{X}$		54.21212	68.60606		51.36364	58.60606
s^2		80.60985	64.99621		66.48864	67.43371
S		8.978299	8.062023		8.154056	8.211803

Appendix 8

Normality Test of Pre Test
(Experimental Class)

Hypothesis

Ho: the data of normal distribution

Ha: the data of un normal distribution

Hypothetical Test

The formula:

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

Criterion:

Ho accepted if $X^2_{count} < X^2_{table}$

Hypothetical Test:

Maximum Score : 76
Minimum Score : 42
Range (R) : 34
Class Interval (k) : 1 + 3.3 log 33 = 6.01 = 6 class
Length of the Class (P) : 34/6= 5.66= 6

The Table of Frequency Distribution

Class Interval	*fi*	*Xi*	Xi^2	*fi Xi*	$fiXi^2$
42 – 47	8	44.5	1980.25	356	15842
48 – 53	9	50.5	2550.25	454.5	22952.25
54 – 59	5	56.5	3192.25	282.5	15961.25
60 – 65	7	62.5	3906.25	437.5	27343.75
66 – 71	3	68.5	4692.25	205.5	14076.75
72 – 77	1	74.5	5550.25	74.5	5550.25
∑	33	357	21871.5	1810.5	101735

$$\bar{x} = \frac{\sum fiXi}{\sum fi}$$

$$= \frac{1810.5}{33} = 54.8636$$

$$s^2 = \frac{n\sum fiXi^2 - (\sum fiXi)^2}{n(n-1)}$$

$= \frac{33*101735-(1810.5)^2}{33(33-1)}$

s^2= 75.13

S= 8.66

The Table of Normality Test

Class	Limit Class	Z for for limit class	Proba-bility of Z	Wide To Z	Ei	Oi	$\frac{(Ei-Oi)^2}{Ei}$
	41.5	-1.54	0.4357				
42 - 47				0.1362	4.4	8	2.7438
	47.5	-0.84	0.2995				
48 - 53				0.2399	7.9	9	0.1531
	53.5	-0.15	0.0596				
54 - 59				0.1423	4.6	5	0.0347
	59.5	0.53	0.2019				
60 - 65				0.1869	6.1	7	0.1327
	65.5	1.22	0.3888				
66 - 71				0.0838	2.7	3	0.0333
	71.5	1.92	0.4726				
72 - 77				0.0229	0.7	1	0.1285
	77.5	2.61	0.4955				
						X^2	3.2261

With α= 5% and df = 6-3=3, from the chi-square distribution table obtained χ^2_{table}= 7.8. Because χ^2_{count} is lower than χ^2_{table}(3.2261 < 7.81). So, the distribution list is normal.

Appendix 9

Normality Test of Pre Test
(Control Class)

Hyphotesis
Ho: the data of normal distribution
Ha: the data of un normal distribution
Hypothetical Test
The formula:

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

Criterion:
Ho accepted if $X^2_{count} < X^2_{table}$
Hypothetical Test:
Maximum Score : 39
Minimum Score : 68
Range (R) : 29
Class Interval (k) : 1 + 3.3 log 33 = 6.01 = 6 class
Length of the Class (P) : 29/6 = 4.83= 5

The Table of Frequency Distribution

Class Interval	*Fi*	*Xi*	Xi^2	*fi Xi*	$fiXi^2$
39 - 43	5	41	1681	205	8405
44 - 48	10	46	2116	460	21160
49 - 53	4	51	2601	204	10404
54 - 58	6	56	3136	336	18816
59 - 63	5	61	3721	305	18605
64 - 68	3	66	4356	198	13068
	33	321	17611	1708	90458

$$\bar{x} = \frac{\sum fiXi}{\sum fi} = \frac{1708}{33} = 51.7575$$

$$s^2 = \frac{n\sum fiXi^2 - (\sum fiXi)^2}{n(n-1)}$$

$=\frac{33*90458-(1708)^2}{33(33-1)}$

s^2= 64.25

S= 8.01

The Table of Normality Test

Class	Limit Class	Z for the limit class	Probability of Z	Wide to Z	Ei	Oi	$\frac{(Ei-Oi)^2}{Ei}$
	38.5	-1.6541	0.4505				
39 – 43				0.1044	3.4	5	0.7529
	43.5	-1.0299	0.3461				
44 – 48				0.1907	6.29	10	2.1882
	48.5	-0.4057	0.1554				
49 – 53				0.0722	2.38	4	1.0979
	53.5	0.2184	0.0832				
54 – 58				0.2163	7.13	6	0.1814
	58.5	0.8426	0.2995				
59 – 63				0.1284	4.23	5	0.1373
	63.5	1.4669	0.4279				
64 – 68				0.0538	1.77	3	0.8824
	68.5	2.0911	0.4817				
						33	5.2401

With α = 5% and df = 6-3=3 from the chi-square distribution table obtained χ^2_{table}= 7.81. Because $\chi^2_{count}$is lower than χ^2_{table}(5.2401< 7.81) so, the distribution list isnormal.

Normality Test of Post Test
(Experimental Class)

Hyphotesis
Ho: the data of normal distribution
Ha: the data of un normal distribution
Hypothetical Test
The formula:

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

Criterion:
Ho accepted if $X^2_{count} < X^2_{table}$
Hypothetical Test:
Maximum Score : 81
Minimum Score : 46
Range (R) : 35
Class Interval (k) : 1 + 3.3 log 33 = 6.01 = 6 class
Length of the Class (P) : 35/6= 5.83= 6

The Table of Frequency Distribution

Class Interval	*Fi*	*Xi*	Xi^2	*fi Xi*	$fiXi^2$
46 - 51	1	48.5	2352.25	48.5	2352.25
52 - 57	2	54.5	2970.25	109	5940.5
58 - 63	5	60.5	3660.25	302.5	18301.25
64 - 69	8	66.5	4422.25	532	35378
70 - 75	9	72.5	5256.25	652.5	47306.25
76 - 81	8	78.5	6162.25	628	49298
∑	33	381	24823.5	2272.5	158576.3

$$\bar{x} = \frac{\sum fiXi}{\sum fi}$$
$$= \frac{2272.5}{33} = 68.8636$$

$$S^2 = \frac{n\sum fiXi^2 - (\sum fiXi)^2}{n(n-1)}$$
$$= \frac{33 * 158576.3 - (2272.5)^2}{33(33-1)}$$

s^2= 65.11

S= 8.06

The Table of Normality Test

Class	Limit Class	Z for the limit class	Probability of Z	Wide To Z	Ei	Oi	$\frac{(Ei-Oi)^2}{Ei}$
	45.5	-2.89	0.4981				
46 – 51				0.0139	0.45	1	0.6722
	51.5	-2.15	0.4842				
52 – 57				0.065	2.1	2	0.0047
	57.5	-1.4	0.4192				
58 – 63				0.1738	5.7	5	0.0859
	63.5	-0.66	0.2454				
64 – 69				0.2175	7.1	8	0.114
	69.5	0.079	0.0279				
70 – 75				0.266	8.7	9	0.01
	75.5	0.82	0.2939				
76 – 81				0.1467	4.8	8	2.133
	81.5	1.56	0.4406				
							3.0198

With α = 5% and df = 6-3=3 from the chi-square distribution table obtained χ^2_{table}= 7.81. Because $\chi^2_{count}$is lower than χ^2_{table} (3.0198 < 7.81) so, the distribution list is normal.

Normality Test of Post Test
(Control Class)

Hyphotesis
Ho: the data of normal distribution
Ha: the data of un normal distribution
Hypothetical Test
The formula:

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

Criterion:
Ho accepted if $X^2_{count} < X^2_{table}$
Hypothetical Test:
Maximum Score : 77
Minimum Score : 42
Range (R) : 35
Class Interval (k) : 1 + 3.3 log 33 = 6.01 = 6 class
Length of the Class (P) : 35/6=5.83= 6

The Table of Frequency Distribution

Class Interval	*Fi*	*Xi*	Xi^2	*fi Xi*	$fiXi^2$
42 - 47	3	44.5	1980.25	133.5	5940.75
48 - 53	6	50.5	2550.25	303	15301.5
54 - 59	9	56.5	3192.25	508.5	28730.25
60 - 65	9	62.5	3906.25	562.5	35156.25
66 - 71	3	68.5	4692.25	205.5	14076.75
72 - 77	3	74.5	5550.25	223.5	16650.75
	33	357	21871.5	1936.5	115856.3

$$\overline{x} = \frac{\sum fiXi}{\sum fi}$$
$$= \frac{1936.5}{33} = 58.6818$$

$$s^2 = \frac{n\sum fiXi^2 - (\sum fiXi)^2}{n(n-1)}$$

$$= \frac{33 * 115856.3 - (1936.5)^2}{33(33-1)}$$

s^2= 69.34

S= 8.32

The Table of Normality Test

Class	Limit Class	Z for the Limitclass	Probability Of Z	Wide To Z	Ei	Oi	$\frac{(Ei-Oi)^2}{Ei}$
	41.5	-2.06	0.4772				
42 – 47				0.0673	2.2	3	0.2909
	47.5	-1.34	0.4099				
48 – 53				0.1775	5.8	6	0.0068
	53.5	-0.62	0.2324				
54 – 59				0.1965	6.4	9	1.0562
	59.5	0.09	0.0359				
60 – 65				0.2551	8.4	9	0.0428
	65.5	0.81	0.291				
66 – 71				0.1472	4.8	3	0.675
	71.5	1.54	0.4382				
72 – 77				0.0499	1.6	3	1.225
	77.5	2.26	0.4881				
							3.2969

With α = 5% and df = 6-3=3 from the chi-square distribution table obtained χ^2_{table}= 7.81. Because $\chi^2_{count}$is lower than χ^2_{table} (3.2969 < 7.81) so, the distribution list is normal.

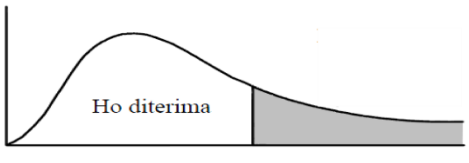
Appendix 12

Homogeneity Test of Pre-Test
(The Experimental and Control Classes)

The Calculation:
Ho= $\sigma_1^2 = \sigma_2^2$(homogeny variance)
Ha= $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

Formula: $$\mathbf{F} = \frac{\textit{Maximum variance}}{\textit{Minimum variance}}$$

Ho accepted if $F \leq F_{1/2\alpha(nb-1):(nk-1)}$



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

Source of variance	Experimental group	Control group
SUM	1789	1695
N	33	33
Average	54.21212	51.36364
Variance (S^2)	80.60985	66.48864
Standard deviation (S)	8.978299	8.154056

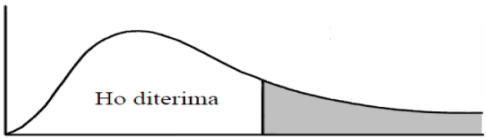
$$F = \frac{80.60985}{66.48864} = 1.212$$

For α = 5% with

df = n1-1=33-1=32

df2=n2-1=33-1=32

F (0.05)(32:32) =1.80



1.2121.80

Because $F_{count} < F_{table}$ (1.212< 1.80), so, both of data of pre-test sample groups have the same variant or homogeneous.

