CURRICULUM VITAE

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

Statistic	Variable
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	0.050
Liliefors	0.886
Liliefors Table	0.148
Conclusion	Normal

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

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	0.886
Liliefors Table	0.148
Conclusion	Normal

THE TEST OF THE NORMALITY DATA OF POST-TEST EXPERIMENT GROUP (X G)

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	
Liliefors Count	0.123
Derajat Kepercayaan	0.050
Liliefors	0.886
Liliefors Table	0.148
Conclusion	Normal

TEST OF THE PRE TEST HOMOGENEITY

Source of Data

Variance Sources	X E	X G
Sum	1803	2109
⎯n	36	36
X	50.08	60.25
Variance (S^2)	102.76	110.04
Standard Deviation(S)	10.14	10.49

$$F_{hitung} = \frac{varians\ terbesar}{varians\ terkecil} = \frac{110.04}{102.76} = 1.07$$

For α = 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	X E	X G
Sum	2350	2768
¬n	36	36
X	65.28	76.89
Variance (S^2)	49.74	29.58
Standard Deviation (S)	7.05	5.44

$$F_{hitung} = \frac{varians\ terbesar}{varians\ terkecil} = \frac{29.58}{49.74} = 0.59$$

For α = 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

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

Source of Data

Variance Sources	Eksperiment (X G)	Control (X E)
Sum	2116	1920
n	36	36
$\overline{X}$	58.778	53.333
Variance (s^2)	96.983	135.210
Standard Deviation (s)	9.848	11.628

Calculation

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} = \frac{(36-1)\cdot 96.983 + (36-1)\,135.210}{36+36-2}$$

$$S^2 = 116.097$$
$$S = 10.775$$

$$t_{hitung} = \frac{\overline{X}_1 - \overline{X}_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} = \frac{58.778 - 53.333}{10.775\sqrt{\frac{1}{36}+\frac{1}{36}}}$$

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

$$t_{hitung} = 2.144$$

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

peluang $= 1 - 1/2\ \alpha = 0{,}975$ dari daftar $\quad t_{tabel} = 1.99$

Daerah penerimaan Ho

-1.99   1.99   2.14
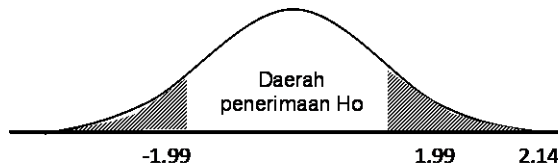
Because t_{hitung} is not in Ho area, it can be concluded that there are differences both experiment and control group.

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
n	36	36
X	76.889	65.278
Variance (s^2)	29.583	49.745
Standard Deviation (s)	5.439	7.053

Calculation

$$S^2 = \frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} = \frac{(36-1)\cdot 29.583 + (36-1)\cdot 49.745}{36+36-2}$$

$$S^2 = 39.664$$

$$S = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} \qquad 6.298$$

$$t_{hitung} = \frac{76.889 - 65.278}{6.298\sqrt{\frac{1}{36}+\frac{1}{36}}}$$

$$= \frac{11.611}{1.484}$$

$$t_{hitung} = 7.822$$

With significant level α = 5% dk = n1+n2-2 = 36 + 36 -2 = 70
peluang = 1 - 1/2 α = 0,975 dari
daftar distribusi t di dapat

$t_{tabel} = 1.66$

Daerah
penerimaan
Ho

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.	X A	√				√
2.	X B	√			√	
3.	X C	√	√			
4.	X D		√		√	
5.	X E			√	√	
6.	X F			√	√	
7.	X G			√		√
8.	X H					
9.	X I					

THE PRE-TEST SCORE OF THE EXPERIMENTAL GROUP

NO	CODE	WRITING ITEMS					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
SUM		622	466	448	399	114	2116
AVERAGE		17.77143	13.31429	12.8	11.4	3.257143	58.777778

THE PRE-TEST SCORE OF THE CONTROL GROUP

NO	CODE	WRITING ITEMS					RIPE SCORE
		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
SUM		602	415	415	374	114	1920
AVERAGE		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 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
SUM		783	564	555	649	140	2768
AVERAGE		22.37143	16.11429	15.85714	18.54286	4	76.8888889

THE POST-TEST SCORE OF THE CONTROL GROUP

NO	CODE	WRITING ITEMS					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
SUM		669	449	507	589	136	2350
AVERAGE		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 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
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

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

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.

