#### **CURRICULUM VITAE**

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2. SD N Tambakaji 04, Semarang

3. SMP Nurul Islam, Semarang

4. SMA N 8, Semarang

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### TEST OF THE NORMALITY DATA OF PRE-TEST EXPERIMENT GROUP ( $X \ G$ )

Statistic	V ariable
N Sample	36
Mean	58.778
Standard Deviation	9.848

Variable	Zi	F(zi)	S(zi)	F(zi) - S(zi)
40	-1.9068	0.0283	0.0278	0.0005
40	-1.9068	0.0283	0.0556	0.0273
44	-1.5006	0.0667	0.0833	0.0166
45	-1.3991	0.0809	0.1111	0.0302
48	-1.0944	0.1369	0.1389	0.0020
50	-0.8914	0.1864	0.1667	0.0197
50	-0.8914	0.1864	0.1944	0.0081
50	-0.8914	0.1864	0.2222	0.0359
51	-0.7898	0.2148	0.2500	0.0352
51	-0.7898	0.2148	0.2778	0.0630
52	-0.6883	0.2456	0.3056	0.0599
53	-0.5867	0.2787	0.3333	0.0546
53	-0.5867	0.2787	0.3611	0.0824
55	-0.3836	0.3506	0.3889	0.0383
56	-0.2821	0.3889	0.4167	0.0277
56	-0.2821	0.3889	0.4444	0.0555
56	-0.2821	0.3889	0.4722	0.0833
58	-0.0790	0.4685	0.5000	0.0315
58	-0.0790	0.4685	0.5278	0.0593
60	0.1241	0.5494	0.5556	0.0062
60	0.1241	0.5494	0.5833	0.0339
63	0.4288	0.6659	0.6111	0.0548
64	0.5303	0.7020	0.6389	0.0632
65	0.6318	0.7363	0.6667	0.0696
65	0.6318	0.7363	0.6944	0.0418
65	0.6318	0.7363	0.7222	0.0140
67	0.8349	0.7981	0.7500	0.0481
68	0.9365	0.8255	0.7778	0.0477
69	1.0380	0.8504	0.8056	0.0448
70	1.1396	0.8728	0.8333	0.0394
70	1.1396	0.8728	0.8611	0.0117
72	1.3427	0.9103	0.8889	0.0214
72	1.3427	0.9103	0.9167	0.0064
72	1.3427	0.9103	0.9444	0.0341
74	1.5458	0.9389	0.9722	0.0333
74	1.5458	0.9389	1.0000	0.0611

Test of the Normality Liliefors	
Liliefors Count 0.083	
Derajat Kepercayaan 0.05	
Liliefors 0.8	
Liliefors Table 0.	
Conclusion	Normal

Statistic	Variable
N Sample	36
Mean	53.333
Standard Deviation	11.628

Variable	Zi	F(zi)	S(zi)	F(zi) - S(zi)
34	-1.6627	0.0482	0.0278	0.0204
34	-1.6627	0.0482	0.0556	0.0074
35	-1.5767	0.0574	0.0833	0.0259
35	-1.5767	0.0574	0.1111	0.0537
35	-1.5767	0.0574	0.1389	0.0815
40	-1.1467	0.1258	0.1667	0.0409
40	-1.1467	0.1258	0.1944	0.0687
45	-0.7167	0.2368	0.2222	0.0146
46	-0.6307	0.2641	0.2500	0.0141
46	-0.6307	0.2641	0.2778	0.0137
47	-0.5447	0.2930	0.3056	0.0126
50	-0.2867	0.3872	0.3333	0.0538
50	-0.2867	0.3872	0.3611	0.0261
51	-0.2007	0.4205	0.3889	0.0316
51	-0.2007	0.4205	0.4167	0.0038
51	-0.2007	0.4205	0.4444	0.0240
54	0.0573	0.5229	0.4722	0.0506
54	0.0573	0.5229	0.5000	0.0229
54	0.0573	0.5229	0.5278	0.0049
55	0.1433	0.5570	0.5556	0.0014
55	0.1433	0.5570	0.5833	0.0263
56	0.2293	0.5907	0.6111	0.0204
58	0.4013	0.6559	0.6389	0.0170
58	0.4013	0.6559	0.6667	0.0107
58	0.4013	0.6559	0.6944	0.0385
60	0.5734	0.7168	0.7222	0.0054
60	0.5734	0.7168	0.7500	0.0332
60	0.5734	0.7168	0.7778	0.0610
60	0.5734	0.7168	0.8056	0.0888
62	0.7454	0.7720	0.8333	0.0614
62	0.7454	0.7720	0.8611	0.0891
68	1.2614	0.8964	0.8889	0.0075
70	1.4334	0.9241	0.9167	0.0075
73	1.6914	0.9546	0.9444	0.0102
75	1.8634	0.9688	0.9722	0.0034
78	2.1214	0.9831	1.0000	0.0169

Test of the Normality Liliefors		
Liliefors Count 0.089		
Derajat Kepercayaan	0.050	
Liliefors 0.88		
Liliefors Table	0.148	
Conclusion	Normal	

Statistic	Variable
N Sample	36
Mean	76.889
Standard Deviation	5.439

Variable	Zi	F(zi)	S(zi)	F(zi) - S(zi)
65	-2.1857	0.0144	0.0278	0.0134
65	-2.1857	0.0144	0.0556	0.0411
67	-1.8180	0.0345	0.0833	0.0488
70	-1.2665	0.1027	0.1111	0.0084
70	-1.2665	0.1027	0.1389	0.0362
72	-0.8988	0.1844	0.1667	0.0177
73	-0.7149	0.2373	0.1944	0.0429
74	-0.5311	0.2977	0.2222	0.0755
74	-0.5311	0.2977	0.2500	0.0477
74	-0.5311	0.2977	0.2778	0.0199
74	-0.5311	0.2977	0.3056	0.0079
74	-0.5311	0.2977	0.3333	0.0357
74	-0.5311	0.2977	0.3611	0.0634
75	-0.3473	0.3642	0.3889	0.0247
77	0.0204	0.5081	0.4167	0.0915
77	0.0204	0.5081	0.4444	0.0637
77	0.0204	0.5081	0.4722	0.0359
77	0.0204	0.5081	0.5000	0.0081
77	0.0204	0.5081	0.5278	0.0196
77	0.0204	0.5081	0.5556	0.0474
78	0.2043	0.5809	0.5833	0.0024
78	0.2043	0.5809	0.6111	0.0302
79	0.3881	0.6510	0.6389	0.0121
79	0.3881	0.6510	0.6667	0.0156
80	0.5720	0.7163	0.6944	0.0219
80	0.5720	0.7163	0.7222	0.0059
81	0.7558	0.7751	0.7500	0.0251
81	0.7558	0.7751	0.7778	0.0027
81	0.7558	0.7751	0.8056	0.0304
81	0.7558	0.7751	0.8333	0.0582
82	0.9396	0.8263	0.8611	0.0348
82	0.9396	0.8263	0.8889	0.0626
85	1.4912	0.9320	0.9167	0.0154
85	1.4912	0.9320	0.9444	0.0124
86	1.6750	0.9530	0.9722	0.0192
87	1.8589	0.9685	1.0000	0.0315

The Test of the Normality Liliefors			
Liliefors Count 0.091			
Derajat Kepercayaan 0.050			
Liliefors	0.886		
Liliefors Table	0.148		
Conclusion	Normal		

### THE TEST OF THE NORMALITY DATA OF POST-TEST CONTROL GROUP (X E)

Statistic	Variable
N Sample	36
Mean	65.278
Standard Deviation	7.053

Variable	Zi	F(zi)	S(zi)	F(zi) - S(zi)
50	-2.1660	0.0152	0.0278	0.0126
51	-2.0243	0.0215	0.0556	0.0341
51	-2.0243	0.0215	0.0833	0.0619
52	-1.8825	0.0299	0.1111	0.0812
52	-1.8825	0.0299	0.1389	0.1090
60	-0.7483	0.2271	0.1667	0.0605
61	-0.6065	0.2721	0.1944	0.0776
62	-0.4647	0.3211	0.2222	0.0988
62	-0.4647	0.3211	0.2500	0.0711
62	-0.4647	0.3211	0.2778	0.0433
64	-0.1812	0.4281	0.3056	0.1226
64	-0.1812	0.4281	0.3333	0.0948
65	-0.0394	0.4843	0.3611	0.1232
65	-0.0394	0.4843	0.3889	0.0954
65	-0.0394	0.4843	0.4167	0.0676
65	-0.0394	0.4843	0.4444	0.0398
65	-0.0394	0.4843	0.4722	0.0121
65	-0.0394	0.4843	0.5000	0.0157
66	0.1024	0.5408	0.5278	0.0130
66	0.1024	0.5408	0.5556	0.0148
67	0.2442	0.5965	0.5833	0.0131
67	0.2442	0.5965	0.6111	0.0147
68	0.3859	0.6502	0.6389	0.0113
68	0.3859	0.6502	0.6667	0.0164
69	0.5277	0.7012	0.6944	0.0067
70	0.6695	0.7484	0.7222	0.0262
70	0.6695	0.7484	0.7500	0.0016
70	0.6695	0.7484	0.7778	0.0294
70	0.6695	0.7484	0.8056	0.0571
72	0.9531	0.8297	0.8333	0.0036
73	1.0948	0.8632	0.8611	0.0021
74	1.2366	0.8919	0.8889	0.0030
74	1.2366	0.8919	0.9167	0.0248
75	1.3784	0.9160	0.9444	0.0285
75	1.3784	0.9160	0.9722	0.0563
75	1.3784	0.9160	1.0000	0.0840

The Test of the Normality Liliefors		
L liefors Count	0.123	
Derajat Kepercayaan	0.050	
Liliefors	0.886	
Lihefors Table	0.148	
Conclusion	Normal	

### TEST OF THE PRE TEST HOMOGENEITY

### **Source of Data**

Variance Sources	ХE	ХG
Sum	1803	2109
<b>−</b> n	36	36
X	50.08	60.25
Variance (S <sup>2</sup> )	102.76	110.04
Standard Deviation(S)	10.14	10.49

variana terbesar

varians terkecil

For  $\alpha = 5 \%$  with

dk pembilang = nb - k = 36 - 1 = 35

dk penyebut = nk - k = 36 - 1 = 35

F(0.05)(35:35) = 1.72

Because  $F_{hitung} < F_{tabel}$  so homogeneous

### TEST OF THE POST TEST HOMOGENEITY

### Source of Data

Variance Source	ΧE	ХG
Sum	2350	2768
<b>−</b> n	36	36
X	65.28	76.89
Variance (S <sup>2</sup> )	49.74	29.58
Standard Deviation (S)	7.05	5.44

$$F_{hittong} = egin{array}{c} rac{vantaons \ terkeefil}{vantaons \ terkeefil} & = rac{29.58}{49.74} & = 0.59 \end{array}$$

For 
$$\alpha = 5$$
 % with dk pembilang = nb - k = 36 - 1 = 35 dk penyebut = nk - k = 36 - 1 = 35 F (0.05)(35:35) = 1.72

Because  $F_{\it hitung} < F_{\it tabel}$  so homogeneous

# THE TEST OF SIMILARITY BETWEEN TWO VARIANCES IN PRETEST OF EXPERIMENTAL AND CONTROL GROUP

#### Source of Data

Variance Sources	Eksperiment (X G)	Control (XE)
Sum	2116	1920
n	36	36
$\overline{\mathbf{X}}$	58.778	53.333
Variance (s <sup>2</sup> )	96.983	135.210
Standard Deviation (s)	9.848	11.628

### Calculation

$$S^{2} = \frac{(n_{1}-1)n_{1}^{2}+(n_{2}-1)n_{2}^{2}}{n_{1}+n_{2}-2} = \frac{(36-1) \cdot 96.983 + (36-1) \cdot 135.210}{36+36-2}$$

$$S^2 = 116.097$$

$$S = 10.775$$

$$t_{hitung} = \frac{\sqrt{1 - \sqrt{2}}}{\sqrt[8]{\frac{1}{2} + \frac{1}{2}}} = \frac{58.778 - 53.333}{10.775 \sqrt{\frac{1}{36} + \frac{1}{36}}}$$

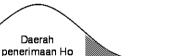
$$= \frac{5.445}{2.540}$$

$$t_{hitung} = 2.144$$

With significant level 
$$\alpha = 5\%$$
 dk = n1+n2-2 = 36 + 36 -2 = 70

-1.99

peluang = 1 - 
$$1/2 \alpha = 0.975$$
 dari daftar



1.99

2.14

Because \*\* Interior is not in Ho area, it can be concluded that there are differences both experiment and control group.