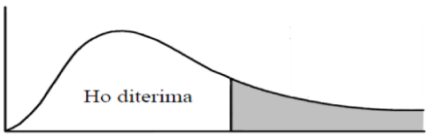
Appendix 13

Homogeneity Test of Post-Test
(The Experimental and Control Classes)

The Calculation:
Ho= $\sigma_1^2 = \sigma_2^2$ (homogeny variance)
Ha= $\sigma_1^2 \neq \sigma_2^2$ (non homogeny variance)

Formula: $$\mathbf{F} = \frac{\textit{Maximum variance}}{\textit{Minimum variance}}$$

Ho accepted if $F \leq F\ 1/2\alpha\ (nb-1):(nk-1)$



F 1/2α (nb-1):(nk-1)

Source of variance	Experimental class	Control class
SUM	2264	1934
N	33	33
Average	68.60606	58.60606
Variance (S^2)	64.99621	67.43371
Standard deviation (S)	8.062023	8.211803

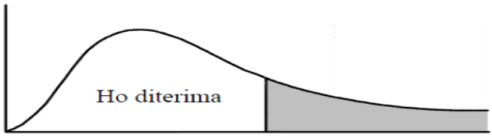
$$F = \frac{67.43371}{64.99621} = 1.037$$

For α = 5% with

df = n1-1=33-1=32

df2= n2-1=33-1=32

F (0.05)(32:32)=1.80



1.0371.80

Because $F_{count} < F_{table}$(1.037< 1.80), so both of data of pre-test sample groups have the same variant or homogeneous.

Appendix 14

The Average Similarity Test of Pre Test

(The Experimental and the Control Classes)

Hypothesis test

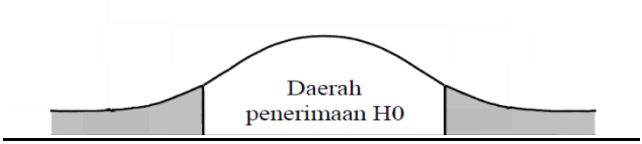
Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

The formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{where } S = \sqrt{\frac{(n_1 - 1)s_1^2 (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Criterion:



Ho accepted if $\frac{1}{2}-t(1-\alpha)(n_1+n_2-2) \leq t \leq \frac{1}{2}t(1-\alpha)(n_1+n_2-2)$

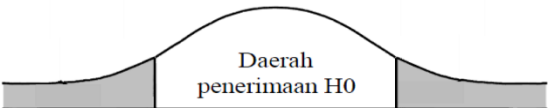
Source of variance	Experimental group	Control group
SUM	1789	1695
N	33	33
Average	54.21212	51.36364
Variance (S^2)	80.60985	66.48864
Standard deviation (S)	8.978299	8.154056

Based on the formula above can be obtained:

$$S = \sqrt{\frac{(33-1)80.60985+(33-1)66.48864}{33+33-2}} = 8.576$$

$$t = \frac{54.21-51.36}{8.576\sqrt{\frac{1}{n}+\frac{1}{n}}} = 1.349$$

For α =5% with df = 33+33-2=64 obtained $t_{(0.05)(64)}$ = 1.99



-1.99 1.349 1.99

Based on the computation above that by α = 5% and df = 33+33- 2 = 64 is obtained t_{table} = 1.99 and t_{count} = 1.349. Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there is no significant different of the average pre-test between experimental and control classes because t_{count} at the reception area of Ho.

Appendix 15

The Average Similarity Test of Post-Test

(The Experimental and the Control Classes)

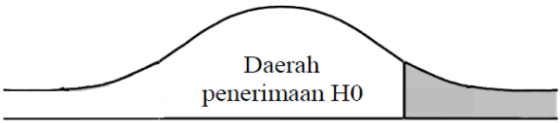
Hypothesis test

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

The formula:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ where } S = \sqrt{\frac{(n_1 - 1)s_1^2 (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$



Ho accepted if $\frac{1}{2}-t(1-\alpha)(n_1+n_2-2) \geq t \geq \frac{1}{2}t(1-\alpha)(n_1+n_2-2)$

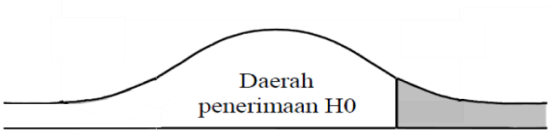
Source of variance	Experimental class	Control class
SUM	2264	1934
N	33	33
Average	68.60606	58.60606
Variance (S^2)	64.99621	67.43371
Standard deviation (S)	8.062023	8.211803

Based on the formula above can be obtained:

$$S = \sqrt{\frac{(33-1)64.99621+67.43371(33-1)}{33+33-2}} = 8.137$$

$$t = \frac{68.60-58.60}{8.137\sqrt{\frac{1}{n}+\frac{1}{n}}} = 4.992$$

For α =5% with df = 33+33-2=64obtained $t_{(0.05)(64)} = 1.66$



Based on the computation above that by α = 5% and df = 33+33- 2=64 is obtained t_{table} =1.66 and t_{count}= 4.992. Ha is accepted if $-t_{table} > t_{count} > t_{table}$. So, it can be concluded that there is significant different of the average pre-test between experimental and control classes on post test. The score of the experimental class is higher than the control class.

Appendix 16

Lesson Plan (Experimental Class)

FIRST MEETING

School : MAN Lasem

Class/Semester : X/10 first Semester

Aspect/Skill : Reading and Writing

Subject : English

Material : Narrative Text

Time allocation: 2x 45 minutes

Year : 2015/2016

A. Core Competence

1. Comprehend and apply religion divine values.

2. Develop behavior (honest, discipline, responsible, care, good manner, eco friendly, mutual assistance, cooperative, responsive, proactive) and show behavior as part of nation problem solvers in the effective interaction toward social environment and nature as nation reflection in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the scholarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem

4. Process, figure, and show in the concrete and abstract domain related to the development of learning process in school independently, and able to use scientific method.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.	1.1.1 Pray before doing the task 1.1.2 Greeting at the beginning and end of lesson 1.1.3 Maintain good relations with their fellow as the creation of God Almighty
2.3 Show cooperative in doing functional communication.	2.3.1 Active in group work 2.3.2 Willingness to perform according to the agreement 2.3.3 Encourage others to cooperate for the sake of achieving goals together
3.4 Understanding the social function, generic structure, and language features of simple narrative text	3.4.1 Explain the social function of narrative text 3.4. 2. Explain the generic structure of narrative text 3.4.3 Explain the language features of narrative text
4.3 Produce narrative text	4.3.1Use social function, generic structure and language feature of narrative text

C. Learning Aim

By the end of lesson through Basket Stories, students will have been able to grateful to God, show cooperative, understanding generic structures ad language features of narrative text, and write narrative text based on the context.

D. Teaching Method

Technique: Storytelling (The Basket Stories), discussion, individual task.

E. Teaching Media

1) colored paper
2) basket
3) Worksheet

F. Source of Material

1) Doddy, Ahmad, dkk. *Developing English Competencies for Grade X*, PusatPerbukuan: DepartemenPendidikanNasional, 2008.
2) MalinKundang from*http://www.st.rim.or.jp/~cycle/MYmalinE.HTML*retrieved on March, 22, 2015

G. Teaching Material

The following shows generic structure and an example of narrative text:

Language Features:

- Focus on specific and usually individualized participants
- Use of material processes
- Use of relational processes and mental processes
- Use of temporal conjunctions
- Use of past tense

Schematic structures:

- Orientation: it is about the opening paragraph where the characters of the story are introduced

- Complication: where the problems in the story developed
- Resolution: the problem is resolved, for better or worse

Malin Kundang

Orientation:

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

Complication:

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to

meets that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Resolution:

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to be apologized. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

H. Learning Activity

Activities	Description of Activities	Sample of Instruction
Pre-Activity	▪ Teacher greets students.	*Assalamu'alaikumWr. Wb..* *Good afternoon students, how are you today?*
	▪ Teacher checks student attendance.	*Is there any absent today? Why is he/she absent?*
	▪ Teacher asks students to pray together.	*Before we go to the lesson, let's pray together!*
	▪ Teacher explains the aim of the lesson.	*Do you know what we*

	▪ Teacher stimulate students by asking question	*will learn today? Today we will learn narrative text.* *Did you ever write story?*
Main Activities	**<u>Observing</u>** • Teacher triggers student's understanding in generic structure of narrative text **(Orientation, Complication and Resolution)** by asking them to follow the instructions below: • Students divided into five groups. Each group gets a basket and colored paper on it. The basket represents narrative text and the colored papers represent the elements of narrative text. **Three large papers represent three main parts in narrative text: beginning (Orientation), middle (Complication) and ending of the story (Resolution).** • Teacher explain the instructions	*Imagine the basket is narrative text. There are some elements in narrative text.* *The large papers represent three main parts in narrative text* *Listen carefully to my instructions…* *The large paper represents the beginning of narrative text. In the beginning there are: characters, place and time. Write the elements from the beginning of story on colored paper.*

	• **First**, students take three colored papers from the basket. The papers represent characters, place and time **(Orientation)**. - Teacher tells the beginning story of Malin Kundang. - Students write characters and setting from Malin Kundang story on yellow colored papers. - Student stick the papers on the first large paper • **Second,** students take four colored papers from the basket. The papers represent the problem, motivation, obstacles, and climax of the story **(Complication)**. - Teacher tells the middle of Malin Kundang story. - Students write problems, motivations, obstacles and climax from the story of	*The large paper represents the middle of narrative text. There are problems, motivations, obstacles, and climax. Write the elements from the middle of narrative text on colored paper.* *The large paper represents the end of narrative text. There is closing in the end of narrative text. Write the closing from the end of narrative text on colored paper.*

	Malin Kundang on green colored paper. - Students stick the papers on the second large paper • **Third,** students take 1 colored paper from the basket. The paper represents the closing of story **(Resolution)**. - Teacher tells the end of Malin Kundang. - Students write the closing on pink colored paper. Students stick the colored paper on the last large paper.	
	<u>Questioning:</u> • Students asks questions related to the beginning, middle and ending of the story	*Is there any questions?*
	<u>Experimenting:</u> • Each student is given a jumbled narrative text • Students rearrange the jumbled narrative text into the right order. • Students complete the chart available based	*Reform the jumbled narrative text into the right order.* *Then, complete the chart based on the text.*

	on the text.	
	<u>Associating:</u> • Students divided into groups (consist of 4 students). Each group gets a basket and colored papers. • Every student writes four times in each colored papers: name person/thing, interesting place, time, and action verbs in form of past tense. • Students put colored paper back into the basket and mix them well. • Student A takes 12 papers from the basket. • Student A begins to make sentences based on clues they get. • One of students in the same group write the student A' sentences.	*Now you have three different colored papers. Each student must write four times: on yellow paper: the name of person/thing, on green paper: the name of interesting place on pink paper: action verbs in form of past tense.* *Put your papers into the basket and mix well.* *From student A takes all the papersfrom the basket.* *Now, make sentences based on the words you get. You may add some adjective or object in your sentences* *Write your friend' sentences*

	• Students change their turns. Continue to student B, C and D. • All of the students in a group rearrange all the sentences into narrative text.	*Collect all the sentences you made into narrative text. Don't forget to create problems, motivations, obstacles and climax, and closing.*
	<u>Communicating:</u> • Each group explains the beginning, middle and ending of the story they have written **(Orientation, Complication, and Resolution)**. • In front of class, each group presents their conclusion from the activities.	*Based on our discussion in group, we can take conclusion*
Post-Activities	▪ Teacher reviews the material of the day ▪ Teacher checks students understanding by asking them to write narrative text.	*How about our material today? Is it clear for you?* *Do you still remember what we have learnt today? Now, it's time to write. Write a story based on the story you have told, or write your new one.*

	▪ Teacher conclude the material ▪ Teacher gives motivation to improve students' writing skill. ▪ Teacher gives students homework ▪ Teacher closes the class	*We can conclude that…* *Okay class before closing, I hope you always improve your writing skill by practicing it every day. Don't be lazy! Keep study hard!* *For your homework, please write the legend of the village.* *Let's close this class by praying together…* *I think enough for today, see you next meeting. Thanks for your nice attention, have a nice day.* *Wassalamu'alaikum…*

I. Assessment

Instrument 1

Jumbled narrative text:

Instruction: Arrange the jumbled narrative text into the right chronological order!