	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 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,

Holy Dita Purnasari

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English Teacher

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 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 good:** 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 disconnected • lacks logical sequencing and development.
		9-7	**Very poor:** does not communicate • no organization • OR not enough to evaluate.
3	Vocabulary	20-18	**Excellent to very**

				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, idioms, word form

			•OR not enough to evaluate.
4	Grammar	25-22	**Excellent to very good:** 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, capitalization,

			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

			evaluate.

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, 8 February 2016
The Researcher,

Holy Dita Purnasari
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Approved by

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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:

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        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.

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        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

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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

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.
	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.
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   - Researcher introduces herself.

   - Researcher checks students' attendance.

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- 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.

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Semarang, 5 February 2016

The Researcher,

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English Teacher

Dra. Sri Yanti
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   Students write a simple narrative text.

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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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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 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 good:** 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 disconnected • lacks logical sequencing and development.
		9-7	**Very poor:** does not communicate • no organization • OR not enough to evaluate.
3	Vocabulary	20-18	**Excellent to very**

				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, idioms, word form

			•OR not enough to evaluate.
4	Grammar	25-22	**Excellent to very good:** 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, capitalization,

				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

			evaluate.

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

Headmaster

Drs. Haryoto, M.Ed
NIP. 19600129 198603 1 010

English Teacher

Dra. Sri Yanti
NIP. 196212071988032009

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.

Good Luck

Good Luck

☺

(51)

NAME	: Ramadhan Bimo
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.
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.

Good Luck ☺

Snow White

In the far away place (have) a kingdom, in this kingdom lived a girl, her name is snow white, snow white always wear blue and white dress, white shoes and always wear red head scarf. She lived alone and she always play in the forest, in forest she have a friend, the friend is dwarf, the dwarf is so kind, help full and always make a snow white happy. Some day snow white and dwarf want to hunt food for, but on the way he meet wizard and give snow white apple, snow white eat this apple and snow white fell down, dwarf brought snow white come back in kingdom but snow white still unconscious and the dwarf very sad, but came a Prince for away kingdom the Prince look for snow white and the dwarf say snow white still unconscious and the prince kiss snow white and snow white wake up, and he lived happily ever after.

Categories	Score
1. Content	17
2. Organization	13
3. Vocabulary	14
4. Grammar	5
5. Mechanic	2 +
	51

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.

Good Luck ☺

Categories	Score
1. Content	21
2. Organization	14
3. Vocabulary	14
4. Grammar	17
5. Mechanic	2
	68

Rapunzel

Once upon a time there lives a king in a kingdom who have married and the Queen had pregnant. but the Queen was sicu, the only way to heal her is make a liquid from golden flower and drink it. the king ordered the knights to search it. the golden flower only can be found in the witch's garden, the witch use it to make her young again by sing in near that flower, but someday when she sing in near golden flower she forgot to hide it with bush. so the knights that king's order found that flower and give that to the Queen to make a liquid and drunk it. After that the Queen gave a birth to a girl who had a golden hair. After one I year the witch came to the kingdom to take the baby with her. After hignaped the baby the witch took her at the tower. After 16 years Rapunzel became a very beautiful woman and had a very long golden hair. at her birthday he wondering why the kingdom let the lampions to the sky, so she decided to to the kingdom with a hunter her. She cross many obstacle in her trip to the kingdom but she pass it. After she arrived to the kingdom she met with the witch and fight until the witch died. After that Rapunzel meet the king and the Queen who search his daughter that was missing 16 years ago. before the king didn't reconize that Rapunzel was his daughter but after he look again her finally reconize that she was his daughter. So the Rapunzel live happily ever after in the kingdom.