# TEST OF DIFFERENCES BETWEEN TWO VARIANCES IN POST TEST OF EXPERIMENT AND CONTROL GROUP

#### Source of Data

Variance Source	Eksperiment (X G)	Kontrol (X E)				
Sum	2768	2350				
	36	36				
X	76.889	65.278				
Variance (s <sup>2</sup> )	29.583	49.745				
Standard Deviation (s)	5.439	7.053				

1.66 7.822

Because of t is in Ha area, so it can be concluded that experiment group is better than conrol group.

### ENGLISH SUBJECT SCHEDULE

No.	Class	Name of the Day				
		Monday	Tuesday	Wednesday	Thursday	Friday
1.	ΧA	√				$\sqrt{}$
2.	XВ	V			V	
3.	ХC	V	V			
4.	ΧD		V		V	
5.	ΧE			V	V	
6.	ΧF			V	<b>V</b>	
7.	ΧG			V		V
8.	ХН					
9.	ΧI					

#### THE PRE-TEST SCORE OF THE EXPERIMENTAL GROUP

NO	CODE		WRITING ITEMS R				RIPE SCORE
		1	2	3	4	5	
1	E-1	13	9	9	10	3	44
2	E-2	13	10	10	11	4	48
3	E-3	21	14	14	11	3	63
4	E-4	16	7	9	5	3	40
5	E-5	17	14	10	11	4	56
6	E-6	16	13	9	11	4	53
7	E-7	21	14	14	11	4	64
8	E-8	17	17	14	17	4	69
9	E-9	21	17	17	11	4	70
10	E-10	22	14	14	18	4	72
11	E-11	17	10	13	11	2	53
12	E-12	13	10	13	17	3	56
13	E-13	17	14	10	11	3	55
14	E-14	22	18	18	11	3	72
15	E-15	22	18	18	11	3	72
16	E-16	17	13	14	11	3	58
17	E-17	22	17	14	18	3	74
18	E-18	13	10	9	5	3	40
19	E-19	16	13	9	10	3	51
20	E-20	13	10	9	10	3	45
21	E-21	17	10	10	10	3	50
22	E-22	16	13	9	10	2	50
23	E-23	22	17	14	18	3	74
24	E-24	17	14	14	11	4	60
25	E-25	17	14	14	11	4	60
26	E-26	17	10	17	17	4	65
27	E-27	17	13	14	5	2	51
28	E-28	13	13	13	11	2	52
29	E-29	22	10	18	11	4	65
30	E-30	17	14	10	11	4	56
31	E-31	17	14	13	11	3	58
32	E-32	21	17	14	10	3	65
33	E-33	17	10	10	10	3	50
34	E-34	21	17	17	11	4	70
35	E-35	22	18	14	11	3	68
36	E-36	22	17	14	11	3	67
SL	JM	622	466	448	399	114	2116
AVE	RAGE	17.77143	13.31429	12.8	11.4	3.257143	58.777778

### THE PRE-TEST SCORE OF THE CONTROL GROUP

NO	CODE		WRITING ITEMS				
		1	2	3	4	5	
1	C-1	17	10	10	10	3	50
2	C-2	13	7	7	5	3	35
3	C-3	17	14	10	10	3	54
4	C-4	21	13	13	11	4	62
5	C-5	13	11	10	8	3	45
6	C-6	13	7	7	5	2	34
7	C-7	13	14	13	11	3	54
8	C-8	17	14	14	11	4	60
9	C-9	13	10	9	5	3	40
10	C-10	16	14	13	10	2	55
11	C-11	16	10	13	11	4	54
12	C-12	17	10	10	17	4	58
13	C-13	21	14	14	17	2	68
14	C-14	21	14	11	11	3	60
15	C-15	13	10	13	11	4	51
16	C-16	17	10	10	11	3	51
17	C-17	17	13	13	11	4	58
18	C-18	13	7	10	17	3	50
19	C-19	13	7	7	5	3	35
20	C-20	21	13	13	11	2	60
21	C-21	13	10	10	10	3	46
22	C-22	13	9	13	17	4	56
23	C-23	21	14	14	10	3	62
24	C-24	22	17	17	11	3	70
25	C-25	26	17	17	10	3	73
26	C-26	16	10	10	11	4	51
27	C-27	13	7	7	5	2	34
28	C-28	26	17	17	11	4	75
29	C-29	27	18	18	11	4	78
30	C-30	17	13	13	11	4	58
31	C-31	13	10	9	5	3	40
32	C-32	13	10	10	10	3	46
33	C-33	13	7	7	5	3	35
34	C-34	17	10	13	17	3	60
35	C-35	17	14	10	11	3	55
36	C-36	13	10	10	11	3	47
SU	JM	602	415	415	374	114	1920
AVE	RAGE	16.82857	11.57143	11.57143	10.37143	3.171429	53.51428571

#### THE POST-TEST SCORE OF THE EXPERIMENTAL GROUP

NO	CODE	WRITING ITEMS RIPE SO				RIPE SCORE	
		1	2	3	4	5	
1	E-1	17	14	14	18	4	67
2	E-2	22	17	17	17	4	77
3	E-3	21	14	17	18	4	74
4	E-4	22	17	14	18	4	75
5	E-5	26	17	17	18	4	82
6	E-6	21	17	17	21	4	80
7	E-7	26	17	17	18	4	82
8	E-8	21	17	17	18	4	77
9	E-9	22	17	17	21	4	81
10	E-10	26	17	14	18	4	79
11	E-11	17	14	13	17	4	65
12	E-12	21	17	17	18	4	77
13	E-13	21	14	17	18	4	74
14	E-14	27	17	17	21	4	86
15	E-15	21	13	14	18	4	70
16	E-16	21	17	14	18	4	74
17	E-17	26	17	17	21	4	85
18	E-18	22	17	17	21	4	81
19	E-19	26	17	14	18	4	79
20	E-20	22	17	17	18	4	78
21	E-21	22	17	17	21	4	81
22	E-22	27	18	17	21	4	87
23	E-23	26	17	13	17	4	77
24	E-24	26	17	17	21	4	85
25	E-25	21	14	17	18	4	74
26	E-26	21	14	17	17	4	73
27	E-27	22	17	17	17	4	77
28	E-28	22	17	17	18	4	78
29	E-29	21	17	14	18	4	74
30	E-30	21	17	13	17	4	72
31	E-31	21	13	14	18	4	70
32	E-32	21	14	17	18	4	74
33	E-33	17	14	13	17	4	65
34	E-34	21	17	17	21	4	80
35	E-35	26	17	17	17	4	81
36	E-36	21	17	17	18	4	77
SU	IM	783	564	555	649	140	2768
-	RAGE	22.37143	16.11429		18.54286	4	76.8888889

### THE POST-TEST SCORE OF THE CONTROL GROUP

NO	CODE		W	RITING ITEM	NS		RIPE SCORE
		1	2	3	4	5	
1	C-1	21	13	14	18	4	70
2	C-2	17	10	10	11	3	51
3	C-3	16	10	10	11	3	50
4	C-4	21	14	17	18	4	74
5	C-5	17	10	13	17	3	60
6	C-6	17	13	14	18	4	66
7	C-7	17	17	13	17	4	68
8	C-8	21	10	17	21	3	72
9	C-9	17	13	14	18	4	66
10	C-10	21	10	17	21	4	73
11	C-11	17	10	14	17	4	62
12	C-12	17	10	17	17	3	64
13	C-13	26	17	17	11	4	75
14	C-14	17	10	10	11	4	52
15	C-15	21	17	14	18	4	74
16	C-16	21	13	14	18	4	70
17	C-17	21	13	14	18	4	70
18	C-18	16	10	17	18	4	65
19	C-19	17	10	14	17	4	62
20	C-20	17	10	17	17	4	65
21	C-21	16	10	17	21	4	68
22	C-22	17	10	13	17	4	61
23	C-23	22	17	14	18	4	75
24	C-24	17	14	14	18	4	67
25	C-25	17	10	10	11	3	51
26	C-26	21	13	14	11	3	62
27	C-27	17	13	14	17	4	65
28	C-28	17	13	14	17	4	65
29	C-29	17	14	17	17	4	69
30	C-30	22	17	14	18	4	75
31	C-31	17	14	14	17	3	65
32	C-32	17	14	14	18	4	67
33	C-33	17	10	10	11	4	52
34	C-34	22	13	13	18	4	70
35	C-35	17	13	14	17	4	65
36	C-36	21	14	14	11	4	64
su	IM	669	449	507	589	136	2350
AVE	RAGE	18.58333	12.47222	14.08333	16.36111	3.777778	65.2777778

# THE SUBJECT LIST OF POPULATION (X A)

NO	NAME
1	ADHIMAS WAHYUTAMA PRAMANA PUTRA
2	ALLIYYU AMANATI PUTRI SUDIYANA
3	AMAR FARUQ AL HUSNA
4	AMELIA PUTRI MAHARANI
5	ANGGA DWI SAPUTRA
6	AYU NUR JANNAH
7	BAGAS ADI PAMUNGKAS
8	CLARINET RACHMA DEVIE
9	DEWI HAJAR AUFANISA
10	DEWI NAILUR RACHMAH
11	DEWI SRI LESTARI
12	FADHIYA ANDINI MAULA
13	FIMAN HADIT MUTTAQIN
14	FINDHI AFIFATUL LATIFAH
15	HANA WANDARI
16	HUDAN DAFFA SENDY PRADANA
17	ISTIANA SETIAWATI
18	MA'RIF HIDAYATULLAH
19	MUHAMMAD IRFAN PRATAMA
20	NABIL FIKRI ADAM
21	NOVIA MIFTAHIR RAMADANI
22	NUR ZAIN SHOLEH

23	PUTRI NOVITASARI
24	SAFHIRA KUMALA DEWI
25	SAFIRA EDENIA SAFITRI
26	SATRIO PININGIT
27	SHAFINNA WAHYU ANANDA
28	SHINTA NUR SABILA
29	SHOBIROTUL LABIBAH
30	SITI ROMDONAH
31	SOFYAN NUR ROKHIM
32	THALI'AH SA'DIYAH SALSABIL
33	VIVI LESTIYANI
34	WILDAN PRATAMA BAGASKARA
35	WISNU CAHYA MUKTI
36	YASMIN FAHRINA ISYAROTUL AULIA

# THE SUBJECT LIST OF POPULATION (X B)

NO	NAME
1	ACHMAD CHOLIS NAJIB
2	ACHMAD HAYKAL
3	ACMAD RISYAD SANTOSO
4	AFIFAH EVA NURIYAH
5	AINIS FARADILA
6	ANINDYA GITA ATINA
7	APRILIA MUADIBAH
8	BAYU ARI PRATAMA AJI
9	CHOFIFAH NUR MUSTAGHFIROH
10	DEA SHAFRIA MAY SARAH LAILY
11	DEVI SINTA DEWI
12	FARISA NUR RIZKIKA
13	HENDITA IRZA PERMANA
14	HERU PRASETYO
15	INDRA YOGA SAPUTRA
16	KHOIROTUN NISA`PRIVANI
17	LAILA NUR JANAH
18	LAILATUL MAFIQROH
19	M. KAHARUDIN NICHA WIBOWO
20	MAULUDA MUHAMMAD RIZKY
21	MUCHAMMAD IBNU MAULANA

22	NADYA PUTRI AL-FATH
23	NADYA YULI RISMAWATI
24	NOVI WULANDARI
25	NURANI MUTIARA HAFIZHAH
26	OSCAR ARZHI ANANDYA LAKSONO
27	PERUZI SUGI MARCHEGIANI
28	POSVITA KUSUMANING TUNJUNGSARI
29	RAFI TAUFAN SETIAJI
30	RIKCO FERGI LAKSONO
31	SALSABILA NOVIANA
32	TARIS NUR ADZHANI
33	TESSA AYU NOVITA
34	UDHKHIYYATUN NISA'
35	VICGA WANDANSARI
36	YOGA SAKTI KURNIAWAN