Toba Lake

1	His wife could not forgive him. Suddenly, the earth began to shake and volcanoes started to erupt. The earth

	cracked and formed a big hole. A big tide came and engulfed the village. The flood made a deep vast lake. Then it was called Lake Toba and in the middle of the lake there is an island called Samosir Island.
2	After getting free, the fish changed into a beautiful woman and the farmer fell in love with her. He asked her to marry him and the woman received him. However, she asked his promised not to tell anyone the secret that she was once a fish. They were very happily married, and got a son. They called him Samosir.
3	Years later, the mother asked Sam to bring lunch to his father at the rice field. Feeling hungry, the boy ate his father's lunch on the way. Knowing this, the farmer was angry. "You are a naughty boy! You won't be a good boy because you are actually a son of a fish!"
4	One day, he wanted to catch some fish for his dinner. Just as he caught a big and fresh fish, he heard a voice. "Please don't kill me. If you let me live and put me into your rice field, you will have your dinner on your dining table". "No problem", said the farmer. When the farmer went home, he was surprised. His dinner was already set on the table.
5	The boy cried and told his mother what he had heard from his father. The mother went to the rice field and

	said angrily, “You have broken your promise. Now you must be punished”.
6	A long time ago, there was a poor farmer named Toba. He lived in a small bamboo hut near his rice field. He lived with other farmers in the village.

Instrument 2:

Instruction:

Complete the chart based on story of Toba Lake by used the following questions:

Beginning	**Middle**	**Ending**
What happened in the beginning of the story?	***What happened in the middle of the story?***	***What happened at the end of the story?***
1. Who: 2. Where: 3. When:	4. Problem: 5. Motivation: 6. Obstacles: 6. Climax:	7. Closing:

Instrument 3:

Instruction:

In group, students write their sentences into simple narrative text by considering the generic structure and language features of narrative text.

A. Scoring Guidance

1) **Affective**

No	Aspect to be assessed	Assessment technique	Time of assessment	Assessment instrument	Note
1	Show gratitude to God	Observation	Process	Observation sheet	
2	Show cooperative in doing functional communication.	Observation	Process	Observation sheet	

2) **Cognitive**

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Understanding the language features and generic structures of narrative text.	Portfolio	Written/ individual	1&2

3) **Psychomotor**

No.	**Observed Aspects**

1	Students are able to do tasks in group
2	Students are able to finish the tasks in time

Writing skill

Achievement competence indicator	Scoring technique	Assessment form	Instrument
Write narrative text	performance	Written/individual	Write narrative text based on the context

B. Scoring rubric:

1) **Affective rubric** *(attitude)*

No.	**Observed Aspects**					**Note**
	Showing Grateful to God	**Criterion**				
		4	3	2	1	
1.	Pray before doing the task					
2.	Greeting at the beginning and end of lesson					
3.	Maintain good relations with their fellow as the creation of God Almighty					

No.	**Observed Aspects**					**Note**
	Show cooperative in doing functional	**Criterion**				
		4	3	2	1	

	communication.					
1.	Active in group work					
2.	Willingness to perform according to the agreement					
3.	Encourage others to cooperate for the sake of achieving goals					

Guidance:

4 = Always, if always do the statement

3 = Often, if often do the statements and sometimes do not do the statements.

2 = Sometimes, if sometimes do the statements and often do not do the statements.

1 = Never, if never do the statements.

Total score using scale 1-4

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

Example :

Obtained score 14, maximum score 4 x 5 = 20,so, the final score:

$$\frac{14}{20} x\ 4 = 2{,}8$$

2) **Cognitive aspect** *(knowledge)*

No.	**Aspects**	**Instrument**
1.	Students are able to mention language features and the generic structure of narrative	1&2

Instrument 1: the score for every correct answer is 3

Instrument 2: the score for every correct answer is 1

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

3) **Psychomotor aspect** *(performance)*

No.	Observed Aspects	Criterion				Note
		4	3	2	1	
1.	Students are able to do tasks in group					
3	Students are able to finish the tasks in time					

4: Very Good3: Good2: Fairly Good1: Bad

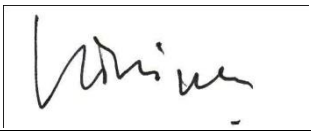
Writing skill

Element of writing	Score
1. The content	30%
2. The organization	20%
3. The vocabulary	20%
4. The grammar	25%
5. The mechanic	5%
Total of score	**100%**

Item Analysis	Score	Criterion of scoring
Content	30-27	**Excellent:** knowledgeable substantive, etc
	26-22	**Good:** some knowledge of subject-adequate range
	21-17	**Fair:** limited knowledge of subject-little substance
	16-13	**Very poor:** Does not show knowledge of

		subject-non substantive.
Organization	20-18 17-14 13-10 9-7	**Excellent:** fluent expression-ideas clearly stated **Good:** Somewhat choopy-loosely organized but main ideas stand out **Fair:** not fluent-ideas confused or disconnected **Very poor:** Does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	**Excellent:** sophisticated range-effective word/idiomchoice and usage **Good:** adequate range-occasional errors of word/idiomform, choice, usage, but meaning not obscured **Fair:** limited range-frequent errors of word/idiom form,choice, usage **Very poor:** essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11	**Excellent:** Effective complex construction, few errors ofagreement, tense, etc **Good:** Effective but simple constructive in grammar. **Fair:** Major problem is simple/complex construction ingrammar.

	10-5	**Very poor:** Virtually no mastery of sentenceconstruction rules.



Mechanic	5 4 3 2	**Excellent:** demonstrates mastery of conventions **Good:** Occasional errors of spelling, punctuation,capitalization, etc. **Fair:** Frequent errors of spelling, punctuation, capitalization, etc **Very poor:** No mastery of conventions, dominated byerrors of spelling, punctuation, capitalization,paragraphing, etc
Total of Score	100	

Rembang, October 13, 2015

Teacher

Researcher

Yadhi Nur Amin, M.Pd

NIP.197704152005011002

Hayik Nikmatul Zainah

NIM.113411061

Appendix 17

Lesson Plan (Experimental Class)

SECOND MEETING

School : MAN Lasem

Class/Semester : X/10 first Semester

Aspect/Skill : Reading and Writing

Subject : English

Material : Narrative Text

Time allocation: 2x 45 minutes

Year : 2015/2016

A. Core Competence

1. Comprehend and apply religion divine values.

2. Develop behavior (honest, discipline, responsible, care, good manner, eco friendly, mutual assistance, cooperative, responsive, proactive) and show behavior as part of nation problem solvers in the effective interaction toward social environment and nature as nation reflection in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the scholarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem

4. Process, figure, and show in the concrete and abstract domain related to the development of learning process in school independently, and able to use scientific method.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.	1.1.1 Pray before doing the task 1.1.2 Greeting at the beginning and end of lesson 1.1.3 Maintain good relations with their fellow as the creation of God Almighty
2.3 Show cooperative in doing functional communication.	2.3.1 Active in group work 2.3.2 Willingness to perform according to the agreement 2.3.3 Encourage others to cooperate for the sake of achieving goals together
3.9 Understanding the social function, generic structure, and language features of simple narrative text	**3.9.1** Explain the social function of narrative text **3.9. 2.** Explain the generic structure of narrative text **3.9.3** Explain the language features of narrative text
4.3 Produce narrative text	**4.3.2**Arrange narrative text based on the context

C. Learning Aim

By the end of lesson through Basket Stories, students will have been able to grateful to God, show cooperative, understanding generic structures ad language features of narrative text, and write narrative text based on the context.

D. Teaching Method

Technique: Storytelling (The Basket Stories), discussion, individual task.

E. Teaching Media

1) colored paper
2) basket

F. Source of Material

1) Doddy, Ahmad, dkk. *Developing English Competencies for Grade X*, PusatPerbukuan: DepartemenPendidikanNasional, 2008.
2) RawaPening,*https://www.google.com/url?q=http://brechonana.blogspot.com/2014/11/contoh-narrative-text-legend-bahasa.ht*ml**,**retrieved on August, 18, 2015

G. Teaching Material

These are examples of words you can use in a story.

Beginning: Once upon a time, last night, one day, there once was, one night, last summer, in the beginning, it was a dark and stormy night...., (use a question)
Middle: Then, all of a sudden, suddenly, later, next, so, but, still, yet, for, hence, therefore
Ending: Finally, lastly, the end, in the end, at last

The example of story opening, story ending, and connectors in narrative text

The Legend of RawaPening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

A moment later, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman.

Then, the little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman.

Finally, the whole village became a huge lake. It is now known as RawaPening Lake in Salatiga, Central Java, Indonesia.