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

Cinderella

	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.

(80)

NAME : Fahrunisa R·D
CLASS : x 6 / 15

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

Cinderella

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 Ø	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.
Reyolution Ø	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 Ø	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 Ø	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.

_80_

NAME	: Atika Nabilah
CLASS	: X – E / 6

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

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. 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.
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.

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.

Good Luck

Good Luck

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NAME : Ramadhan Bimo sakina Hadi

CLASS : X 5/27

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.

Good Luck ☺

Categories	Score
1. Content	22
2. Organization	17
3. Vocabulary	17
4. Grammar	17
5. Mechanic	4

FROZEN

One day, in the kingdom Of Arendelle, there lived two sisten in kingdom hen named Elsa and Anna, Elsa had a magical power to freeze anything she touched.

She always played snow and ice in kingdom together, but as one time Elsa accidently hit Anna head until Anna fell down and after that Elsa doesn't want to play with Anna again, then Elsa parent brought Elsa to trolls and Elsa's parent gave glove to control Elsa's power.

After 3 year passed away, Anna and Elsa grown up, Elsa became a queen, her parent died, and Anna had a boyfriend namey Prince Hans, Hans want to proposed Anna but Elsa refused.

After that Elsa escape from Arendelle and went to the manteim to build his own kingdom, then Anna invites Kristoff to pursue Elsa but in middle war Anna and Kristoff met Olaf, Olaf is a snowman made by Elsa then Anna, Kristoff and Olaf continue to Elsa's kingdom after Anna arriving Elsa's kingdom but Elsa drop out Anna by force then Anna until door, Anna meet the ice monster, and monster ice pursue them but Anna can escaped from the ice monster pursue.

Then Anna and Kristoff back to Arendelle, after Anna and Kristoff arriving in Arendelle, Anna hair turned white, Kristoff feel restless with Anna, and Kristoff resumed to Arendelle, in Elsa's kingdom, Elsa notify by prince Hans if Anna has died due to frozen power of Elsa, etc.

Then Elsa and Prince Hans headed to Arendelle after Elsa mee Anna, with a shreyd boy prince Hans exploit it to kill Elsa but Anna protect Elsa while protecting the body of Hans the ice completely after that Elsa touch Anna body and Anna escape from the power of Elsa which can be freeze at any time, after that prince Hans entered into prison and Elsa, Anna, Kristoff, Sven and Olaf lived could happily ever after.

NAME	: Fathan Awbar
CLASS	: XE /13

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.

Good Luck ☺

Frozen

Once upon a time in the kingdom of Arandelle lived two daughters named Anna and Elsa. And they lived happily as a family. One day, Anna ask Elsa to play snowman at the kingdom hall. Elsa had magic power that everything that she touched will be frouzed. Elsa use her magic power to built snowman named Olaf. Then she made a playground with her magic power. When Anna play, she suddenly slipped on the floor. Elsa try to cured her but didn't make it. The king and the queen was surprised saw her daughter sick. So, the king took Anna to the mountain to met the troll. The trolls can cure Anna, but her memory about that accident will dissapear.

Since that accident the king locked the gate, and Elsa locked her self her room and not contact Anna. One day, the king and the queen went sailing to another kingdom, but in they trip the ship was sunken because storm. When the news arrived at the kingdom Elsa and Anna was cryed. The king and the queen death was they deepest sad.

After 13 years, Elsa must take over the kingdom, so she blessed to be queen of Arandelle. finally the gate of Arandelle kingdom was opened. When the gate was opened Anna try to looued at her kingdom. Suddenly she met Hans, the prince of the southern Isles, they they fell in love each others. When the party begins Anna and Hans went to met Elsa to blessing they mariage, but Elsa dissagreed with that. Unfortunally Elsa used her magic power. Every one at the party surprised, why the queen had a magic power? Elsa afraid when someone call her "monster" so, she deciden to ran away at the mountain to make her own kingdom where she lived there alone.