# THE SUBJECT LIST OF POPULATION (X C)

NO	NAME
1	ADNAN GHIFFARI
2	AFIFA EKA KENCANA
3	AGUNG DWI SAPUTRA
4	ANISA NURUL FIRDAUS
5	ANNISA INDAH FEBRIANA
6	AQIL AMIRUL MUAFA
7	ARDIMA MIFTAQUL AINI
8	ARUM GALUH SAPUTRI
9	AULYA KARTIKA DEWI
10	BAGUS IMAWAN
11	DEDI DIMAS
12	DESTRI WIJAYA
13	DIKO SATRIO GRAITO KENCONO
14	DINA MUASSAROH
15	DINI SUCIANI
16	DWI PRATIWININGRUM
17	FADILLA BAROCHATUL SUBEKTI
18	FEBRIAN TIKA WORO SUKMANA
19	HAIDAR
20	IBANEZ ALVAREZA
21	IVAN NAUFAL FALAH

22	KHARISMA DWI AFRILIA
23	LILIK DWI SETIYAWAN
24	MOHAMAD RISKY ABDULLAH
25	NIBROSE ZUKHRUF FEBRINA
26	NOR RAHMAWATI LIBETI PUTRI
27	NUR RAHMA MARTIYANA
28	ORYZA SATIVA NOORASTRY
29	RAFLI AKBAR NUGRAHA
30	RIZKYNIA FARAH DHIVA
31	SALAFUDIN
32	SELLI SHOFIA RINI
33	SILVIANA SALMA PREMITHA
34	SITI ULIEN NAFISAH
35	TSAR REGMILLA DYANO
36	WINA NISRINA NALINI

# THE SUBJECT LIST OF POPULATION (X D)

NO	NAME
1	ADZRAA FARADILA AVILIA NATASYA SETIAWAN
2	ALDILA PUSPITA HUSNA
3	ASTI PANGESTU
4	BERNADUS BRYAN RYANTONI MAHARDIKA
5	CITRA JEAFINDA
6	DELYANA SUKAHAR
7	DESI TRILANASARI
8	DEVY MARIA KRISTIANI
9	ELIAN ANINDIA PERMATASARI
10	EMMANUEL PUTRA JATMIKO
11	ERIKA DWI ATHALA
12	HUSNA NISWATAN AFIFAH
13	INGGIT HERFILIA PRATIVI EDIANTI
14	KURNIAWAN FEBRI PRAKOSO
15	LUCIA FINA ARDIANTI
16	MELINA ISNA RAHMADHANI
17	MOHAMMAD KAFABI MURTAJAYA
18	MOHAMMAD RACHMADILLAH FITRA CAHYA
19	MUHAMAD MIFTAKHUL HUDA
20	MUHAMMAD RIFQI HIDAYATULLAH
21	NABILA SYAFITRI MU'IN

22	NIKODEMUS GALIH CANDRA WICAKSONO
23	OKTARINA TRI MUMPUNI
24	PUJA PUTRI CAHYANI
25	PUTRI SAFINA LIESTYANA
26	R DANIEL VERCELLI
27	REGINA FONITA
28	RIVALDO KURNIAWAN IRYANTO
29	ROSA DYARMA SYAHDA FIRENS
30	SISKA SUGIARTININGSIH
31	SITA ARDHANIA RAMADHANI
32	STEVEN JORDAN ALVARO RAMBA
33	SULTHAN AFKAR AISY
34	VALENTINUS DWI BAGUS BRAMANTYA
35	WIJANARKO CAHYO KRISTIAWAN
36	Y. ALETHA SEKARINI

# THE SUBJECT LIST OF POPULATION (X $\mathbf{E}$ )

NO	NAME
1	AFRIZA PRIMA SAFIRA
2	AGUS RIFANGGA
3	ALDI DWI KURNIAWAN
4	AMALIA SAFITRI
5	ARYA MOEHAMMAD PRAKOSO
6	ATIKA NABILAH
7	AZZAM FATTAHULHAQ SANTOSO
8	BAGUS YULALA
9	DEVIANA PUPUT SAPUTRI
10	DEWI MASITHOH
11	DHANIA AHZRYANWARDANI
12	FAJAR WAHYU PRATAMA
13	FATHAN AKBAR MARFI
14	FERNANDO FIKRI DHIASEPTA
15	HAFFID RIZKI PANGESTU
16	INDAH NUR HASTUTI
17	ISMI ZULFANI
18	IWAN BUDIANTO
19	JIHAN SALSA ZULFANA
20	KRISNA NURWAHID IBRAHIM
21	MELATI PERMATA JULIAN

22	MUHAMMAD FAISHAL RAHMAN
23	NABILA ERZA FADHILAH
24	NADHIFAH SETIADIANI
25	NAELI NURUL AMALIA
26	PRIANSYAH RIZKY REVINDO
27	RAFADILA PUTRI WARDANI
28	RAFIKA ZAHRA UMAMI
29	RITCHIE SUKMA WINATA
30	RIZATUN AISYAH
31	SOFIAN PANUNTUN
32	TRI SEPTI WULANDARI
33	WAHYU ADITYA YUNANTO
34	YENI NUR ANGGRAENI
35	YUNI DIAH ASTUTI
36	YUNISA ASFARINA
	•

# THE SUBJECT LIST OF POPULATION (X F)

NO	NAME
1	ABDUL GHONI
2	ALFIAN TIODI RIZKY ANGGARA
3	ALFIN LIS PRIYADI
4	AMANDA TRI KUSUMA
5	ANINDYA VALENTINO NUGROHO
6	ANNISA PUSPA DINA
7	ARDYAN NUR PRABOWO
8	ARETA RACHMA FITRIANI
9	BAGAS MAHENDRA INDRIAWAN
10	CINTANA OLIVIASANDREA
11	CITRA DEWI HAYUNINGTYAS
12	EDOARDO AGUNG INDRIYANTO
13	EKA NURUL ISTIQOMAH
14	EKA RAHMA ANISA
15	FAJARINI DEWI SAPUTRI
16	FERRY BANGSAWAN
17	FITRIA RIZKIKA CAHYARANI
18	ILHAM BASHAIRIL ALAM
19	LAVENIA FITRI
20	LUTFI AMIRUL AZIS
21	MAULANA FADIL IBRAHIM

22	MAYLIZA RAHMADIVA
23	MEIDITO DEWA SAPUTRA
24	MUCHAMMAD BACHTIAR AL MAJID
25	MUHAMMAD FAIRUZ ZAHIR
26	MUHAMMAD IQBAL AS SYEGAF
27	NADIA PUTRI KUSTRIANI
28	RATIH NURAISYIAH
29	RENATA KANIA NOVANDO
30	TASYA MAYTA SALSABELLA
31	VIOLLA FARENTIKA
32	VIVI KHORIYAH
33	YUNI KARTIKA SARI
34	YUNITA AYU PRATIWI
35	ZAINNETHA SURYA CHARMELITA
36	ZUFAR IHYA MUHAMMAD
37	DEVIA MAULIDA HIMMATUN N

# THE SUBJECT LIST OF POPULATION (X G)

NO	NAME
1	AHMAD JALIL
2	AHMAD SYAHRUL SETIAWAN
3	ANA KURNIAWATI
4	ANDI PEBRIYANTO
5	ANDREA MEGA PUTRA
6	ANINDYA OKSITA DAMAYANTI
7	ANISA WANDA ROHMANA
8	APRILLIA PUTERI PRADANA
9	APRINADINE PUTRI LARASATI
10	AZHARU ALFI HASANI
11	CICIK MUNFARIDA
12	DWI SUKMAWATI
13	DYAH AYU RACHMAWATI DEWI
14	EDITA AUGUSTINE SETYANURANI
15	FAHRUNISA RAHMA DEWI
16	FERDIDA ZOHANDA YULIO
17	HARIS WAHYU DARMAWAN
18	HASNA NUR FATHIN
19	IBNU ADRIANTO
20	IKA PUTRI ROHMATUSSA'DIYAH
21	IZAAZ WASKITO WIDYARTO

22	MERITA PUTRI HANDAYANI
23	MUCHAMAD MUKHAROM ARIJAL
24	NABILAHUSNA NURUL IMANI
25	NAVIATUL FADILLA NURROHMAH
26	PIAWAI MADANI RUDINI
27	RAMADHAN BIMO SASONO HADI
28	RANU DIPO ALAM
29	RENDI SATRIA WIBOWO
30	RISMA KUSUMAWATI
31	ROSITA
32	SABRINA ANJANI PUTRI
33	SELKLIDZUL ANISAADAH
34	SHOFANA RAMADHANI
35	TANIA ROSA RISTANTI
36	WAHYUNI AMBARWATI
•	•

# THE SUBJECT LIST OF POPULATION (X H)

NO	NAME
1	ABRAHAM DWI WICAKSONO
2	ADELA DIAN PUTRI HERJATI
3	ALI HIMAWAN
4	ALVIRA VITA LISTYANDANI
5	ARIEN MELANIA RAMADHANY
6	ASTI DIAH SAFITRI
7	AYU PUTRI KURNIASARI
8	BELQIS AULIA
9	DEDI NUR RAMADHAN
10	DIANA HIDAYATI UTAMI
11	EZA ROBBANI KELVIN GOZALI
12	FRIDA HANDAYANI
13	GEGA AGLI DUTATAMA
14	HERAWATI MEGA B
15	HIBATULLAH NABIL GUSTIANANDA
16	I'ANNATUN MAULA
17	JACQUALINE DWINAYA PUTRI JADMIKO
18	LAILATI NUR AMALINA
19	LATHIF FATUNNISA
20	LUSI KRISTIANA
21	MAULUDA FITRIYANA

22	MELANI CAHAYA PUTRI
23	MOCHAMAD RAFA FADIL AGUNG
24	MUHAMMAD SULTAN ANWAR
25	NATANAEL NUH CAHYA
26	PUJI ASTUTI
27	RAFI' ALAUDDIN
28	RARAS INDAH ANINGTYAS
29	RIZALDI YUSUF RIDHALLAHI
30	SHAFANA FATIMATUL KHUSAINIYAH
31	SHEILA SAFRILIANI SOLICHATUS GUSNIAR
32	SHINTA HIDHAYATUZZAROH MUNAWAROH
33	VICTOR RYAN TUAPATTINAJA
34	VILDATUL SAVANA
35	WAHYU TRIYONO
36	YONATHAN PUTRO WICAKSONO
•	

# THE SUBJECT LIST OF POPULATION (X I)

NO	NAME
1	ABAD GANDANG AZHARI
2	ADITYA AJI PRADANA
3	ADITYA DEVA HERNANDA
4	ANA TASYA PUTRI RAHMA
5	ANDAN ARUM ANGGITA DANESWARI
6	ANNIS KHOIRUNNISA
7	ARISTA ISTI PRASETYOWATI
8	AULIA EL VANEZA
9	DESY RAHMASARI
10	ERLYN SAFIRA MAHENDRA PUTRI
11	FABIAN YUSUF FAKHRUDDIN GUNAWAN
12	FAHRUL ROZI ISNENIYANTO
13	FAJAR ADITYA NUGRAHA
14	FARADIAN SALSABELLA FASAYTRI
15	GHANI SETYADI UNGGUL DOROJATUN
16	GHEA HAYUDHANTI
17	ICHA SABRINA MILENIA KHANSA
18	INDAH FIYANTI PUTRI
19	KUSPRIYANTO BUDI ANGGORO
20	MAGHFIRA KHAULA FIRLI
21	MAYANG WULANSARI

22	MOHAMMAD FAESAL FEBRIANDYONO		
23	MUCHAMMAD TRI RINALDI		
24	MUHAMMAD DHUKHA KHOIRUR ROKHIM		
25	NABILA ALIFAH SHALSHABILLA		
26	NENA MAHAESTI		
27	NYAWIJI RIZKI LESTARI		
28	RATNA YUNAIDA		
29	REVILDA DWI ANANDA LESTIYANI		
30	RIFKA ANNISA		
31	RIZKA NOVRITA AYUDYA		
32	SETO PRIBADHI		
33	SYALVIAN ARIAL MALINDO		
34	VIANISYCHA AMALIA		
35	WISNU LANANG PAMUNGKAS		
36	WIWIK WIDU WATI		
	•		