H. Learning Activity

Activities	Description of Activities	Sample of Instruction
Pre-Activity	▪ Teacher greets students.	*Assalamu'alaikumWr. Wb..* *Good afternoon students, how are you today?*

	▪ Teacher checks student attendance. ▪ Teacher asks students to pray together. ▪ Teacher links the material today with the previous material ▪ Teacher stimulate students by asking question	*Is there any absent today? Why is he/she absent?* *Before we go to the lesson, let's pray together!* *Do you still remember the generic structures of narrative text?* *Did you ever write story?*
Main Activities	**<u>Observing</u>** • Teacher triggers student's understanding in generic structure of narrative text **(Orientation, complication and resolution)** by asking them to follow the instructions below: • Students divided into five groups. Each group gets a basket and colored paper on it. The basket represents narrative text and the three large papers represent three main parts in narrative text: beginning	*Imagine the basket is narrative text.* *The large papers represent three main parts in narrative text.* *Listen carefully on my instructions…*

	(**Orientation**), middle (**Complication**) and ending of the story **(Resolution).** • Teacher explain the instructions - **First**, students take yellow colored papers. Teacher tells the beginning story of Rawa Pening. - Students write story opener from RawaPening and create their own story opener on yellow colored papers. - Student stick the papers on the first large paper - **Second,** students take the green colored papers from the basket. The papers represent the connectors in narrative text. - Teacher tells the middle of Rawa Peningstory. - Students write connectors from the story of Rawa Pening on green colored paper. - Students stick the papers on the second large paper	*The large paper represents the beginning of narrative text. In the beginning, there is story opener. Write the story opener from the story on colored paper. Don't forget to create your own.* *The large paper represents the middle of narrative text. There are connectors to connect each paragraph into a good story. Write the connectors from the middle of narrative text on colored paper.* *The large paper represents the end of*

	• **Third,** students take pink colored paper from the basket. The paper represents the closing of story. - Teacher tells the ending of Rawa Pening. - Students write the closing words on pink colored paper. - Students stick the colored paper on the last large paper.	*narrative text. There is closing word in the end of narrative text. Write the closing words from the end of narrative text on colored paper. Then, create your own.*
	<u>Questioning:</u> • Students ask questions related to the use of story opener, connectors, and closing words in narrative text.	*Is there any questions?*
	<u>Experimenting:</u> • Students are given worksheet related to the use of connectors, story opening and story closing words in narrative text.	*Now, do the exercise!*
	<u>Associating:</u> • Students are divided into groups. Each group consists of 4 students. Each group will get a basket and colored papers	*Make a group, consist of 4 students.*

	• Every student in group writes one story opener, connectors and closing words in different colored paper. • Each student in a group put the colored papers they have written into the basket to be mixed with papers from first meeting. • Each student takes all the papers from the basket until all the papers are up. • Student create the story based on clues written on papers • In group, student list the words/phrases whether they are at the beginning, middle, or end into chart	*For each student in a group, choose one connector, story opener and closing words. Then write them on different colored papers available.* *Put your words into the basket and mix well.* *From student A, take all the pieces of paper from the basket.* *Now, arrange a story based on the words you get. You may add some adjective or object in your sentences.* *In the end of the story telling activity, please write what you have learnt today.*
	<u>Communicating:</u> • Students conclude the material	*What is the conclusion from the material today?* *In narrative text…*

Post-Activities	▪ Teacher reviews the material of the day	*How about our material today? Is it clear for you?*
	▪ Teacher checks students understanding by asking them to write narrative text.	*Do you still remember what we have learnt today? Now, it's time to write. Write a story based on the story you have told, or write your new one.*
	▪ Teacher conclude the material ▪ Teacher gives motivation to improve students' writing skill.	*We can conclude that…* *Okay class before closing, I hope you always improve your writing skill by practicing it every day. Don't be lazy! Keep study hard!* *Write a narrative text…*
	▪ Teacher asks students to write a narrative text ▪ Teacher closes the class	*Let's close this class by praying together* *I think enough for today, see you next meeting. Thanks for your nice attention, have a nice day.* *Wassalamu'alaikum…*

I. Assessment

Instrument 1

Use the signaling words in the basket tocomplete the text below.

a	First	j	after a few days
b	First of all	k	at the same time
c	in the first place	l	immediately
d	to begin with	m	presently
e	second	n	now
f	next	o	last of all
g	then	p	Finally
h	afterwards	q	in the end
i	later	r	at last

Text 1

My luck has been bad lately. For example, lastweek my father sent me a check. I lost it. 1_____ , mygrandmother gave me a present. I broke it. 2_____ Prof. Yoyo gave me an examination. I failed it.3_____ , he assigned me a special project. I didn't understand it. 4_____ , Sandy introduced a good friend of his to me. Shedidn't speak English!

Text 2

Last summer, Tim attended summer school. Hisfriend Christ took a trip. However, Christ made Tim somepromises. 1_____ , she would send him photographs.

2_____ , she would write him letters. And 3_____ ,she would buy him some souvenirs. 4_____ , she dideverything for him sent him letters, pictures, and postcard.

5_____ , she forgot to write letters. She forgot sendpictures. She forgot the postcard too. Or she rememberedthe postcards, but forgot to mail them to him. 6 _____,she decided to tell Tim the truth. She

wrote Tim that shehad met another guy. But she didn't send the letter tohim. She forgot.

Instrumen 2

1) Write your name and class on the right top of the paper.
2) Make a narrative text with the topic Indonesian Folktales at least four paragraph. Example: TimunMas.
3) The time for writing is 60 minutes.
4) You may open your dictionary

Scoring Guidance

1) Affective

No	Aspect to be assessed	Assessment technique	Time of assessment	Assessment instrument	Note
1	Show gratitude to God	Observation	Process	Observation sheet	
2	Show cooperative in doing functional communication.	Observation	Process	Observation sheet	

2) Cognitive

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Understanding the language features and generic structures of	Portfolio	Written/ individual	1

narrative text.			

3) Psychomotor

No.	Observed Aspects
1.	Students are able to do tasks in group
3	Students are able to finish the tasks in time

Writing skill

Achievement competence indicator	Scoring technique	Assessment form	Instrument
Write narrative text	performance	Written/individual	Write narrative text based on the context

Scoring rubrics

1) Affective

No.	Observed Aspects					Note
	Showing Grateful to God	Criterion				
		4	3	2	1	
1.	Pray before doing the task					
2.	Greeting at the beginning and end of lesson					
3.	Maintain good relations with their fellow as					

	the creation of God Almighty					

No.	Observed Aspects					Note
	Show cooperative in doing functional communication.	Criterion				
		4	3	2	1	
1.	Active in group work					
2.	Willingness to perform according to the agreement					
3.	Encourage others to cooperate for the sake of achieving goals					

Guidance:

4 = Always, if always do the statement

3 = Often, if often do the statements and sometimes do not do the statements.

2 = Sometimes, if sometimes do the statements and often do not do the statements.

1 = Never, if never do the statements.

Total score using scale 1-4

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

Example :

Obtained score 14, maximum score 4 x 5 = 20,so, the final score:

$$\frac{14}{20} x\ 4 = 2{,}8$$

2) Cognitive aspect *(knowledge)*

No.	Aspects	Instrument
1.	Students are able to mention language features and the generic structure of narrative	1

Score for every correct answer: 10, maximum score 100

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

3) Psychomotor aspect *(performance)*

No.	Observed Aspects	Criterion				Note
		4	3	2	1	
1.	Students are able to do tasks in group					
3	Students are able to finish the tasks in time					

4: Very Good3: Good2: Fairly Good1: Bad

Writing skill

Students are able to compose narrative text**.**

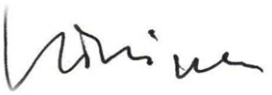
Element of writing	Score
1. The content	30%
2. The organization	20%
3. The vocabulary	20%
4. The grammar	25%
5. The mechanic	5%

Total of score	**100%**

Item Analysis	**Score**	**Criterion of scoring**
Content	30-27	**Excellent:** knowledgeable substantive, etc
	26-22	**Good:** some knowledge of subject-adequate range
	21-17	**Fair:** limited knowledge of subject-little substance
	16-13	**Very poor:** Does not show knowledge of subject-nonsubstantive.
Organization	20-18	**Excellent:** fluent expression-ideas clearly stated
	17-14	**Good:** Somewhat choopy-loosely organized but main ideas stand out
	13-10	**Fair:** not fluent-ideas confused or disconnected
	9-7	**Very poor:** Does not communicate-no organization
Vocabulary	20-18	**Excellent:** sophisticated range-effective word/idiomchoice and usage
	17-14	**Good:** adequate range-occasional errors of word/idiomform, choice, usage, but meaning not obscured
		Fair:

	13-10 9-7	limited range-frequent errors of word/idiom form,choice, usage **Very poor:** essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	**Excellent:** Effective complex construction, few errors ofagreement, tense, etc **Good:** Effective but simple constructive in grammar. **Fair:** Major problem is simple/complex construction ingrammar. **Very poor:** Virtually no mastery of sentenceconstruction rules.
Mechanic	5 4 3 2	**Excellent:** demonstrates mastery of conventions **Good:** Occasional errors of spelling, punctuation,capitalization, etc. **Fair:** Frequent errors of spelling, punctuation, capitalization, etc **Very poor:** No mastery of conventions, dominated byerrors of spelling, punctuation, capitalization,paragraphing, etc
Total of Score	100	

Rembang, October 13, 2015

Teacher	Researcher
	
Yadhi Nur Amin, M.Pd	Hayik Nikmatul Zainah
NIP.197704152005011002	NIM.113411061

Appendix 18

Lesson Plan (Control Class)

FIRST MEETING

School : MAN Lasem

Class/Semester : X/10 first Semester

Aspect/Skill : Reading and Writing

Subject : English

Material : Narrative Text

Time allocation: 2x 45 minutes

Year : 2015/2016

A. Core Competence

1. Comprehend and apply religion divine values.

2. Develop behavior (honest, discipline, responsible, care, good manner, eco friendly, mutual assistance, cooperative, responsive, proactive) and show behavior as part of nation problem solvers in the effective interaction toward social environment and nature as nation reflection in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the scholarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem

4. Process, figure, and show in the concrete and abstract domain related to the development of learning process in school independently, and able to use scientific method.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.	1.1.1 Pray before doing the task 1.1.2 Greeting at the beginning and end of lesson 1.1.3 Maintain good relations with their fellow as the creation of God Almighty
2.3 Show cooperative in doing functional communication.	2.3.1 Active in group work 2.3.2 Willingness to perform according to the agreement 2.3.3 Encourage others to cooperate for the sake of achieving goals together
3.4 Understanding the social function, generic structure, and language features of simple narrative text	**3.4.1** Explain the social function of narrative text **3.4. 2.** Explain the generic structure of narrative text **3.4.3** Explain the language features of narrative text
4.3 Produce narrative text	**4.3.1** Use social function, generic structure and language feature of narrative text

C. Learning Aim

By the end of lesson through Basket Stories, students will have been able to grateful to God, show cooperative, understanding generic structures ad language features of narrative text, and write narrative text based on the context.

D. Teaching Method

Technique: Discussion, Individual task

E. Teaching Media

1) Worksheet

F. Source of Material

1) Doddy, Ahmad, dkk. *Developing English Competencies for Grade X*, PusatPerbukuan: DepartemenPendidikanNasional, 2008.
2) MalinKundang from*http://www.st.rim.or.jp/~cycle/MYmalinE.HTML*retrieved on March, 22, 2015

G. Teaching Material

The following shows generic structure and an example of narrative text:

Language Features:

- Focus on specific and usually individualized participants
- Use of material processes
- Use of relational processes and mental processes
- Use of temporal conjunctions
- Use of past tense

Schematic structures:

- Orientation: it is about the opening paragraph where the characters of the story are introduced
- Complication: where the problems in the story developed
- Resolution: the problem is resolved, for better or worse

Orientation:

Long time ago, in a small village near the beach in West Sumatera, lived a woman and her son, Malin Kundang. Malin Kundang's father had passed away when he was a baby, and he had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong child. He usually went to the sea to catch fish, and brought it to his mother, or sold it in the town.