One the next day Anna was searched Elsa to the mountain by a help from ~~K~~ Kristoff, a handsome iceman. When Anna entered ice kingdom she met ~~Anna~~ Elsa, She try to took Elsa back to the kingdom, but Elsa refused her. ~~accidentaly~~ Elsa use her magic attack at Anna. The magic attack hit Anna heart. The snowman that Elsa built, Olaf told Anna the only way to cure that was the True love of Anna. So, Kristoff took Anna back to the kingdom to met ~~H~~ Hans, her true love. But when Anna ask about her true love Hans refuse her. Hans want married Anna because A Hans want took over the kingdom. So, Hans locued her in the room ~~then~~ Hans told Elsa that Anna was death, Elsa was confused in that chance Hans try to kill Elsa with his sword but Anna protected Elsa. Suddenly Anna turned to ice statue. Elsa hugged her and crying. Suddenly Anna turned normal again. Her true love is her daughter love. Hans captured and sent to the prison. Since that a they lived happily ever after.

Categories	Score
1. Content	26
2. Organization	17
3. Vocabulary	17
4. Grammar	11
5. Mechanic	4
	75

26
17
17
11
4
75

DOCUMENTATION

PRE TEST OF EXPERIMENTAL GROUP (XG)

The researcher took pre-test of experimental group (X G) on 3rd February 2016. Students were asked to write a narrative text with the theme of Fairy Tale (example: Cinderella, Snow White, etc).
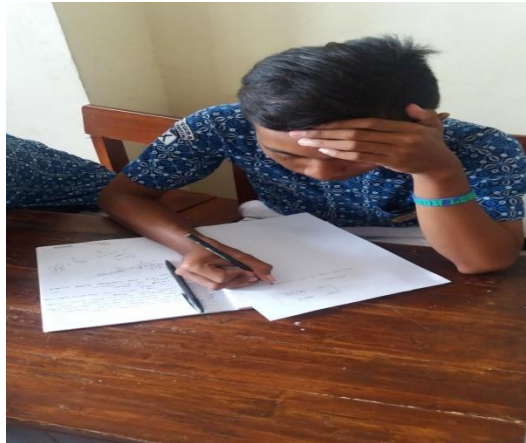
PRE TEST OF CONTROL GROUP (XE)

The researcher took pre-test of control group (X E) on 3rd 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 1st treatment of experimental group (X G) on 5th 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 1st treatment of control group (X E) on 10th 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 2nd treatment of experimental group (X G) on 10th 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 2nd treatment of control group (X E) on 11th 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 17rd 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 19rd February 2016. Students were asked to write a narrative text with the theme of Frozen based on text.

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,

Sekretaris Jurusan PBI

Sayyidatul Fadlilah, M.Pd
NIP. 19810908 200710 2 001

Tembusan disampaikan kepada Yth:

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

SURAT IJIN KEPALA DINAS PENDIDIKAN KOTA SEMARANG
Nomor : 070 /810

TENTANG IJIN RISET

Dasar	:	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

A.n. Kepala Dinas Pendidikan
Kota Semarang
Kabid. Mondoring dan pengembangan

Drs. TAUFIQ HIDAYAT, MT
Pembina
NIP. 19640224 198903 1 010

Tembusan Yth.
1. Kepala Sekolah ybs
2. Pertinggal

<u>SURAT KETERANGAN</u>
Nomor : 423.4 / 105 / 2016

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

        Nama   : **HOLY DITA PURNASARI**

        N I M   : **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**

        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)".

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

                                     Semarang, 24 Februari 2016

                                       Kepala SMA N 8 Semarang

                                       Drs. Haryoto, M.Ed

                                       NIP. 19600129 198603 1 010

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

PENELITI : Holy Dita Purnasari
NIM : 123411048
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

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
nilai akhir	Equal variances assumed	1.152	.287	7.821	70	.000	11.61111	1.48452	8.65033	14.57189
	Equal variances not assumed			7.821	65.753	.000	11.61111	1.48452	8.64697	14.57525

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

3. 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.

Semarang, 23 Juni 2016

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