# THE SUBJECTS LIST OF EXPERIMENTAL GROUP (XG)

NO	CODE	NAME
1	E-1	AHMAD JALIL
2	E-2	AHMAD SYAHRUL SETIAWAN
3	E-3	ANA KURNIAWATI
4	E-4	ANDI PEBRIYANTO
5	E-5	ANDREA MEGA PUTRA
6	E-6	ANINDYA OKSITA DAMAYANTI
7	E-7	ANISA WANDA ROHMANA
8	E-8	APRILLIA PUTERI PRADANA
9	E-9	APRINADINE PUTRI LARASATI
10	E-10	AZHARU ALFI HASANI
11	E-11	CICIK MUNFARIDA
12	E-12	DWI SUKMAWATI
13	E-13	DYAH AYU RACHMAWATI DEWI
14	E-14	EDITA AUGUSTINE SETYANURANI
15	E-15	FAHRUNISA RAHMA DEWI
16	E-16	FERDIDA ZOHANDA YULIO
17	E-17	HARIS WAHYU DARMAWAN
18	E-18	HASNA NUR FATHIN
19	E-19	IBNU ADRIANTO
20	E-20	IKA PUTRI ROHMATUSSA'DIYAH
21	E-21	IZAAZ WASKITO WIDYARTO

22 E-22 MERITA PUTRI HANDAYANI 23 E-23 MUCHAMAD MUKHAROM ARIJAL 24 E-24 NABILAHUSNA NURUL IMANI 25 E-25 NAVIATUL FADILLA NURROHMAH 26 E-26 PIAWAI MADANI RUDINI 27 E-27 RAMADHAN BIMO SASONO HADI 28 E-28 RANU DIPO ALAM	
24 E-24 NABILAHUSNA NURUL IMANI 25 E-25 NAVIATUL FADILLA NURROHMAH 26 E-26 PIAWAI MADANI RUDINI 27 E-27 RAMADHAN BIMO SASONO HADI 28 E-28 RANU DIPO ALAM	
25 E-25 NAVIATUL FADILLA NURROHMAH 26 E-26 PIAWAI MADANI RUDINI 27 E-27 RAMADHAN BIMO SASONO HADI 28 E-28 RANU DIPO ALAM	
26 E-26 PIAWAI MADANI RUDINI 27 E-27 RAMADHAN BIMO SASONO HADI 28 E-28 RANU DIPO ALAM	
27 E-27 RAMADHAN BIMO SASONO HADI 28 E-28 RANU DIPO ALAM	
28 E-28 RANU DIPO ALAM	
29 E-29 RENDI SATRIA WIBOWO	
30 E-30 RISMA KUSUMAWATI	
31 E-31 ROSITA	
32 E-32 SABRINA ANJANI PUTRI	
33 E-33 SELKLIDZUL ANISAADAH	
34 E-34 SHOFANA RAMADHANI	
35 E-35 TANIA ROSA RISTANTI	
36 E-36 WAHYUNI AMBARWATI	

# THE SUBJECTS LIST OF CONTROL GROUP (XE)

NO	CODE	NAME
1	C-1	AFRIZA PRIMA SAFIRA
2	C-2	AGUS RIFANGGA
3	C-3	ALDI DWI KURNIAWAN
4	C-4	AMALIA SAFITRI
5	C-5	ARYA MOEHAMMAD PRAKOSO
6	C-6	ATIKA NABILAH
7	C-7	AZZAM FATTAHULHAQ SANTOSO
8	C-8	BAGUS YULALA
9	C-9	DEVIANA PUPUT SAPUTRI
10	C-10	DEWI MASITHOH
11	C-11	DHANIA AHZRYANWARDANI
12	C-12	FAJAR WAHYU PRATAMA
13	C-13	FATHAN AKBAR MARFI
14	C-14	FERNANDO FIKRI DHIASEPTA
15	C-15	HAFFID RIZKI PANGESTU
16	C-16	INDAH NUR HASTUTI
17	C-17	ISMI ZULFANI
18	C-18	IWAN BUDIANTO
19	C-19	JIHAN SALSA ZULFANA
20	C-20	KRISNA NURWAHID IBRAHIM
21	C-21	MELATI PERMATA JULIAN
22	C-22	MUHAMMAD FAISHAL RAHMAN

C-23	NABILA ERZA FADHILAH
C-24	NADHIFAH SETIADIANI
C-25	NAELI NURUL AMALIA
C-26	PRIANSYAH RIZKY REVINDO
C-27	RAFADILA PUTRI WARDANI
C-28	RAFIKA ZAHRA UMAMI
C-29	RITCHIE SUKMA WINATA
C-30	RIZATUN AISYAH
C-31	SOFIAN PANUNTUN
C-32	TRI SEPTI WULANDARI
C-33	WAHYU ADITYA YUNANTO
C-34	YENI NUR ANGGRAENI
C-35	YUNI DIAH ASTUTI
C-36	YUNISA ASFARINA
	C-24 C-25 C-26 C-27 C-28 C-29 C-30 C-31 C-32 C-33 C-34 C-35

### LESSON PLAN FOR EXPERIMENTAL CLASS (I)

### 1. LESSON'S IDENTITY

a. School : SMA N 8 Semarang

b. Subject : English

c. Class/Semester : X/2

d. Skill focus : Writing

e. Material : Narrative Text

f. Time Allotment : 2 x 45 minutes

### 2. STANDARD COMPETENCE

12 Expressing meaning in a short functional written text and *narrative*, *descriptive* and *news* item simple essay in daily life context.

### 3. BASIC COMPETENCE

12.2 Expressing meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative, descriptive, and news item.

### 4. INDICATORS

- a. Students explain the social function, generic structures, and language features of narrative text.
- b. Students make past tense sentences.
- c. Students write narrative text based on movie.

### 5. LEARNING GOALS

At the end of the study, students will have been able to:

- a. Explain the social function, generic structure and language features of narrative text.
- b. Make past tense sentences.
- c. Write narrative text based on movie.

### 6. METHOD OF LEARNING

- a. Presentation Practice Production
- b. Audio-lingual Method

Teacher uses movie as a media for teaching narrative text writing.

### 7. MEDIUM OF LEARNING

- a. Laptop
- b. Speaker
- c. PowerPoint
- d. Frozen Movie
- e. LCD & Projector
- f. Worksheet

### 8. LEARNING MATERIAL

### WRITING

## a. Definition of Writing

Writing is a way to produce language which represents by putting down words or idea to some medium.

### b. Process of Writing

### Prewriting

In this step, you gather ideas to write about. Prewriting can be defined as a way of warming up the brain before write.

There are two ways of warming up the brain:

## a) Brainstorming

Is a prewriting activity in which we come up with a list of ideas about topic. We quickly write down a list of ideas that come to our mind as we are thinking about general subject or a specific topic.

## b) Clustering

In clustering, we write our subject in the middle of the page and then circle it. We write related ideas around the circle as they occur to us. Then, we circle the ideas and connect them to our subject circle. These related ideas are like branches. We can add more branches to the subject circle or to related ideas as they occur to us.

### Writing

In writing step, writer writes down all of their ideas. At this point do not worry about being perfect. Do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible. New ideas will come to us later, and we may discover a better arrangement of ideas. The first version of writing is called draft.

## Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When revise paragraph, check the organization of paragraph and look at the idea.

## Editing

In this process, focus on grammar, word choice, verb forms, punctuation, and spelling. Proofread work to make sure that there are not any content errors or grammatical or spelling errors. Proofreading means carefully examining the final copy again check the correction we made

### Publishing

Publishing refers to putting the writing in a final finished format where it can be shared with other.

### c. Characteristic of an Effective Paragraph

### • Unity/Cohesion

The unity is synonymous with oneness. It means that, paragraph discusses only one main idea from beginning to the end and every supporting sentence must directly explain or prove the main idea.

#### Coherence

One way to achieve coherence is through the use of transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. Transition signals are expressions like *first/second, moreover, however,* and *in brief.* It makes the movement between sentences in a paragraph smooth, so the reader does not have problems understanding the writer's ideas.

## d. Purpose of Writing

## • Informative writing

Writer uses informative writing to share knowledge and give information, directions, or ideas. Example of informative writing includes describing events or experiences.

### • Expressive/narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

### Persuasive writing

In persuasive writing, writer attempts to influence other and initiate action or change. This type of writing includes evaluation of a book and movie.

#### NARRATIVE

### a. Definition of Narrative

Narrative is a text focusing specific participants. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

#### b. Social Function of Narrative

To amuse, to entertain, and to deal with actual or various experience in different ways. It can be concluded that the purpose of narrative is to entertain the reader or listener.

### c. Generic Structure of Narrative

- Orientation
  - Introduces the characters and sparks the reader's interest in the characters.
  - Tells the reader when, where, who, what, and why.
  - Gives a hint about the problems which the characters will encounter.
- Complication
  - Something happens which the characters do not expect.
  - The reader discovers the problem.
- Resolution
  - The problem is solved.
- d. Language Feature of Narrative
  - Focus on specific and usually individualized participant.
    - E.g.: Cinderella, Elsa, and Snow White.
  - Use of relational processes and mental processes.
    - E.g.: Tigress was unhappy, everything was so weird.
  - Use of temporal conjunctions and temporal circumstances.
    - E.g.: A few years ago, sometimes, once upon a time.
  - Use of past tense.
    - E.g.: Lived, stayed, and was.

• Use of verbal processes.

E.g.: Said, told, and promised.

• Use of material processes.

E.g.: *The bomb exploded.* 

- e. Types of Narrative Text
  - Fairy tale
  - Romances
  - Horror Stories
  - Adventure Stories
  - Myths and Legends
- f. Example of Narrative

## Cinderella

Orientation	Once upon a time, there lived a
	beautiful girl named Cinderella. She
	was the child of the famous King in one
	palace. Her mother died when she was
	still about ten years old.
Complication	One day Cinderella was very sad
	because she heard that her father will
	marry with the woman who had two
	children. Cinderella's mother and two
	of her step sisters were very cruel with
	Cinderella. She was ordered by them to
	do all the house work every day and she
	might not to have a friend anymore.

	over. She quickly went home and her		
<b>1</b>	with the prince, she forgot the time was		
Complication	When Cinderella was dancing		
	late at night".		
	said to her "You must go home before		
	ready to bring Cinderella and a fairy		
	for coming to the party. A coachman		
	fairy. She helped Cinderella to prepare		
Resolution	Suddenly come to her room a		
	come to his party.		
	come to his party. Cinderella wanted to		
	queen. The prince invited all the girls to		
	wanted to find a friend for his wife as a		
	kingdom there lived the handsome who		
	One night in the other palace of		

to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the

palace and they lived happy there.

### 9. LEARNING ACTIVITIES

- a. Pre Activities
  - Researcher greets students.
  - Researcher introduces herself.
  - Researcher checks students' attendance.
  - Researcher gives stimulating questions related to the material.

### b. Main Activities

### **Exploration**

- Researcher explains the material of writing (definition, process, characteristic of an effective paragraph, purpose) and narrative text (definition, social function, generic structure, language features, types, and example) by using slide of power point.
- Researcher and students discuss about the content, generic structure, and language features of the example text.

#### Elaboration

- Researcher gives students a text and asks them to write the generic structure.
- Researcher checks students' work.
- Researcher shows the correct answer.
- Researcher plays "Frozen" movie for students.
- Researcher asks students to watch the movie while taking a note include title, content, generic structure, and language features.

 Researcher chooses some students to tell their note about the movie.

### Confirmation

- Researcher gives feedback for students.
- Researcher reviews the material.
- Researcher gives opportunity to students for asking question.

#### c. Post Activities

- Researcher and students summarize and conclude the material.
- Researcher gives suggestion or motivation to students for study hard and memorizes the material.
- Researcher conveys the activity in the next meeting.
- Researcher closes the class.

#### 10. ASSESSMENT

Form : Written

Technique: Students are assigned to write generic structure and language features of the text.

### 11. ASPECTS TO BE ASSESSED

Generic structure and language features of narrative text.

### 12. SOURCE

a. Maria Arina Luardini and Natalina Asi, International Journal of English and Education, *An Analysis of Linguistic Competence in Writing Texts by Teacher in Palangka Raya*, Pontianak: Universitas Tangjungpura Pontianak, 2013

Semarang, 3 February 2016 The Researcher,

Dif

**Holy Dita Purnasari** 

NIM. 123411048

Approved by

Headmaster

English Teacher

Drs. Haryoto M.Ed

NIP. 19600129 198603 1 010

Dra. Sri Yanti

NIP. 196212071988032009

### LESSON PLAN FOR EXPERIMENTAL CLASS (II)

### 1. LESSON'S IDENTITY

a. School : SMA N 8 Semarang

b. Subject : English

c. Class/Semester : X/2

d. Skill focus : Writing

e. Material : Narrative Text

f. Time Allotment : 2 x 45 minutes

### 2. STANDARD COMPETENCE

12 Expressing meaning in a short functional written text and *narrative*, *descriptive* and *news* item simple essay in daily life context.