Complication:

One day, when Malin Kundang was sailing as usual, he saw a merchant's ship which was being raided by a small band of pirates. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and asked Malin Kundang to sail with him. Malin Kundang agreed.

Many years later, Malin Kundang became a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife. In his journey, his ship landed on a beach. The villagers recognized him, and the news ran fast in the town: Malin Kundang became a rich man and now he is here. His mother, in deepful sadness after years of loneliness, ran to the beach to meet her beloved son again.

When the mother came, Malin Kundang, in front of his well dressed wife, his crews and his own gloriness, denied to meets that old, poor and dirty woman. For three times she begged Malin Kundang and for three times yelled at him. At last Malin Kundang said to her "Enough, old woman! I have never had a

mother like you, a dirty and ugly peasant!" Then he ordered his crews to set sail.

Resolution:

Enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to be apologized. He was thrown by the wave out of his ship, fell on a small island, and suddenly turned into stone.

H. Learning Activity

Activities	Description of Activities	Sample of Instruction
Pre-Activity	▪ Teacher greets students. ▪ Teacher checks student attendance. ▪ Teacher asks students to pray together. ▪ Teacher explains the aim of the lesson. ▪ Teacher stimulate students by asking question	*Assalamu'alaikumWr. Wb..* *Good afternoon students, how are you today?* *Is there any absent today? Why is he/she absent?* *Before we go to the lesson, let's pray together!* *Do you know what we will learn today?* *Today we will learn*

		narrative text. *Did you ever write story?*
Main Activities	**Observing** • Students observe the story of Malin Kundang read by teacher.	*Listen carefully! Once upon a time..*
	Questioning: • Students ask question related to the material	*Is there any questions?*
	Experimenting: • Each student is given a jumbled narrative text • Students arrange the jumbled narrative the right order.	*Reform the jumbled narrative text into the right order.*
	Associating: • Students divided into groups. Each group consists of 4 students. • Each group re-read the story of Toba Lake from experimenting session.	*Please make groups. Each groups consists of four students* *Re-read the story of Toba Lake ,* *Complete the chart then discuss with your friends the social*

	• Each group complete the chart based on story of Toba Lake • Each group discusses the social function, language features and generic structure of narrative text.	*function, generic structure, and language features of the text.*
	<u>Communicating:</u> • Students in a group presents the conclusion of the discussion	*Based on our discussion, we can conclude that…*
Post-Activities	▪ Teacher reviews the material of the day ▪ Teacher checks students understanding by asking them to write narrative text. ▪ Teacher conclude the material ▪ Teacher gives	*How about our material today? Is it clear for you?* *Do you still remember what we have learnt today? Now, it's time to write. Write a story based on the story you have told, or write your new one.* *We can conclude that…* *Okay class before closing, I hope you*

	motivation to improve students' writing skill. ▪ Teacher gives students homework ▪ Teacher closes the class	*always improve your writing skill by practicing it every day. Don't be lazy! Keep study hard!* *For your homework, please write the legend of the village.* *Let's close this class by praying together…* *I think enough for today, see you next meeting. Thanks for your nice attention, have a nice day.* *Wassalamu'alaikum…*

I. Assessment

Instrument 1

Jumbled narrative text:

Instruction: Arrange the jumbled narrative text into the right chronological order!

Toba Lake

1	His wife could not forgive him. Suddenly, the earth began to shake and volcanoes started to erupt. The earth cracked and formed a big hole. A big tide came and engulfed the village. The flood made a deep vast lake. Then it was called Lake Toba and in the middle of the lake there is an island called Samosir Island.
2	After getting free, the fish changed into a beautiful woman and the farmer fell in love with her. He asked her

	to marry him and the woman received him. However, she asked his promised not to tell anyone the secret that she was once a fish. They were very happily married, and got a son. They called him Samosir.
3	Years later, the mother asked Sam to bring lunch to his father at the rice field. Feeling hungry, the boy ate his father's lunch on the way. Knowing this, the farmer was angry. "You are a naughty boy! You won't be a good boy because you are actually a son of a fish!"
4	One day, he wanted to catch some fish for his dinner. Just as he caught a big and fresh fish, he heard a voice. "Please don't kill me. If you let me live and put me into your rice field, you will have your dinner on your dining table". "No problem", said the farmer. When the farmer went home, he was surprised. His dinner was already set on the table.
5	The boy cried and told his mother what he had heard from his father. The mother went to the rice field and said angrily, "You have broken your promise. Now you must be punished".
6	A long time ago, there was a poor farmer named Toba. He lived in a small bamboo hut near his rice field. He lived with other farmers in the village.

Instrument 2:

Instruction:

Complete the chart based on story of Toba Lake by used the following questions:

Beginning	**Middle**	**Ending**
What happened	***What happened in***	***What happened at***

in the beginning of the story?	***the middle of the story?***	***the end of the story?***
1. Who: 2. Where: 3. When:	4. Problem: 5. Motivation: 6. Obstacles: 6. Climax:	7. Closing:

Instrument 3:

Instruction:

In group, students write their sentences into simple narrative text by considering the generic structure and language features of narrative text.

A. Scoring Guidance

1) **Affective**

No	Aspect to be assessed	Assessment technique	Time of assessment	Assessment instrument	Note
1	Show gratitude to God	Observation	Process	Observation sheet	
2	Show	Observation	Process	Observation	

	cooperative in doing functional communication.			sheet	

2) **Cognitive**

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Understanding the language features and generic structures of narrative text.	Portfolio	Written/ individual	1&2

3) **Psychomotor**

No.	**Observed Aspects**
1.	Students are able to do tasks in group
3	Students are able to finish the tasks in time

Writing skill

Achievement competence indicator	Scoring technique	Assessment form	Instrument
Write narrative text	Performance	Written/individual	Write narrative text based on the context

B. Scoring rubric:

1) **Affective rubric** *(attitude)*

No.	Observed Aspects					Note
	Showing Grateful to God	Criterion				
		4	3	2	1	
1.	Pray before doing the task					
2.	Greeting at the beginning and end of lesson					
3.	Maintain good relations with their fellow as the creation of God Almighty					

No.	Observed Aspects					Note
	Show cooperative in doing functional communication.	Criterion				
		4	3	2	1	
1.	Active in group work					
2.	Willingness to perform according to the agreement					
3.	Encourage others to cooperate for the sake of achieving goals					

Guidance:

4 = Always, if always do the statement

3 = Often, if often do the statements and sometimes do not do the statements.

2 = Sometimes, if sometimes do the statements and often do not do the statements.

1 = Never, if never do the statements.

Total score using scale 1-4

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

Example :

Obtained score 14, maximum score 4 x 5 = 20,so, the final score:

$$\frac{14}{20} x\ 4 = 2{,}8$$

2) **Cognitive aspect** *(knowledge)*

No.	Aspects	Instrument
1.	Students are able to mention language features and the generic structure of narrative	1&2

Instrument 1: the score for every correct answer is 3

Instrument 2: the score for every correct answer is 1

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

3) **Psychomotor aspect** *(performance)*

No.	Observed Aspects	Criterion				Note
		4	3	2	1	
1.	Students are able to do tasks in group					
3	Students are able to finish the tasks in time					

4: Very Good, 3: Good, 2: Fairly Good, 1: Bad

Writing skill

Element of writing	Score
1. The content	30%
2. The organization	20%

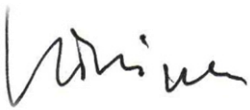
3. The vocabulary	20%
4. The grammar	25%
5. The mechanic	5%

Item Analysis	**Score**	**Criterion of scoring**
Content	30-27 26-22 21-17 16-13	**Excellent:** knowledgeable substantive, etc **Good:** some knowledge of subject-adequate range **Fair:** limited knowledge of subject-little substance **Very poor:** Does not show knowledge of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	**Excellent:** fluent expression-ideas clearly stated **Good:** Somewhat choopy-loosely organized but main ideas stand out **Fair:** not fluent-ideas confused or disconnected **Very poor:** Does not

		communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	**Excellent:** sophisticated range-effective word/idiomchoice and usage **Good:** adequate range-occasional errors of word/idiomform, choice, usage, but meaning not obscured **Fair:** limited range-frequent errors of word/idiom form,choice, usage **Very poor:** essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18	**Excellent:** Effective complex construction, few errors ofagreement, tense, etc **Good:** Effective but simple constructive in grammar. **Fair:** Major problem is simple/complex

	17-11 10-5	construction ingrammar. **Very poor:** Virtually no mastery of sentenceconstruction rules.
Mechanic	5 4 3 2	**Excellent:** demonstrates mastery of conventions **Good:** Occasional errors of spelling, punctuation,capitalization, etc. **Fair:** Frequent errors of spelling, punctuation, capitalization, etc **Very poor:** No mastery of conventions, dominated byerrors of spelling, punctuation, capitalization,paragraphing, etc
Total of Score	100	

Rembang, October 13, 2015

Teacher	Researcher
	
Yadhi Nur Amin, M.Pd	Hayik Nikmatul Zainah
NIP.197704152005011002	NIM.113411061

Appendix 19

Lesson Plan (Control Class)

SECOND MEETING

School : MAN Lasem

Class/Semester : X/10 first Semester

Aspect/Skill : Reading and Writing

Subject : English

Material : Narrative Text

Time allocation: 2x 45 minutes

Year : 2015/2016

A. Core Competence

1. Comprehend and apply religion divine values.

2. Develop behavior (honest, discipline, responsible, care, good manner, eco friendly, mutual assistance, cooperative, responsive, proactive) and show behavior as part of nation problem solvers in the effective interaction toward social environment and nature as nation reflection in the world association.

3. Comprehend and apply factual, conceptual, and procedural knowledge in the scholarship, technology, art, culture, and the humanities with humanism insight, nationality, and civilization related to phenomenon and apply procedural knowledge in the specific field agree with talent and interest to solve problem

4. Process, figure, and show in the concrete and abstract domain related to the development of learning process in school independently, and able to use scientific method.

B. Basic Competence and Indicators

Basic Competence	Indicators
1.1 Grateful to God because the chance to learn English as International medium language by keeping enthusiasm in learning.	1.1.1 Pray before doing the task 1.1.2 Greeting at the beginning and end of lesson 1.1.3 Maintain good relations with their fellow as the creation of God Almighty
2.3 Show cooperative in doing functional communication.	2.3.1 Active in group work 2.3.2 Willingness to perform according to the agreement 2.3.3 Encourage others to cooperate for the sake of achieving goals together
3.9 Understanding the social function, generic structure, and language features of simple narrative text	**3.9.1** Explain the social function of narrative text **3.9. 2.** Explain the generic structure of narrative text **3.9.3** Explain the language features of narrative text
4.3 Produce narrative text	**4.3.2**Arrange narrative text based on the context

C. Learning Aim

By the end of lesson through Basket Stories, students will have been able to grateful to God, show cooperative, understanding generic structures ad language features of narrative text, and write narrative text based on the context.