### 3. BASIC COMPETENCE

12.2 Expressing meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative, descriptive, and news item.

### 4. INDICATORS

Students write a simple narrative text.

### 5. LEARNING GOALS

At the end of the study, students will have been able to write a simple narrative text.

### 6. METHOD OF LEARNING

- a. Presentation Practice Production
- b. Audio-lingual Method

Teacher uses movie as a media for teaching narrative text writing.

### 7. MEDIUM OF LEARNING

- a. Laptop
- b. Speaker
- c. PowerPoint
- d. Frozen Movie
- e. LCD & Projector
- f. Worksheet

### 8. LEARNING MATERIAL

### WRITING

## a. Definition of Writing

Writing is a way to produce language which represents by putting down words or idea to some medium.

### b. Process of Writing

## Prewriting

In this step, you gather ideas to write about. Prewriting can be defined as a way of warming up the brain before write.

There are two ways of warming up the brain:

## a) Brainstorming

Is a prewriting activity in which we come up with a list of ideas about topic. We quickly write down a list of ideas that come to our mind as we are thinking about general subject or a specific topic.

## b) Clustering

In clustering, we write our subject in the middle of the page and then circle it. We write related ideas around the circle as they occur to us. Then, we circle the ideas and connect them to our subject circle. These related ideas are like branches. We can add more branches to the subject circle or to related ideas as they occur to us.

## • Writing

In writing step, writer writes down all of their ideas. At this point do not worry about being perfect. Do not worry about form or correctness or even the

order. The objective is to get the ideas on paper as quickly as possible. New ideas will come to us later, and we may discover a better arrangement of ideas. The first version of writing is called draft.

## Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When revise paragraph, check the organization of paragraph and look at the idea.

### Editing

In this process, focus on grammar, word choice, verb forms, punctuation, and spelling. Proofread work to make sure that there are not any content errors or grammatical or spelling errors. Proofreading means carefully examining the final copy again check the correction we made

## Publishing

Publishing refers to putting the writing in a final finished format where it can be shared with other.

## c. Characteristic of an Effective Paragraph

## • Unity/Cohesion

The unity is synonymous with oneness. It means that, paragraph discusses only one main idea

from beginning to the end and every supporting sentence must directly explain or prove the main idea.

#### Coherence

One way to achieve coherence is through the use of transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. Transition signals are expressions like *first/second, moreover, however,* and *in brief.* It makes the movement between sentences in a paragraph smooth, so the reader does not have problems understanding the writer's ideas.

### d. Purpose of Writing

## Informative writing

Writer uses informative writing to share knowledge and give information, directions, or ideas. Example of informative writing includes describing events or experiences.

## • Expressive/narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

### Persuasive writing

In persuasive writing, writer attempts to influence other and initiate action or change. This type of writing includes evaluation of a book and movie.

### **NARRATIVE**

### a. Definition of Narrative

Narrative is a text focusing specific participants. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

#### b. Social Function of Narrative

To amuse, to entertain, and to deal with actual or various experience in different ways. It can be concluded that the purpose of narrative is to entertain the reader or listener

#### c. Generic Structure of Narrative

#### Orientation

- Introduces the characters and sparks the reader's interest in the characters.
- Tells the reader when, where, who, what, and why.
- Gives a hint about the problems which the characters will encounter.

- Complication
  - Something happens which the characters do not expect.
  - The reader discovers the problem.
- Resolution
  - The problem is solved.
- d. Language Feature of Narrative
  - Focus on specific and usually individualized participant.
    - E.g.: Cinderella, Elsa, and Snow White.
  - Use of relational processes and mental processes.
    - E.g.: Tigress was unhappy, everything was so weird.
  - Use of temporal conjunctions and temporal circumstances.
    - E.g.: A few years ago, sometimes, once upon a time.
  - Use of past tense.
    - E.g.: Lived, stayed, and was.
  - Use of verbal processes.
    - E.g.: Said, told, and promised.
  - Use of material processes.
    - E.g.: *The bomb exploded*.
- e. Types of Narrative Text
  - Fairy tale
  - Romances
  - Horror Stories

- Adventure Stories
- Myths and Legends

# f. Example of Narrative

## Cinderella

Orientation	Once upon a time, there lived
Officiation	•
	a beautiful girl named Cinderella.
	She was the child of the famous King
	in one palace. Her mother died when
	she was still about ten years old.
Complication	One day Cinderella was very
	sad because she heard that her father
	will marry with the woman who had
	two children. Cinderella's mother
	and two of her step sisters were very
	cruel with Cinderella. She was
	ordered by them to do all the house
	work every day and she might not to
	have a friend anymore.
	One night in the other palace
	of kingdom there lived the handsome
	who wanted to find a friend for his
	wife as a queen. The prince invited
	all the girls to come to his party.
	Cinderella wanted to come to his
	party.

Resolution	Suddenly come to her room a
	fairy. She helped Cinderella to
	prepare for coming to the party. A
	coachman ready to bring Cinderella
	and a fairy said to her "You must go
	home before late at night".
Complication	When Cinderella was dancing
	with the prince, she forgot the time
	was over. She quickly went home
	and her shoes left in front of the
	palace.
Resolution	Tomorrow morning the prince
	with armies walked around the
	village to find which girl had the
	shoe. Until the end, the prince found
	the own of the shoe and he brought
	Cinderella to the palace and they
	lived happy there.

## 9. LEARNING ACTIVITIES

- a. Pre Activities
  - Researcher greets students.
  - Researcher checks students' attendance.
  - Researcher reviews material about narrative text.

### b. Main Activities

### Exploration

- Researcher reminds students the material about previous lesson.
- Researcher plays "Frozen" movie.

### Elaboration

- Researcher asks students to watch movie while taking a note include title, content, generic structure, and language features.
- Researcher asks students to write narrative text based on the "Frozen" movie.
- Researcher asks students to share their narrative text in pair.
- Researcher asks students to identify their partner's writing and take note error writing.
- Researcher asks students to rewrite corrected narrative text on the worksheet.

### Confirmation

- Researcher gives feedback for students.
- Researcher reviews the material.
- Researcher gives opportunity to students for asking question.

### c. Post Activities

 Researcher and students summarize and conclude the material.

- Researcher gives suggestion or motivation to students for study hard and memorizes the material.
- Researcher conveys the activity in the next meeting.
- Researcher closes the class.

### 10. ASSESSMENT

Form : Written

Technique : Students are assigned to write a narrative

text based on the "Frozen" movie.

## 11. ASPECTS TO BE ASSESSED

## Percentage of the Element of Writing

No	Element of Writing	Score
1	The content of mastery	30
2	The organization mastery	20
3	The vocabulary mastery	20
4	The grammar mastery	25
5	The mechanic mastery	5
	Total	100

## Scoring Guidance and the Explanation of Criteria

No	Categories	Score	Criteria
1	Content	30-27	Excellent to very
			<b>good:</b> knowledgeable
			• substantive

			•thorough
			development of thesis
			•relevant to assigned
			topic.
		26-22	Good to average:
			some knowledge of
			subject • adequate
			range • limited
			development of thesis
			• mostly relevant to
			topic, but lacks detail.
		21-17	Fair to poor: limited
			knowledge of subject
			• little substance •
			inadequate
			development of topic.
		16-13	Very poor: does not
			show knowledge of
			subject • non-
			substantive • not
			pertinent • OR not
			enough to evaluate.
2	Organization	20-18	Excellent to very
			good: fluent

		expression • ideas
		clearly stated/
		supported • succinct •
		well-organized •
		logical sequencing •
		cohesive.
	17-14	Good to average:
		somewhat choppy •
		loosely organized but
		main ideas stand out •
		limited support ●
		logical but incomplete
		sequencing.
	13-10	Fair to poor: non-
		fluent • ideas
		confused or
		confused or
		confused or disconnected • lacks
	9-7	confused or disconnected • lacks logical sequencing
	9-7	confused or disconnected • lacks logical sequencing and development.
	9-7	confused or disconnected • lacks logical sequencing and development.  Very poor: does not
	9-7	confused or disconnected • lacks logical sequencing and development.  Very poor: does not communicate • no

		good: sophisticated
		range ● effective
		word/ idiom choice
		and usage • word
		form mastery •
		appropriate register.
	17-14	Good to average:
		adequate range •
		occasional errors of
		word/ idiom form,
		choice, usage but
		meaning not
		obscured.
	13-10	Fair to poor: limited
		range • frequent
		errors of word/idiom
		form, choice, usage
		•meaning confused or
		obscured.
	9-7	Very poor:
		essentially translation,
		little knowledge of
		English vocabulary,

			•OR not enough to
			evaluate.
4	Grammar	25-22	Excellent to very
			<b>good:</b> effective
			complex
			constructions • few
			errors of agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions.
		21-18	Good to average:
			effective but simple
			construction • minor
			problems in complex
			contractions • several
			errors or agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions but
			meaning seldom
			obscured.
		17-11	Fair to poor: major
			problems in simple/

			complex construction
			• frequent errors of
			negation, agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions, and/ or
			fragments, run-ons,
			deletions •meaning
			confused or obscured.
		10-5	Very poor: virtually
			no mastery of
			sentence construction
			rules • dominated by
			errors • does not
			communicate • OR
			not enough to
			evaluate.
5	Mechanic	5	Excellent to very
			good: demonstrates
			mastery of
			conventions • few
			errors of spelling,
			punctuation,
			punctuation, capitalization,

	paragraphing.
4	Good to average:
	occasional errors of
	spelling, punctuation,
	capitalization,
	paragraphing <i>but</i>
	meaning not
	obscured.
3	Fair to poor:
	frequent errors of
	spelling, punctuation,
	capitalization,
	paragraphing • poor
	handwriting •meaning
	confused or obscured.
2	Very poor: no
	mastery of
	conventions •
	dominated by errors
	of spelling,
	punctuation,
	capitalization,
	paragraphing •
	handwriting illegible
	• OR not enough to
1	

	evaluate.

### 12. SOURCE

Headmaster

a. Maria Arina Luardini and Natalina Asi, International Journal of English and Education, An Analysis of Linguistic Competence in Writing Texts by Teacher in Palangka Raya, Pontianak: Universitas Tangjungpura Pontianak, 2013

> Semarang, 8 February 2016 The Researcher,



## Holy Dita Purnasari

NIM. 123411048

Approved by

Approved

98603 1 010

English Teacher

Dra. Sri Yanti

NIP. 196212071988032009

### LESSON PLAN FOR CONTROL CLASS (I)

### 1. LESSON'S IDENTITY

a. School : SMA N 8 Semarang

b. Subject : English

c. Class/Semester : X/2

d. Skill focus : Writing

e. Material : Narrative Text

f. Time Allotment : 2 x 45 minutes

### 2. STANDARD COMPETENCE

12 Expressing meaning in a short functional written text and *narrative*, *descriptive* and *news* item simple essay in daily life context.

### 3. BASIC COMPETENCE

12.2 Expressing meaning and rhetorical steps in simple essay accurately, smoothly and acceptably in daily life context and to access knowledge in narrative, descriptive, and news item.

### 4. INDICATORS

- a. Students explain the social function, generic structures, and language features of narrative text.
- b. Students make past tense sentences.
- c. Students write narrative text based on text.

### 5. LEARNING GOALS

At the end of the study, students will have been able to:

- a. Explain the social function, generic structure and language features of narrative text.
- b. Make past tense sentences.
- c. Write narrative text based on text.

### 6. METHOD OF LEARNING

- a. Communicative Learning Teaching (CLT)
- b. Presentation Practice Production

### 7. MEDIUM OF LEARNING

- a. Laptop
- b. Speaker
- c. PowerPoint
- d. LCD & Projector
- e. Worksheet

### 8. LEARNING MATERIAL

### WRITING

## a. Definition of Writing

Writing is a way to produce language which represents by putting down words or idea to some medium.

### b. Process of Writing

## Prewriting

In this step, you gather ideas to write about. Prewriting can be defined as a way of warming up the brain before write.

There are two ways of warming up the brain:

### a) Brainstorming

Is a prewriting activity in which we come up with a list of ideas about topic. We quickly write down a list of ideas that come to our mind as we are thinking about general subject or a specific topic.

## b) Clustering

In clustering, we write our subject in the middle of the page and then circle it. We write related ideas around the circle as they occur to us. Then, we circle the ideas and connect them to our subject circle. These related ideas are like branches. We can add more branches to the subject circle or to related ideas as they occur to us.

## • Writing

In writing step, writer writes down all of their ideas. At this point do not worry about being perfect.

Do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible. New ideas will come to us later, and we may discover a better arrangement of ideas. The first version of writing is called draft.

### Revising

The initial piece of writing is examined and reworked so that the ideas are logical and flow together. When revise paragraph, check the organization of paragraph and look at the idea.

## Editing

In this process, focus on grammar, word choice, verb forms, punctuation, and spelling. Proofread work to make sure that there are not any content errors or grammatical or spelling errors. Proofreading means carefully examining the final copy again check the correction we made

## Publishing

Publishing refers to putting the writing in a final finished format where it can be shared with other.

## c. Characteristic of an Effective Paragraph

## • Unity/Cohesion

The unity is synonymous with oneness. It means that, paragraph discusses only one main idea

from beginning to the end and every supporting sentence must directly explain or prove the main idea.

### Coherence

One way to achieve coherence is through the use of transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence. Transition signals are expressions like *first/second, moreover, however,* and *in brief.* It makes the movement between sentences in a paragraph smooth, so the reader does not have problems understanding the writer's ideas.

### d. Purpose of Writing

## • Informative writing

Writer uses informative writing to share knowledge and give information, directions, or ideas. Example of informative writing includes describing events or experiences.

## • Expressive/narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

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In persuasive writing, writer attempts to influence other and initiate action or change. This type of writing includes evaluation of a book and movie.

### **NARRATIVE**

### Definition of Narrative

Narrative is a text focusing specific participants. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

#### b. Social Function of Narrative

To amuse, to entertain, and to deal with actual or various experience in different ways. It can be concluded that the purpose of narrative is to entertain the reader or listener

#### c. Generic Structure of Narrative

#### Orientation

- Introduces the characters and sparks the reader's interest in the characters.
- Tells the reader when, where, who, what, and why.
- Gives a hint about the problems which the characters will encounter.

- Complication
  - Something happens which the characters do not expect.
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  - The problem is solved.
- d. Language Feature of Narrative
  - Focus on specific and usually individualized participant.
    - E.g.: Cinderella, Elsa, and Snow White.
  - Use of relational processes and mental processes.
    - E.g.: Tigress was unhappy, everything was so weird.
  - Use of temporal conjunctions and temporal circumstances.
    - E.g.: A few years ago, sometimes, once upon a time.
  - Use of past tense.
    - E.g.: Lived, stayed, and was.
  - Use of verbal processes.
    - E.g.: Said, told, and promised.
  - Use of material processes.
    - E.g.: *The bomb exploded.*
- e. Types of Narrative Text
  - Fairy tale
  - Romances
  - Horror Stories

- Adventure Stories
- Myths and Legends

# f. Example of Narrative

Orientation	Once upon a time, there lived
	a beautiful girl named Cinderella.
	She was the child of the famous King
	in one palace. Her mother died when
	•
	she was still about ten years old.
Complication	One day Cinderella was very
	sad because she heard that her father
	will marry with the woman who had
	two children. Cinderella's mother
	and two of her step sisters were very
	cruel with Cinderella. She was
	ordered by them to do all the house
	work every day and she might not to
	have a friend anymore.
	One night in the other palace
	of kingdom there lived the handsome
	who wanted to find a friend for his
	wife as a queen. The prince invited
	all the girls to come to his party.
	Cinderella wanted to come to his
	party.

Resolution	Suddenly come to her room a
	fairy. She helped Cinderella to
	prepare for coming to the party. A
	coachman ready to bring Cinderella
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	home before late at night".
Complication	When Cinderella was dancing
	with the prince, she forgot the time
	was over. She quickly went home
	and her shoes left in front of the
	palace.
Resolution	Tomorrow morning the prince
	with armies walked around the
	village to find which girl had the
	shoe. Until the end, the prince found
	the own of the shoe and he brought
	Cinderella to the palace and they
	lived happy there.

## 9. LEARNING ACTIVITIES

- a. Pre Activities
  - Researcher greets students.
  - Researcher introduces herself.
  - Researcher checks students' attendance.

 Researcher gives stimulating questions related to the material.

#### b. Main Activities

## **Exploration**

- Researcher explains the material of writing (definition, process, characteristic of an effective paragraph, purpose) and narrative text (definition, social function, generic structure, language features, types, and example) by using slide of power point.
- Researcher and students discuss about the content, generic structure, and language features of the example text.

#### Elaboration

- Researcher gives students a text and asks them to write the generic structure.
- Researcher checks students' work.
- Researcher shows the correct answer.
- Researcher gives "Frozen" text for students.
- Researcher asks students to read the text while taking a note include title, content, generic structure, and language features.
- Researcher chooses some students to tell their note about the text.

#### Confirmation

• Researcher gives feedback for students.

- Researcher reviews the material.
- Researcher gives opportunity to students for asking question.

#### c. Post Activities

- Researcher and students summarize and conclude the material.
- Researcher gives suggestion or motivation to students for study hard and memorizes the material.
- Researcher conveys the activity in the next meeting.
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Form : Written

Technique : Students are assigned to write generic

structure and language features of the text.

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Semarang, 5 February 2016 The Researcher,

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Approved by

Headmaster

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Haryoto/M.Ed 19600129 198603 1 010 English Teacher

Dra. Sri Yanti

NIP. 196212071988032009

#### LESSON PLAN FOR CONTROL CLASS (II)

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f. Time Allotment : 2 x 45 minutes

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At the end of the study, students will have been able to write a simple narrative text.

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The unity is synonymous with oneness. It means that, paragraph discusses only one main idea from beginning to the end and every supporting sentence must directly explain or prove the main idea.

#### Coherence

One way to achieve coherence is through the use of transition signals. Transition signals are words

and phrases that connect the idea in one sentence with the idea in another sentence. Transition signals are expressions like *first/second*, *moreover*, *however*, and *in brief*. It makes the movement between sentences in a paragraph smooth, so the reader does not have problems understanding the writer's ideas.

## d. Purpose of Writing

## • Informative writing

Writer uses informative writing to share knowledge and give information, directions, or ideas. Example of informative writing includes describing events or experiences.

## • Expressive/narrative writing

Expressive or narrative writing is a personal or imaginative expression in which the writer produces stories or essays. This types of writing often used for entertainment, pleasure, discovery as fun writing, such as poems, or short play.

## • Persuasive writing

In persuasive writing, writer attempts to influence other and initiate action or change. This type of writing includes evaluation of a book and movie.

#### **NARRATIVE**

#### a. Definition of Narrative

Narrative is a text focusing specific participants. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

#### b. Social Function of Narrative

To amuse, to entertain, and to deal with actual or various experience in different ways. It can be concluded that the purpose of narrative is to entertain the reader or listener.

#### c. Generic Structure of Narrative

#### Orientation

- Introduces the characters and sparks the reader's interest in the characters.
- Tells the reader when, where, who, what, and why.
- Gives a hint about the problems which the characters will encounter.

## Complication

- Something happens which the characters do not expect.
- The reader discovers the problem.

#### Resolution

The problem is solved.

- d. Language Feature of Narrative
  - Focus on specific and usually individualized participant.

E.g.: Cinderella, Elsa, and Snow White.

- Use of relational processes and mental processes.
  - E.g.: Tigress was unhappy, everything was so weird.
- Use of temporal conjunctions and temporal circumstances.

E.g.: A few years ago, sometimes, once upon a time.

• Use of past tense.

E.g.: Lived, stayed, and was.

Use of verbal processes.

E.g.: Said, told, and promised.

• Use of material processes.

E.g.: The bomb exploded.

- e. Types of Narrative Text
  - Fairy tale
    - Romances
  - Horror Stories
  - Adventure Stories
  - Myths and Legends

# f. Example of Narrative

Orientation	Once upon a time, there lived		
	a beautiful girl named Cinderella.		
	She was the child of the famous King		
	in one palace. Her mother died when		
	she was still about ten years old.		
Complication	One day Cinderella was very		
	sad because she heard that her father		
	will marry with the woman who had		
	two children. Cinderella's mother		
	and two of her step sisters were very		
	cruel with Cinderella. She was		
	ordered by them to do all the house		
	work every day and she might not to		
	have a friend anymore.		
	One night in the other palace		
	of kingdom there lived the handsome		
	who wanted to find a friend for his		
	wife as a queen. The prince invited		
	all the girls to come to his party.		
	Cinderella wanted to come to his		
	party.		
Resolution	Suddenly come to her room a		
	fairy. She helped Cinderella to		

r			
	prepare for coming to the party. A		
	coachman ready to bring Cinderella		
	and a fairy said to her "You must go		
	home before late at night".		
Complication	When Cinderella was dancing		
	with the prince, she forgot the time		
	was over. She quickly went home		
	and her shoes left in front of the		
	palace.		
Resolution	Tomorrow morning the prince		
	with armies walked around the		
	village to find which girl had the		
	shoe. Until the end, the prince found		
	the own of the shoe and he brought		
	Cinderella to the palace and they		
	lived happy there.		

## 9. LEARNING ACTIVITIES

- a. Pre Activities
  - Researcher greets students.
  - Researcher checks students' attendance.
  - Researcher reviews material about narrative text.

#### b. Main Activities

## Exploration

- Researcher reminds students the material about previous lesson.
- Researcher gives "Frozen" text for students.

#### Elaboration

- Researcher asks students to read the text while taking a note include title, content, generic structure, and language features.
- Researcher asks students to write narrative text based on the "Frozen" text.
- Researcher asks students to share their narrative text in pair.
- Researcher asks students to identify their partner's writing and take note error writing.
- Researcher asks students to rewrite corrected narrative text on the worksheet.

#### Confirmation

- Researcher gives feedback for students.
- Researcher reviews the material.
- Researcher gives opportunity to students for asking question.

## c. Post Activities

 Researcher and students summarize and conclude the material.

- Researcher gives suggestion or motivation to students for study hard and memorizes the material.
- Researcher conveys the activity in the next meeting.
- Researcher closes the class.

## 10. ASSESSMENT

Form : Written

Technique : Students are assigned to write a narrative

text based on the "Frozen" text.