D. Teaching Method

Technique: Storytelling (The Basket Stories), discussion, individual task.

E. Teaching Media

1) colored paper
2) basket

F. Source of Material

1) Doddy, Ahmad, dkk. *Developing English Competencies for Grade X*, PusatPerbukuan: DepartemenPendidikanNasional, 2008.
2) RawaPening,https://www.google.com/url?q=http://brechonana.blogspot.com/2014/11/contoh-narrative-text-legend-bahasa.html,retrieved on August, 18, 2015

G. Teaching Material

These are examples of words you can use in a story.

Beginning: Once upon a time, last night, one day, there once was, one night, last summer, in the beginning, it was a dark and stormy night...., (use a question)
Middle: Then, all of a sudden, suddenly, later, next, so, but, still, yet, for, hence, therefore
Ending: Finally, lastly, the end, in the end, at last

The example of story opening, story ending, and connectors in narrative text

The Legend of RawaPening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

A moment later, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman.

Then, the little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman.

Finally, the whole village became a huge lake. It is now known as RawaPening Lake in Salatiga, Central Java, Indonesia.

H. Learning Activity

Activities	Description of Activities	Sample of Instruction
Pre-Activity	▪ Teacher greets students. ▪ Teacher checks student attendance. ▪ Teacher asks students to pray together. ▪ Teacher links the material today with the previous material ▪ Teacher stimulate students by asking question	*Assalamu'alaikumWr. Wb..* *Good afternoon students, how are you today?* *Is there any absent today? Why is he/she absent?* *Before we go to the lesson, let's pray together!* *Do you still remember the generic structures of narrative text?* *Did you ever write story?*
Main Activities	**<u>Observing</u>** • Students observe the story of Rawa Pening read by teacher • Tacher emphasize on the use of story opener, connectors, and closing words in	*Listen carefully! Once upon a time…* *Then…, After that... Finally..*

	narrative text.	
	<u>Questioning:</u> • Students ask questions related to the use of story opener, connectors, and closing words in narrative text.	*Is there any questions?*
	<u>Experimenting:</u> • Students are given worksheet related to the use of connectors, story opening and story closing words in narrative text.	*Now, do the exercise!*
	<u>Associating:</u> • Students divided into groups. Each group consists of four students. • Students discuss the use of connectors, story opening and story closing words in narrative text. • Students write the conclusion related to the social function,	*Please make groups. Each group consists of four students.* *Discuss the use of connectors, story opening and story closing words in narrative text you can find in various types of narrative text.* *Discuss the material we have learnt in the first and second meeting and write the result in a sheet of*

	language features, and generic structures of narrative text in a sheet o f paper.	*paper.*
	<u>Communicating:</u> • Students in a group presents the conclusion of the discussion	*Based on our discussion, we can conclude that…*
Post-Activities	▪ Teacher reviews the material of the day ▪ Teacher checks students understanding by asking them to write narrative text. ▪ Teacher conclude the material ▪ Teacher gives motivation to improve students' writing skill. ▪ Teacher asks	*How about our material today? Is it clear for you?* *Do you still remember what we have learnt today? Now, it's time to write. Write a story based on the story you have told, or write your new one.* *We can conclude that…* *Okay class before closing, I hope you always improve your writing skill by practicing it every day. Don't be lazy! Keep study hard!*

	students to write a narrative text ▪ ▪ Teacher closes the class	*Write a narrative text…* *Let's close this class by praying together… I think enough for today, see you next meeting. Thanks for your nice attention, have a nice day. Wassalamu'alaikum…*

I. Assessment

Instrument 1

Use the signaling words in the basket tocomplete the text below.

a	First	j	after a few days
b	First of all	k	at the same time
c	in the first place	l	immediately
d	to begin with	m	presently
e	second	n	now
f	next	o	last of all
g	then	p	Finally
h	afterwards	q	in the end
i	later	r	at last

Text 1

My luck has been bad lately. For example, lastweek my father sent me a check. I lost it. 1_____ , mygrandmother gave me a present. I broke it. 2_____ Prof. Yoyo gave me an examination. I failed it.3_____ , he assigned me a special project. I didn't understand

it. 4_____ , Sandy introduced a good friend of his to me. Shedidn't speak English!

Text 2

Last summer, Tim attended summer school. Hisfriend Christ took a trip. However, Christ made Tim somepromises. 1_____ , she would send him photographs.

2_____ , she would write him letters. And 3_____ ,she would buy him some souvenirs. 4_____ , she dideverything for him sent him letters, pictures, and postcard.

5_____ , she forgot to write letters. She forgot sendpictures. She forgot the postcard too. Or she rememberedthe postcards, but forgot to mail them to him. 6 _____,she decided to tell Tim the truth. She wrote Tim that shehad met another guy. But she didn't send the letter tohim. She forgot.

Instrumen 2

1) Write your name and class on the right top of the paper.
2) Make a narrative text with the topic Indonesian Folktales at least four paragraph. Example: TimunMas.
3) The time for writing is 60 minutes.
4) You may open your dictionary

Scoring Guidance

1) Affective

No	Aspect to be assessed	Assessment technique	Time of assessment	Assessment instrument	Note
1	Show gratitude to God	Observation	Process	Observation sheet	

2	Show cooperative in doing functional communication.	Observation	Process	Observation sheet	

2) Cognitive

Competence achievement indicator	Assessment technique	Form of assessment	Instrument
Understanding the language features and generic structures of narrative text.	Portfolio	Written/ individual	1

3) Psychomotor

No.	**Observed Aspects**
1.	Students are able to do tasks in group
3	Students are able to finish the tasks in time

Writing skill

Achievement competence indicator	Scoring technique	Assessment form	Instrument
Write narrative text	performance	Written/individual	Write narrative text based on the context

Scoring rubrics

1) Affective

No.	Observed Aspects					Note
	Showing Grateful to God	Criterion				
		4	3	2	1	
1.	Pray before doing the task					
2.	Greeting at the beginning and end of lesson					
3.	Maintain good relations with their fellow as the creation of God Almighty					

No.	Observed Aspects					Note
	Show cooperative in doing functional communication.	Criterion				
		4	3	2	1	
1.	Active in group work					
2.	Willingness to perform according to the agreement					
3.	Encourage others to cooperate for the sake of achieving goals					

Guidance:

4 = Always, if always do the statement

3 = Often, if often do the statements and sometimes do not do the statements.

2 = Sometimes, if sometimes do the statements and often do not do the statements.
1 = Never, if never do the statements.

No.	Aspects	Instrument
1.	Students are able to mention language features and the generic structure of narrative	1

Total score using scale 1-4
Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

Example :
Obtained score 14, maximum score 4 x 5 = 20,so, the final score:

$$\frac{14}{20} x\ 4 = 2{,}8$$

2) Cognitive aspect *(knowledge)*

Score for every correct answer: 10, maximum score 100

Formula:

$$\frac{ScoreObtained}{MaximumScore} x\ 4 = FinalScore$$

3) Psychomotor aspect *(performance)*

No.	Observed Aspects	Criterion				Note
		4	3	2	1	
1.	Students are able to do tasks in group					

3	Students are able to finish the tasks in time					

4: Very Good, 3: Good, 2: Fairly Good, 1: Bad

Writing skill

Element of writing	Score
1. The content	30%
2. The organization	20%
3. The vocabulary	20%
4. The grammar	25%
5. The mechanic	5%
Total of score	**100%**

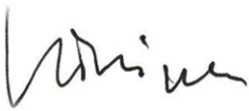
Item Analysis	Score	Criterion of scoring
Content	30-27	**Excellent:** knowledgeable substantive, etc
	26-22	**Good:** some knowledge of subject-adequate range
	21-17	**Fair:** limited knowledge of subject-little substance
	16-13	**Very poor:** Does not show knowledge of subject-nonsubstantive.
Organization	20-18	**Excellent:** fluent expression-ideas clearly stated
	17-14	**Good:** Somewhat choopy-loosely organized but main ideas stand out
		Fair:

	13-10 9-7	not fluent-ideas confused or disconnected **Very poor:** Does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	**Excellent:** sophisticated range-effective word/idiomchoice and usage **Good:** adequate range-occasional errors of word/idiomform, choice, usage, but meaning not obscured **Fair:** limited range-frequent errors of word/idiom form,choice, usage **Very poor:** essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	**Excellent:** Effective complex construction, few errors ofagreement, tense, etc **Good:** Effective but simple constructive in grammar. **Fair:** Major problem is simple/complex construction ingrammar. **Very poor:** Virtually no mastery of sentenceconstruction rules.
Mechanic	5 4	**Excellent:** demonstrates mastery of conventions **Good:** Occasional errors of spelling,

	3 2	punctuation,capitalization, etc. **Fair:** Frequent errors of spelling, punctuation, capitalization, etc **Very poor:** No mastery of conventions, dominated byerrors of spelling, punctuation, capitalization,paragraphing, etc
Total of Score	100	

Rembang, October 13, 2015

Teacher



Yadhi Nur Amin, M.Pd

NIP.197704152005011002

Researcher

Hayik Nikmatul Zainah

NIM.113411061

Appendix 20

INSTRUMENT

Pre-Test

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

Appendix 21

INSTRUMENT

Post-Test

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

Scoring Rubric for Instrument in Pre-Test and Post-Test

Item Analysis	Score	Criterion of scoring
Content	30-27	**Excellent:** knowledgeable substantive, etc
	26-22	**Good:** some knowledge of subject-adequate range
	21-17	**Fair:** limited knowledge of subject-little substance
	16-13	**Very poor:** Does not show knowledge of subject-non substantive.
Organization	20-18	**Excellent:** fluent expression-ideas clearly stated
	17-14	**Good:** Somewhat choopy-loosely organized but main ideas stand out
	13-10	**Fair:** not fluent-ideas confused or disconnected
	9-7	**Very poor:** Does not communicate-no organization
Vocabulary	20-18	**Excellent:** sophisticated range-effective word/idiomchoice and usage
	17-14	**Good:** adequate range-occasional errors of word/idiomform, choice, usage, but meaning not obscured
	13-10	**Fair:** limited range-frequent errors of word/idiom form,choice, usage

	9-7	**Very poor:** essentially translation- little knowledge of English vocabulary, idioms, word form
Grammar/ Language Use	25-22 21-18 17-11 10-5	**Excellent:** Effective complex construction, few errors ofagreement, tense, etc **Good:** Effective but simple constructive in grammar. **Fair:** Major problem is simple/complex construction ingrammar. **Very poor:** Virtually no mastery of sentenceconstruction rules.
Mechanic	5 4 3 2	**Excellent:** demonstrates mastery of conventions **Good:** Occasional errors of spelling, punctuation,capitalization, etc. **Fair:** Frequent errors of spelling, punctuation, capitalization, etc **Very poor:** No mastery of conventions, dominated byerrors of spelling, punctuation, capitalization,paragraphing, etc
Total of Score	100	

Appendix 22

Pre-Test (Experimental Class)

Name : Nur Rohmah Istiánah
Class : IX - IPA 1

Sangkuriang

Once upon a time there was a boy named Sangkuriang. He lived with his mother Dayang Sumbi in a small village
One day he went to florest to hunted with his dog named Tumang. But, he not found animal in forest. He was angry. So, he killed his dog. Then, he took heart's dog and carried it went to home. He given it to his mother.
His mother asked "Sangkuriang, What this is?". Sangkuriang "This is heart's Tumang, mom"
his mother shocked and she was angry. She asked "Sangkuriang! Tumang is your father"
She hit Sangkuriang on his head. Then, Sangkuriang lived his mom.

One day Sangkuriang meet dayang Sumbi. They were falling in love.
Sangkuriang want to married with dayang Sumbi.

One day dayang Sumbi look hurt on head's Sangkuriang. She was shocked
Sangkuriang was her son. Dayang Sumbi wonted married whit Sangkuriang.
Dayang Sumbi asked Sangkuriang to maked Boath one night. But Sangkuriang
unable. So, Dayang Sumbi & Sangkuriang didn't getting married

25-14-15-18-4

76

Fitriyah Ayu Puspitasari
XI - IPA 1

Long time ago, there was a couple wife and husband that want had achild, but caused ~~their~~ their old was set. their work were farmered. Every day they went to the their rice field. Unforgot, they always wised to the God in orde to ~~gave~~ a child.

One day they came to the giant and make a stipulation that when Timun mas was 17th 6 years old, so the giant will pick up her. time was wait almost arrived. so, Timun mas dad ~~to~~ order his child to past ~~home~~ home in order to ~~didn't~~ didn't look for by giant. many step was ~~did~~ Timun mas did.

Finally, the giant was lost and timun Mas can loose from the giant and happy life.

20-20-g.10-3

52

Timun Mas

Long time ago, there was a couple husband and wife that want had achild, But caused their old was set. their work were farmer. Every day they went to the their ricefield. Unforgot they always wised to the God in order to gave a child.

One day they came to the giant and make a stipulation. When Timun mas was 17th gear sold, the giant will be pick up her to ge meried. The time was waited almost arrived. so, Timun mas dad to order his child to past home in order didn't look for by giant. many step was Timun Mas did.

Finally, The giant was ~~to~~ lost and timun Mas can loose from the giant and happy life.

Anis zakiyah
[X] IPA 1

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

Once upon time there was a man. he is farmer. who lived in a little house one day a man found a fish. a fish was a beutiful woman. a man fall in love with a woman. so, a farmer and beautiful woman maried

the next a go a children delivered food to father. but, the children to came late delivered food. a farmer very angry, he say that the children was a soon a fish.

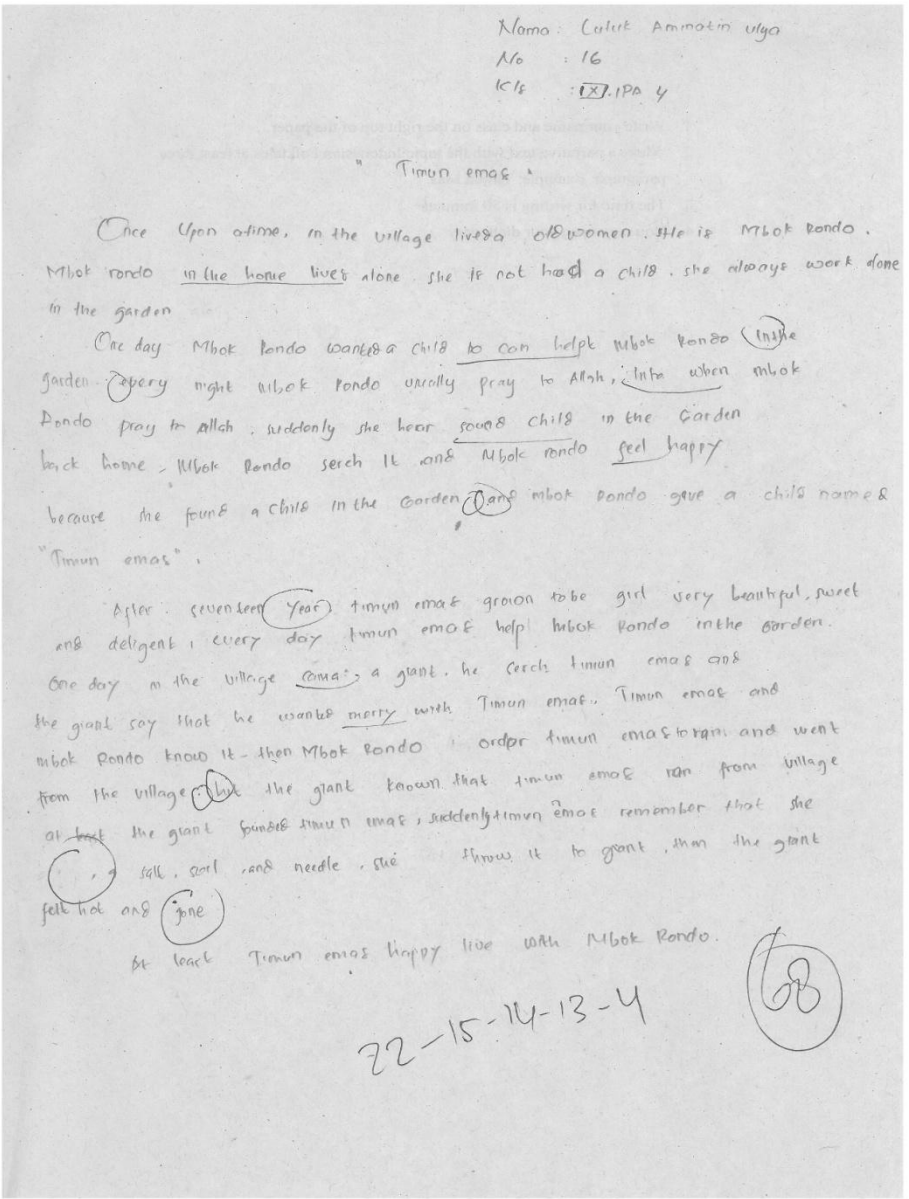
finally, ?

13-9-8-10-2

42

Appendix 23

Pre-Test (Control Class)



Nama : Lutuk Aminatin ulya
No : 16
Kls : IX. IPA 4

" Timun emas "

Once upon a time, in the village lived a old women. she is Mbok Rondo. Mbok rondo in the home lives alone. she is not had a child. she always work alone in the garden

One day Mbok Rondo wanted a child to can help Mbok Rondo in the garden. every night Mbok Rondo usually pray to Allah, into when mbok Rondo pray to Allah, suddenly she hear sound child in the Garden back home. Mbok Rondo serch it and Mbok rondo feel happy because she found a child in the Garden and mbok Rondo give a child named "Timun emas".

After seventeen Year timun emas grown to be girl very beautiful, sweet and deligent, every day timun emas help Mbok Rondo in the Garden. One day in the village came a giant. he serch timun emas and the giant say that he wanted merry with Timun emas. Timun emas and mbok Rondo know it - then Mbok Rondo order timun emas to ran and went from the village but the giant known that timun emas ran from village at ~~last~~ the giant founded timun emas, suddenly timun emas remember that she salt, scarl, and needle. she throw it to giant, then the giant felt hot and gone

At least Timun emas happy live with Mbok Rondo.

22-15-14-13-4

68

Nama : Nur Sa'atDatul M.
Kelas : X - IPA 4.

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

Malin kundang

once upon a time there was aman. He name malin kundang He remain in village with mother.
one day malin kundang go to city for serch a job next day He get a job and wife a beautiful, they life happy until He forget He's Mother

One day He's mother go to city for met malin kundang, next day He's mother met with malin kundang and He's wife. But ~~malin~~ malin, kundang didn't confess He's mother until He's mother curse malin kundang became a stone.

10-10-10-10-2

80

NAMA : M. FARJAR FUUR IHSANI AL-HUDA

KELAS : XI IPA 4

Joko Tarup and Nawang Wulan

Joka Tarup was a Handsome and diligent young man. He lived in a village near a lake. one day, when Joka Tarub passed the lake he heard some girls who were bathing in the lake.

One day, there is fairy moderate to bathe in water to jump, down. Joka tarup

?

15-7-7-8-2

39

Appendix 24

Post-Test (Experimental Class)

Name : Lu'luatul Hizana
Class : XI - IPA 1

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

Sangkuriang Legend/Tangkuban Perahu

Long time ago, In the forest, there lived a beautiful woman with her dog. The woman named Dayang sumbi lived with her dog who the incarnation of the handsome prince. Dayang sumbi and her dog were loving one another.

Every day, Dayang sumbi and her dog were always together. Then, Dayang sumbi borned a handsome boy named sangkuriang.

One day, when sangkuriang and his dog hunted, they didn't get prey at all. So, sangkuriang killed his dog and brought the dog's heart for his mother. Then, he came back to home and gave it for his mother.

In the night, Dayang sumbi had dinner with the dog's heart. But, she aware that her dog was nothing. So, she asked to sangkuriang, where his dog now. Then, Sangkuriang said that her dog was dead from his hand. So, Dayang sumbi was angry with her boy and killed the head's boy. Then, Sangkuriang went from the house.

After 15 years, Sangkuriang met Dayang sumbi and he was falling love with dayang-sumbi. One day, when Dayang sumbi looked the Sangkuriang's head. She shocked because she looked that there was a scar at the sangkuriang's head, that same with the scar of her boy. So, she made sure it and it was true. Sangkuriang was her boy that killed he dog.

But, sangkuriang won to married Dayang sumbi. But dayang sumbi didn't want, except sangkuriang made a river with the big boat since one night. So, Sangkuriang accept what Dayang sumbi won. But, He didn't do it and sangkuriang didn't can to married Dayang sumbi.

Suddenly, Sangkuriang was angry and kicked the boat, so the big boat named Tangkuban Perahu.

22-17-17-21-4 81

Name : Baru Prasetyo Aji
Class : XI science 1.

Jaka Tarub and 7 angels

Once upon a time, lived a strong and handsome man named Jaka Tarub with his mother in village. He liked hunting animals in the jungle.

One day, Jaka Tarub went to the jungle to hunted animals. When he hunted, he saw a bird. It flew to the river. And he followed the bird. When until side of river he looked 7' angels bathed in the river. They stayed their shawls in side of River. Jaka Tarub took one of 7 shawls. Then, he hided it.

After they finished bath, they wore back their shawls. One of they missed hershawl. She looked for it and doesn't find her shawl. They flew to the paradise expect one, named Nawang Wulan.

Then, she met Jaka Tarub and introduce? He asked she to came back to the he's home. At home, she met Jaka Tarub's mother. Jaka Tarub and Nawang Wulan married with his mother's bless.

Finally, they had a children named Nawang Asih and lived there happy.

22-14-14-18-2

70

Name : M.khoerul Fatihin
Class, IX - IPA - 1

Timun Mas

One upon a time, lived a window in the village, nemed Mbok rondo, she alone at hom every ~~today~~, she felt loneliness and hope, have a child.

every night she pray to get a baby, Athought her husband died. One day planted ~~sit~~ cucumber sit infrom of home, in the nigh prayed to get baby, suddhenly in the morning she listened Cay's baby, she locked for voice resdurcess, she foud biged cucumbar.