## 11. ASPECTS TO BE ASSESSED

## Percentage of the Element of Writing

No	Element of Writing	Score
1	The content of mastery	30
2	The organization mastery	20
3	The vocabulary mastery	20
4	The grammar mastery	25
5	The mechanic mastery	5
	Total	100

## Scoring Guidance and the Explanation of Criteria

No	Categories	Score	Criteria
1	Content	30-27	Excellent to very
			<b>good:</b> knowledgeable
			• substantive

			•thorough
			development of thesis
			•relevant to assigned
			topic.
		26-22	Good to average:
			some knowledge of
			subject • adequate
			range • limited
			development of thesis
			• mostly relevant to
			topic, but lacks detail.
		21-17	Fair to poor: limited
			knowledge of subject
			• little substance •
			inadequate
			development of topic.
		16-13	Very poor: does not
			show knowledge of
			subject • non-
			substantive • not
			pertinent • OR not
			enough to evaluate.
2	Organization	20-18	Excellent to very
			good: fluent

		expression • ideas
		clearly stated/
		supported • succinct •
		well-organized •
		logical sequencing •
		cohesive.
	17-14	Good to average:
		somewhat choppy •
		loosely organized but
		main ideas stand out •
		limited support ●
		logical but incomplete
		sequencing.
	13-10	Fair to poor: non-
		fluent • ideas
		confused or
		confused or
		confused or disconnected • lacks
	9-7	confused or disconnected • lacks logical sequencing
	9-7	confused or disconnected • lacks logical sequencing and development.
	9-7	confused or disconnected • lacks logical sequencing and development.  Very poor: does not
	9-7	confused or disconnected • lacks logical sequencing and development.  Very poor: does not communicate • no

		good: sophisticated
		range ● effective
		word/ idiom choice
		and usage • word
		form mastery •
		appropriate register.
	17-14	Good to average:
		adequate range •
		occasional errors of
		word/ idiom form,
		choice, usage but
		meaning not
		obscured.
	13-10	Fair to poor: limited
		range • frequent
		errors of word/idiom
		form, choice, usage
		•meaning confused or
		obscured.
	9-7	Very poor:
		essentially translation,
		little knowledge of
		English vocabulary,

			•OR not enough to
			evaluate.
4	Grammar	25-22	Excellent to very
			<b>good:</b> effective
			complex
			constructions • few
			errors of agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions.
		21-18	Good to average:
			effective but simple
			construction • minor
			problems in complex
			contractions • several
			errors or agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions but
			meaning seldom
			obscured.
		17-11	Fair to poor: major
			problems in simple/

			complex construction
			• frequent errors of
			negation, agreement,
			tense, number, word
			order/ function,
			articles, pronouns,
			prepositions, and/ or
			fragments, run-ons,
			deletions •meaning
			confused or obscured.
		10-5	Very poor: virtually
			no mastery of
			sentence construction
			rules • dominated by
			errors • does not
			communicate • OR
			not enough to
			evaluate.
5	Mechanic	5	Excellent to very
			good: demonstrates
			mastery of
			conventions • few
			errors of spelling,
			punctuation,

		paragraphing.
	4	Good to average:
		occasional errors of
		spelling, punctuation,
		capitalization,
		paragraphing but
		meaning not
		obscured.
	3	Fair to poor:
		frequent errors of
		spelling, punctuation,
		capitalization,
		paragraphing • poor
		handwriting •meaning
		confused or obscured.
	2	Very poor: no
		mastery of
		conventions •
		dominated by errors
		of spelling,
		punctuation,
		capitalization,
		paragraphing •
		handwriting illegible
		• OR not enough to
1	1	I

## 12. SOURCE

a. Maria Arina Luardini and Natalina Asi, International Journal of English and Education, An Analysis of Linguistic Competence in Writing Texts by Teacher in Palangka Raya, Pontianak: Universitas Tangjungpura Pontianak, 2013

> Semarang, 10 February 2016 The Researcher,

Holy Dita Purnasari NIM. 123411048

Approved by

English Teacher

Headmaster

98603 1 010

Dra. Sri Yanti

NIP. 196212071988032009

NAME	:	
CLASS	•	

# PRE TEST WORKSHEET TEST OF WRITING NARRATIVE TEXT

Theme : Fairy Tale

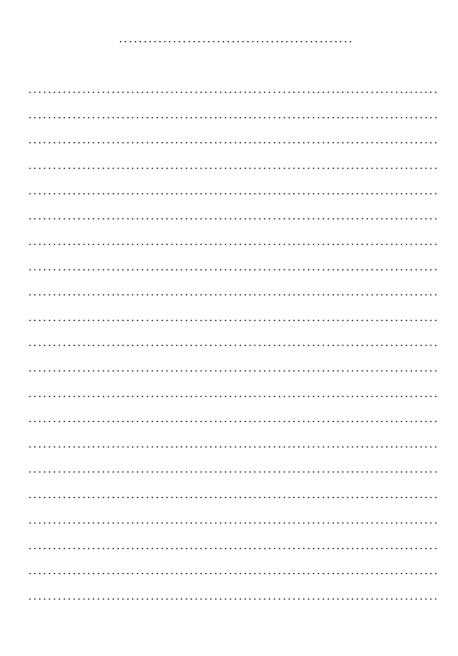
Kind of Text : Narrative Text

Time Allotment : 40 minutes

#### Instruction:

- 1. Write your name and class on the top of the paper.
- 2. Write a narrative text about fairy tale (example: Cinderella, Snow White, etc).
- 3. You have to write at least 75 words.
- 4. The duration of writing is 35 minutes.
- 5. You can open your dictionary.







NAME

: Ramathan Birno

CLASS

: X5127

#### PRE TEST WORKSHEET

#### TEST OF WRITING NARRATIVE TEXT

Theme

: Fairy Tale

Kind of Text

: Narrative Text

Time Allotment

: 40 minutes

#### Instruction:

1. Write your name and class on the top of the paper.

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# Snow white

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snow unite still	encarscion	is and the du	ark very
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Ger white han	eur, and hel	ived arhappil;	ever
REPEV/			
Categories	Score		
1. Content	17		
2. Organization	13		
3. Vocabulary	14		
4. Grammar	5		
5. Mechanic	2 +		
	51		



NAME : Folthan auber Morti

CLASS

: XE /13

#### PRE TEST WORKSHEET

#### TEST OF WRITING NARRATIVE TEXT

Theme

: Fairy Tale

Kind of Text

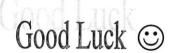
: Narrative Text

Time Allotment

: 40 minutes

#### Instruction:

- 1. Write your name and class on the top of the paper.
- 2. Write a narrative text about fairy tale (example: Cinderella, Snow White, etc).
- 3. You have to write at least 75 words.
- 4. The duration of writing is 35 minutes.
- 5. You can open your dictionary.



	a. Organizatron	14	
	3. Vocabulary	14	
	11 Gramman 1	17	
	5 Mechanic Karo	+	
		68	^
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Score

21

Categories

1. Content

NAME:	
CLASS:	

# Read the following text, and then identify the generic structure!

Once upon a time, there lived a beautiful girl
named Cinderella. She was the child of the famous King
in one palace. Her mother died when she was still about
ten years old.
One day Cinderella was very sad because she heard
that her father will marry with the woman who had two
children. Cinderella's mother and two of her step sisters
were very cruel with Cinderella. She was ordered by them
to do all the house work every day and she might not to
have a friend anymore.
One night in the other palace of kingdom there
lived the handsome who wanted to find a friend for his
wife as a queen. The prince invited all the girls to come to
his party. Cinderella wanted to come to his party.
Suddenly come to her room a fairy. She helped
Cinderella to prepare for coming to the party. A coachman
ready to bring Cinderella and a fairy said to her "You

must go home before late at night".
When Cinderella was dancing with the prince, she
forgot the time was over. She quickly went home and her
shoes left in front of the palace.
Tomorrow morning the prince with armies walked
around the village to find which girl had the shoe. Until
the end, the prince found the own of the shoe and he
brought Cinderella to the palace and they lived happy
there.



NAME : Fahrunisa R.D CLASS : x 6 / 15

#### Read the following text, and then identify the generic structure!

eriontasion	Once upon a time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old.
complication	One day Cinderella was very sad because she heard that her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore.  One night in the other palace of kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.
Regolution	Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman ready to bring Cinderella and a fairy said to her "You must go home before late at night".
complication 8	When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.
Resolvtion	Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.



NAME : Atika Nabhah CLASS : X-E/6

Read the following text, and then identify the generic structure!

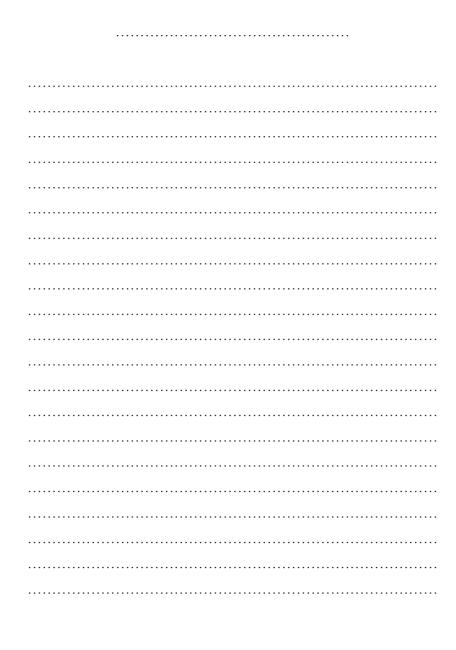
rientation	Once upon a time, there lived a beautiful girl named Cinderella. She was the child of the famous King in one palace. Her mother died when she was still about ten years old.
Complication	One day Cinderella was very sad because she heard that her father will marry with the woman who had two children. Cinderella's mother and two of her step sisters were very cruel with
S	Cinderella. She was ordered by them to do all the house work every day and she might not to have a friend anymore.
	One night in the other palace of kingdom there lived the handsome who wanted to find a friend for his wife as a queen. The prince invited all the girls to come to his party. Cinderella wanted to come to his party.
resolution	Suddenly come to her room a fairy. She helped Cinderella to prepare for coming to the party. A coachman ready to bring
R	Cinderella and a fairy said to her "You must go home before late at night".
Complication	When Cinderella was dancing with the prince, she forgot the time was over. She quickly went home and her shoes left in front of the palace.
resulution	Tomorrow morning the prince with armies walked around the village to find which girl had the shoe. Until the end, the prince found the own of the shoe and he brought Cinderella to the palace and they lived happy there.

#### **FROZEN**

In the Kingdom of Arendelle, lived two daughters named Elsa and Anna. They really lived happily as a family. Elsa had a magic to freeze anything she touched. One day, Elsa and Anna played snow in her room. Anna asked her to build a snowman. "Taa daa", said Elsa while creating a snowman. When they were playing a snow, suddenly Anna slipped. Elsa wanted to help her by her power. But her magic pounded Anna's head. Then Anna fell down and was unconscious. So Elsa brought her to the King to meet the trolls. Anna still could be cured but unfortunately her memories about Elsa's magic would be lost.

Since that accident, the King locked the gates and limited Elsa to contact with fellow and keep her power hidden from everyone, including Anna. A few years later, their parents died and the throne was given to Elsa. Anna was very happy because the gate was finally opened. They could meet people. At the night of dancing party, Anna met Hans, the Prince of the Southern Isles. They danced together and suddenly Hans proposed her. Anna agreed, but she had to ask for Elsa's approval, the Queen. Anna said, "Your majesty.. We would like to ask your blessing of our marriage". "Marriage?", Elsa asked her. "Sorry Anna, I disagree". Then Elsa left Anna and Hans, but Anna tried to stop her and unintentionally opened her glove. After that, Elsa

accidentally showed her strength in front of her guests. Everyone was afraid of her. Then she decided to run, left the palace, and went to a mountain of ice. She lived alone there. Anna wanted to find Elsa. She asked Hans to take care of Arendelle. In the middle of the trip, she met a handsome man, Kristoff and his deer. Having conversation for a while, Kristof agreed to accompany her to look for her sister. When they met Elsa, Anna asked her to unfreeze Arendelle. But Elsa could not do it. Then she asked Anna and the others to leave, but suddenly her magic hurted Anna's heart. Anna's hair turned white. Olaf told them only true love could heal it. Then Anna met Hans and told the matter, but Hans was a bad guys, he ignored her and said that he would marry Elsa to control the kingdom and locked Anna in the room. Finally Kristof came back to save Anna, because he really loved her. In the other hand, Hans told Elsa that Anna died because of her magic froze her heart. Elsa felt so sad and suddenly a snowstorm in Arendelle stopped. Elsa saw Anna and hugged her. Hans was caught. Finally they lived happily in the Kingdom of Arendelle.



NAME	:	

# POST TEST WORKSHEET TEST OF WRITING NARRATIVE TEXT

Theme : Frozen

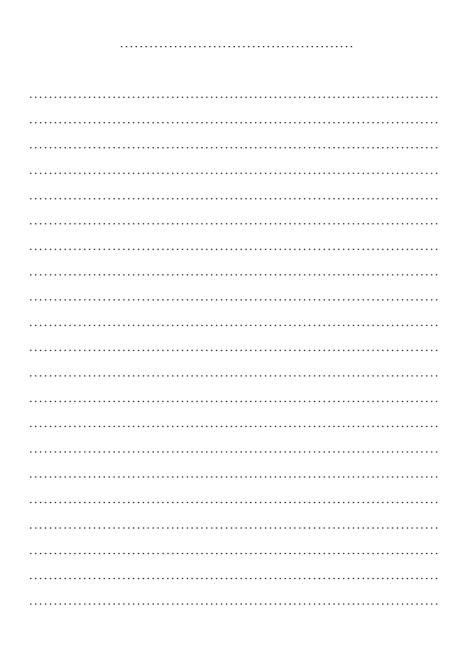
Kind of Text · Narrative Text

: 40 minutes Time Allotment

### Instruction:

- Write your name and class on the top of the paper.
- Write a narrative text about Frozen's story based on the movie.
- 3. You have to write at least 75 words.
- 4. The duration of writing is 35 minutes.
- 5. You can open your dictionary.









### POST TEST WORKSHEET

### TEST OF WRITING NARRATIVE TEXT

Theme

: Frozen

Kind of Text

: Narrative Text

Time Allotment

: 40 minutes

#### Instruction:

- 1. Write your name and class on the top of the paper.
- 2. Write a narrative text about Frozen's story based on the movie.
- 3. You have to write at least 75 words.
- 4. The duration of writing is 35 minutes.
- 5. You can open your dictionary.



1. Content 2. Organization 17 2. Vocabulary 17 4. Grammar 17 5. Mechanic 17 5. Mechanic 17 6. Mechanic 17 6. Mechanic 18 6. Mechanic 19 6. Me	Categori	ies Sore			
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Size In king down Continued Elsa and Anna Elsa bad a magical bover to freeze an King she touched.  She alwars praced snow and ite in Ongdom together, but a come time Elsa accidentif his Anna head until Anna fell down and a lear than Elsa accidentif his Anna head until Anna fell down and a lear than Elsa accidentif his Anna head until Anna fell down and a lear than Elsa for that Elsa for frois and Elsa's parent alway a love glove to Compton Elsas Ruser.  After a last asset and a larger for the following and Elsa grown up, Elsa become a queen her following the and Anna had a both rond haven prince thous, than the following the Anna had a both rond france for the following the following the Anna Innites and Chistoff to Russe Elsa but in Public way Anna and Anna Anna Anster Anna Anster and Onstell and combined to Elsa's Chingdonn after Anna Anster and Machister the following Elsa's hingdom but Elsa's Chingdonn after Anna Anna Anna Mistoff and Machister the Public there had Anna to the them the Ice municer Public. Anna had thene the company of Elsa's histoff back to the and the following and white one and of Elsa's the Anna and Onstell Message and Mistoff back to the and the following and the Anna had the following the Anna had the following the Anna had the following the fo	5. Mecho	anic 4+	A		
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NAME : Fortran Autor

### POST TEST WORKSHEET

### TEST OF WRITING NARRATIVE TEXT

Theme .

: Frozen

Kind of Text

: Narrative Text

Time Allotment

: 40 minutes

#### Instruction:

- 1. Write your name and class on the top of the paper.
- 2. Write a narrative text about Frozen's story based on the movie.
- 3. You have to write at least 75 words.
- 4. The duration of writing is 35 minutes.
- 5. You can open your dictionary.



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Onace Upon cutime in the Wing dom Of an Arandere lived two doughters named Anna and Elso. And they lived happing as a family. One down Anna/asuffisa to play snowing at the Kingdom (hall: / Ensa had magic power that everything that she touched with be frouzed. Elsa (use) normagic power to built Snowman named Olar then She maye a Glayground With her magic Power When Anna Play sto suddenly stipped on the floor. Fisa(try) to cured her but didn't make it. ? The Wing and The Queen evas Surprised Saw har dowshiter Sicu, So, The Wing Loon Anna to the Mountain to met the Troll. The Trolls (can) Cure Anna last hor memory about that accident will dissafear Since that accident The Wing locked the gate, and Fisa locked herself ther room and her comoci Anna. One day, the Wag and the Queen went Sailing to Manother (Dingdom, but in (they) trip the Ship was surven because storm. When the naws armived cut the hingdom Else and Anna was Cryed.) The (Dry and The queen death was they deepest sad? After 13 years, Elsa must tome over the Cungdom, so She blessed to be Owen of Arandette Finnally the gode of Arondelle (Wingdom Cray one ned . When, the gate (was) Opened Anna (try to located at her Wingdom, Suddenly She Met the Hors, the Prince of the Southern Isles then In they fell in love both others. Whon the fory bogiss Anna and House want to met Elsa to blessing to they manage, but Elsa dissogreed with that . Uncertanally Elsa and hermagin Power. Every one at the Party Surprised, Cuby the queen bad a mayic power? Ilso afraid & when someone (call her Imenster" So, Sho (deciden) to (ron) away at the Mountain to place hor own kingdom to come of the lived there alone.

One the next day Ana was searched Eisa to the mountain by a help from to Knikeboth, a housance ice man. When Anna entered ice who who she met to the Eisa, She try to took Elsa back to the Wingdom, but Elsa refused hor excited that a few them again attack hit Anna heart. The snowman that Eisa built, Olaf told Anna the only way to cure that was the True love of Anna. So, Writtooff town Anna as a shoot han the True love of Anna. So, Writtooff town Anna as a shoot han to met to Hans, her true love but then Anna as a shoot han the over Hone refuse her. If Hans was death, Elsa was correct that took over the wingdom. So, Has socked her in the room was death, Elsa was correct through those to love the wingdom. So, Hans locked her in the room was death, Elsa was correct through those to have the wingdom. So, Hans locked her in the room was death, Elsa was correct through those to have Elsa with his sword but Anna protected Elsa was Sudden by Anna turned to ice Statue.

Elsa hugged her and a cry ing. It sudden by Anna turned normal Abain. Her true love is her daughter love. Hans captured and senter the Orison a Since thigh they lived happily ever after (.)

Score
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75

### **DOCUMENTATION**

# PRE TEST OF EXPERIMENTAL GROUP (XG)





The researcher took pre-test of experimental group (X G) on  $3^{rd}$  February 2016. Students were asked to write a narrative text with the theme of Fairy Tale (example: Cinderella, Snow White, etc).

## PRE TEST OF CONTROL GROUP (XE)





The researcher took pre-test of control group ( $X \to 3^{rd}$ ) February 2016. Students were asked to write a narrative text with the theme of Fairy Tale (example: Cinderella, Snow White, etc).

## TREATMENT I OF EXPERIMENTAL GROUP (XG)





The researcher took 1<sup>st</sup> treatment of experimental group (X G) on 5<sup>th</sup> February 2016. She reminded students about last material, asked students to write the generic structure of Cinderella's text, and to watch Frozen movie.

## TREATMENT I OF CONTROL GROUP (X E)





The researcher took  $1^{\rm st}$  treatment of control group (X E) on  $10^{\rm th}$  February 2016. She reminded students about last material, asked students to write the generic structure of Cinderella's text, and to read Frozen text.

## TREATMENT II OF EXPERIMENTAL GROUP (X G)





The researcher took 2<sup>nd</sup> treatment of experimental group (X G) on 10<sup>th</sup> February 2016. She asked some students to share their ideas about Frozen movie to the other. After that, she asked students to write narrative text based on Frozen movie.

## TREATMENT II OF CONTROL GROUP (X E)





The researcher took  $2^{nd}$  treatment of control group (X E) on  $11^{th}$  February 2016. She asked some students to share their ideas about Frozen text to the other. After that, she asked students to write narrative text based on Frozen text.

## POST TEST OF EXPERIMENTAL GROUP (X G)





The researcher took post-test of experimental group (X G) on  $17^{rd}$  February 2016. Students were asked to write a narrative text with the theme of Frozen based on movie.

## POST TEST OF CONTROL GROUP (X E)





The researcher took post-test of experimental group (X G) on  $19^{rd}$  February 2016. Students were asked to write a narrative text with the theme of Frozen based on text.



### KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185

Nomor: In.06.03/J4/PP.00.9/4511/2015	Semarang, 19 Oktober 2015

Lamp :

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth:

Nadiah Makmun, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama

: Holy Dita Purnasari

NIM

: 123411048

Judul

.: The Effectiveness of Fairy Tale English Movie "Frozen" in Teaching Narrative Text Writing

Dan menunjuk saudara:

Nadiah Makmun, M.Pd

(Sebagai Pembimbing)

Demikian penunjukkan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan,

RIANCAS SI Jurusan PBI

Tembusan disampaikan kepada Yth:

- 1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
- 2. Mahasiswa yang bersangkutan



### PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN

Jl. Dr. Wahidin 118 Telp.(024) 8412180, Fax. (024) 8317752

#### SEMARANG Kode Pos 50234

Website: www.disdik.semarangkota.go.id email: disdik@semarangkota.go.id

#### SURAT IJIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG

Nomor: 070 /810

#### TENTANG IJIN RISET

Surat dari Universitas Islam Negeri Walisongo

No.Un.10.3/DI/TL.00/0272/2016 Tgl 18 Januari 2016

Perihal

: Ijin Riset

Berdasarkan hal tersebut di atas, Kepala Dinas Pendidikan Kota Semarang mengijinkan mahasiswa sebagai berikut :

Nama

Holy Dita Purnasari

NIM

123411048

Perguruan Tinggi : Universitas Islam Negeri Walisongo

Fakultas

: Ilmu Tarbiyah dan Keguruan

Judul

: "The Effectivenes Of Fairy Tale English Movie "Frozen" In Teaching

Narrative Text Writing (An Experimental Research at the Tenth Grade of

SMA N 8 Semarang in the Academic Year 2015/2016)".

Untuk mengadakan riset di SMA Negeri 8 Kota Semarang.

Dengan memperhatikan hal-hal sebagai berikut:

1 Kegiatan riset tidak mengganggu proses pembelajaran di sekolah.

2 Mentaati peraturan dan ketentuan yang berlaku di tempat riset tersebut.

3 Menyampaikan laporan/pemberitahuan kepada Kepala Dinas Pendidikan Kota Semarang setelah selesai pelaksanaan kegiatan riset.

4 Kegiatan riset dilaksanakan sejak dikeluarkannya surat ijin Kepala Dinas Pendidikan Kota Semarang sampai dengan selesai.

Semarang, 2 Februari 2016

Pendidikan

dan pengembangan

NIPA 19640224 198903 1 010

#### Tembusan Yth.

- Kepala Sekolah ybs
- Pertinggal



## PEMERINTAH KOTA SEMARANG DINAS PENDIDIKAN

# SMA NEGERI 8 SEMARANG

JL. Raya Tugu Semarang Sol 50185 8 8664553 Fax. (024) 8661798 E-mail: sman8smg@yahoo.com, Website: http://www.sman8smg-sch.id/

#### SURAT KETERANGAN Nomor: 423.4 / 105 / 2016

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Semarang, menerangkan bahwa Saudara tersebut di bawah ini:

Nama

Judul

: HOLY DITA PURNASARI

NIM : 123411048

Fak./Prodi : Ilmu Tarbiyah dan Keguruan

Universitas Islam Negeri Walisongo Semarang

telah melakukan penelitian di SMA N 8 Semarang untuk keperluan penyusunan skripsi :

Waktu : 3 - 19 Februari 2016

: "The Effectivenes Of Fairy Tale English Movie "Frozen" In Teaching

Narrative Text Writing (An Experimental Research at the Tenth Grade

of SMA N 8 Semarang in the Academic Year 2015/2016)".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

4 Februari 2016

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# LABORATORIUM MATEMATIKA JURUSAN PENDIDIKAN MATEMATIKA FAKULTAS SAINS DAN TEKNOLOGI

# UIN WALISONGO SEMARANG

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JURUSAN : Pendidikan Bahasa Inggris

JUDUL

: THE EFFECTIVENESS OF FAIRY TALE ENGLISH MOVIE

"FROZEN" IN TEACHING NARRATIVE TEXT WRITING

(An Experimental Research at the Tenth Grade of SMA N 8

Semarang in the Academic Year 2015/2016)

#### HIPOTESIS:

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 hasil belajar siswa kelas eksperimen ≤ kontrol. Ha: 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		
nilai akhir	eksp	36	76.8889	5,43942	.90657		
	kontr	36	65.2778	7.05331	1.17555		

		Levene's Test for Equality of Variances		dependent Samples Test  t-test for Equality of Means						
						Sig. (2-	Mean	Std. Error	95% Confidence Interval of the Difference	
		F	Sig.	t	df	tailed)	Difference	Difference	Lower	Upper
nilai akhir	Equal variances assumed	1.152	.287	7.821	70	.000	11.61111	1.48452	8.65033	14.57189
	Equal variances not			7.821	65.753	.000	11.61111	1.48452	8.64697	14.57525

Karena sig. = 0,287 ≥ 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,

1. Pada kolom Levenes Test for Equality of Variances, diperoleh nilai sig. = 0,287.

- maka untuk membandingkan rata-rata antara 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 = 7,821.
- Nilai t\_tabel (70;0,05) = 1,66 (one tail). Berarti nilai t\_hitung = 7,821 > t\_tabel = 1,66,
  hal ini berarti Ho DITOLAK, artinya: Rata-rata hasil belajar siswa kelas eksperimen
  lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