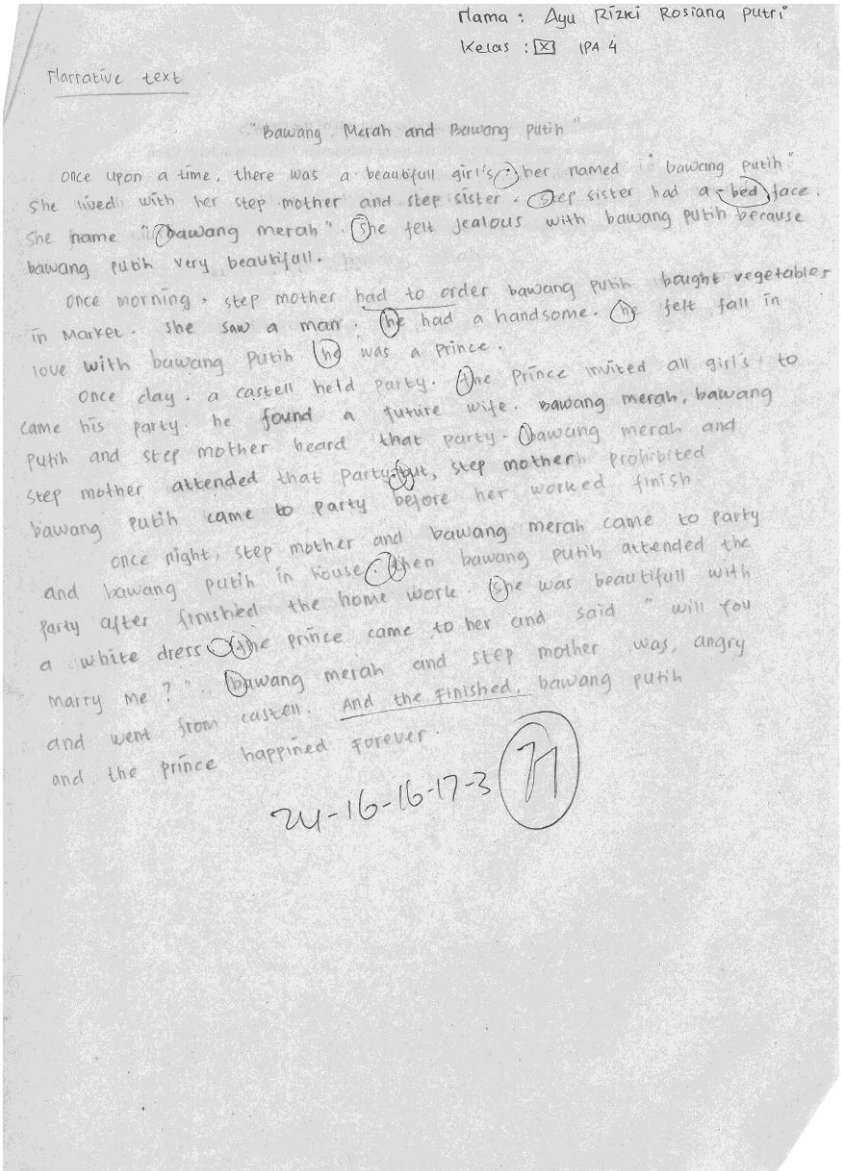
~~Planting~~ inf
She opened the bigest gold. She upviously in cucumber ther a baby. She give named baby timon mas. She happy ~~togete~~ lived together timun mas.

46

16-9-9-10-2

Appendix 25

Post-Test (Control Class)



Nama : Ayu Rizki Rosiana putri
Kelas : [X] IPA 4

Narrative text

"Bawang Merah and Bawang putih"

Once upon a time, there was a beautifull girl's, her named "bawang putih" She lived with her step mother and step sister. Step sister had a bed face. She name "bawang merah". She felt jealous with bawang putih because bawang putih very beautifull.

Once morning, step mother had to order bawang putih bought vegetables in Market. She saw a man. He had a handsome. He felt fall in love with bawang putih. He was a Prince.

Once day, a castell held party. The Prince invited all girl's to came his party. he found a future wife. bawang merah, bawang putih and step mother heard that party. bawang merah and step mother attended that party but, step mother prohibited bawang putih came to party before her worked finish.

Once night, step mother and bawang merah came to party and bawang putih in house. Then bawang putih attended the party after finished the home work. She was beautifull with a white dress. The prince came to her and said "will you marry me?". bawang merah and step mother was, angry and went from castell. And the finished, bawang putih and the prince happined forever.

24-16-16-17-3

71

Nama : Doli Erowan
Kelas : XI - IPA 4
No : 8

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

A MOUSE DEER AND CROCODILE

One day, in a jungle, there was a mouse deer. Every day, a mouse deer always stool cucumber. a mouse deer eat a cucumber very much. He always make worry a farmer.

One day, when a mouse deer eat cucumber. A Farmer see and to chase one another a mouse deer. to enter jungle..

A mouse deer run speech. jump a Free fal. In fron of there was a river a very large. there was a Crocodile a very hot. It is no problem because a mouse deer is clever.

~~A crocodile~~ A mouse deer ~~Acting~~ make help to crocodile to lie down. and a mouse deer run on body crocodile.

A crocodile angry and ~~trid~~ triked.

21+10-13.11-3

58

Name: Muhammad Sumhadi
No : 19
Kelas : XI IPA 4

1. Write your name and class on the right top of the paper.
2. Make a narrative text with the topic Indonesian Folktales at least three paragraph. Example: Timun Mas.
3. The time for writing is 50 minutes.
4. You may open your dictionary

بسم الله الرحمن الرحيم

Keong Mas

Once upon a time in a village Live a Mbok Rondo, This morning mbok rondo to leave to wet rice field, she saw snail that to shine, then mbok Rondo decided to on read to house.

This morning mbok rondo to leave to wet rice field, but keong mas that in house become beautyful girl, them she cleaned this house and she cooking to mbok Rondo

Sudenly come mbok rondo from wett rice field .and she saw there is beautiful girl in deep this house. past mbok rondo said. "Who you? why you are here?" this girl.

صدق الله العظيم

14-7-9-10-2

42

Wassalamualaikum Wr.Wb

Appendix 26

LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : **Hayik Nikmatul Zainah**
NIM : **113411061**
JURUSAN : **Pendidikan Bahasa Inggris**
JUDUL : **THE EFFECTIVENESS OF BASKET STORIES TO TEACH WRITING NARRATIVE TEST**
(The Experimental Research at the Tenth Grade of MAN Lasem in the Academic Year of 2015/2016)

HIPOTESIS1 :

a. Hipotesis Varians :

Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

Ho : Rata-rata rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.

Ha : Rata-rata rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai t_hitung < t_tabel
Ho DITOLAK, jika nilai t_hitung > t_tabel

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	eksp	33	68.6061	8.06202	1.40342
	kontr	33	58.6061	8.21180	1.42949

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil belajar	Equal variances assumed	.008	.928	4.992	64	.000	10.00000	2.00325	5.99804	14.00196
	Equal variances not assumed			4.992	63.978	.000	10.00000	2.00325	5.99801	14.00199

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,928. Karena sig. = 0,928 ≥ 0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_hitung pada baris pertama (*Equal variances assumed*), yaitu t_hitung = 4,992.
3. Nilai t_tabel (64;0,05) = 1,666 (*one tail*). Berarti nilai t_hitung = 4,992 > t_tabel = 1,666, hal ini berarti Ho DITOLAK, artinya : Rata-rata rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata rata-rata hasil belajar siswa kelas kontrol.

Semarang, 17 Nopember 2015
Ketua Jurusan Pend. Matematika,

Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

Appendix 27

KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI LASEM
Jalan Sunan Bonang Km. 01 ☎/Fax (0295) 531008 Lasem
Website: http://manlasem.sch.id E-mail: manlasem@kemenag.go.id
NPSN : 20363192 Terakreditasi A NSM: 131133170001

SURAT KETERANGAN

Nomor : Ma.11.36/PP.00.6/ 1077 /2015

Yang bertandatangan di bawah ini Kepala Madrasah Aliyah Negeri Lasem, dengan ini menerangkan dengan sesungguhnya bahwa:

Nama	: Hayik Nikmatul Zainah
NPM	: 113411061
Status / Pekerjaan	: Mahasiswa UIN Walisongo Semarang
Jenis Kelamin	: Perempuan
Fakultas/Jurusan	: Ilmu Tarbiyah dan Keguruan / Tadris Bahasa Inggris

Telah melaksanakan riset di MAN Lasem guna penulisan skripsi dengan judul : **The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth grade of MAN Lasem in the Academic Year of 2015/2016.**

Demikian ini surat keterangan ini di keluarkan untuk digunakan sebagai mestinya.

Dikeluarkan di: Rembang
Pada Tanggal : 13 Oktober 2015
Kepala

Drs. H. Shofi, M.Ag
NIP. 196407141992031004

Appendix 28

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3/D.1/TL.00./4052/2015 Semarang, 15 September 2015
Lamp : -
Hal : Mohon Izin Riset

A.n. : Hayik Nikmatul Zainah
NIM : 113411061

Yth :
Kepala MAN Lasem
di Lasem, Rembang, Jawa Tengah

Asssalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama	: Hayik Nikmatul Zainah
NIM	: 113411061
Judul Skripsi	: The Effectiveness of Basket Stories to Teach Writing Narrative Text (An Experimental Research at the Tenth grade of MAN Lasem in the Academic Year of 2015/2016)
Alamat	: Jl.Lasem-Tuban no 2, Rembang
Pembimbing	:Siti Tarwiyah, S.S, M.Hum

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu mohon di ijinkan melaksanakan riset selama 1 bulan, mulai tanggal 16 September 2015 sampai dengan tanggal 16 Oktober 2015.
Demikian atas perhatian dan kerjasama Bapak/Ibu disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Drs. H. Wahyudi, M. Pd.
NIP. 19680314 199503 1 001

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 29

CURRICULUM VITAE

Name	: Hayik Nikmatul Zainah
Student Number	:113411061
Place and Date of Birth	: Rembang, January 2, 1992
Home Address	: Kel. Magersari, rt. 1 rw. 2, Kec. Rembang, Kab. Rembang, Central Java, postal code 59262
Recent Address	: Kos Dafam, Perum BPI (Bhakti Persada Indah) blok.T No.2, Purwoyoso-Ngaliyan-Semarang
Phone	: 085727784601
E-mail	:hayyikz@gmail.com
Education	:

- TK Saraswati Pandan-Pancur-Rembang, graduated in 1996
- SD N Pandan 1, Pandan-Pancur-Rembang, graduated in 2004
- MTs. Raudlatul Ulum, Guyangan-Trangkil-Pati graduated in 2007
- MA Raudlatul Ulum, Guyangan-Trangkil-Pati, graduated in 2010
- Islamic Education and Teacher Training Faculty UIN Walisongo Semarang 2011 until now