

**THE EFFECTIVE PRACTICE IN TEACHING WRITING
OF NARRATIVE TEXT USING INCREDIBLE 2 MOVIE
(A Study at the Nine Grade of MTs Negeri 1 Jepara in the
Academic Year 2019/2020)**

THESIS

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



by :

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**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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SEMARANG
2019**

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DEDICATION

Praise to Allah SWT, the Most Greacious and the Most Merciful, this thesis is dedicated to:

The researcher's dearest father, Mr. Abdul Aziz Sukamto

The researcher's dearest mother, Mrs. Nining Nur Prihatin

The researcher's dearest sisters, Kharisma Nilna Nafisa, Cahaya Mozayyanah, and Zaenab Munifa Indah Nafis Anjali

Everyone who spread love and pray to the researcher.

Thank you for the valuable effort and affection which always flow every time in my life and thanks Allah for always loving me all the time.

MOTTO

“There is only one thing that makes a dream impossible to achieve
the fear of failure”

~Paulo Coelho~

We only live once. So What all we need just to do well.

ADVISOR NOTE

Semarang, 27 December 2019

To
The Dean of
Walisongo State Islamic University

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis:

Title : **THE EFFECTIVE PRACTICE IN TEACHING WRITING WRITING OF NARRATIVE TEXT USING INCREDIBLE 2 MOVIE (A Study at the Nine Grade of MTs Negeri 1 Jepara in the Academic Year 2019/2020)**

Name of the Students : Dian Pratiwi
Students Number : 1503046023
Department : Education
Field of of Study : English Language Teaching

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University, to be examined at Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

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Wassalamu'alaikum Wr. Wb.

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Finally the writer always expects that this research may be helpful for everyone.

Semarang, 27 December 2019
The Writer,

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ABSTRACT

Title : The Effective Practice in Teaching Writing of Narrative Text (A study at the Nine Grade of MTs Negeri 1 Jepara in the Academic Year 2019/2020)
Name : Dian Pratiwi
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Movie as a one of a kind modern technology it can be used as a good media for students in teaching learning. They can enjoy the pictures of the movie are always interesting for them. They are related to the students' difficulties of writing, through watching the movie, the students' simply can find material or topic to be written down in their paragraph. Based on the case, the researcher conducted this study to find out the effective practice in teaching writing of narrative text using Incredible 2 movie. This research used experimental study. The population was taken from the nine grade of MTs Negeri 1 Jepara in the academic year of 2019/2020. In collecting the data, the researcher used instruments in the form of essay test. After administering pre-test and post-test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test. From the data analysis, the t-test value (0,11) was higher than the t-table value (0,05). Using Incredible 2 movie as strategy in teaching writing narrative text can make students more creative and easy in arrange the text, this strategy can be an effective way for the class to stay focused and keep together. The students' writing of recount text by using Incredible 2 movie is more understandable and structurally. This research is contributed as a reference in teaching writing narrative text for Junior High School.

Keywords: Narrative text, Movie, Incredible 2 Movie

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CHAPTER I

INTRODUCTION

A. Research Background

Many people spend time to study the English language as international communication. As social beings, people need to communicate with each other. There are many ways to communicate; language is one of them. The international world knows as English as the global language. In era globalization, the English language the most important for everyone. As we know, English consist of four skills, reading, listening, writing and speaking.¹

Since a long time ago, writing has been an important thing. Writing is one of the skills in teaching-learning language, especially in communication. Through writing that can help us to have good socialization, can express our idea, feeling, and our opinion. So that we can have a good interaction with our society. According to (Irvin, 2010) Academic writing, as a form of evaluation, asks learners to demonstrate knowledge and proficiency skill of thinking, interpreting and

¹ Annisa Inna Nur, dkk. "*The Use of Discovery Method to Improve Students' Writing on Descriptive text*," JurnalKeguruandanIlmuPendidikan. (Vol. 3// 1, 2018), p 53

presenting.² According to (Flower and Hayes, 1981) Writing is a complicated process which is involve a number of cognitive and metacognitive activities, for instance, brainstorming, planning, outlining, organizing, drafting and revising. Cognitive aspects of writing have received particular attention, as investigators have attempted to understand thought processes underlying the compositions of students'.³

Allah also ruled his servant to writing, as stated in Surah Al – A'raf verse 154, which was revealed to Prophet Muhammad SAW.

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿١٥٤﴾

“Who has taught (the writing) by the pen.” (QS. Al Alaq:4)

From the verse above, Allah commands us to write, so we know how important writing is. Good writing is done from the set of rules and principles. Rules of good writing skills are progressively noticed as crucial to provide students for their success in this century.

Based on the writer's observation at the nine-grade students of MTs Jepara, many students have some difficulties in

² As Suhana&AcepHaryudin, *"The Relationship between reading ability and Writing Quality among Iranian Writers," Eltin Journal*, (Vol.5//, 2017), p. 1272

³ Get MousapourNegari. *"A Study on Strategy Instruction and EFL Learners' Writing Skill."* International Journal of English Linguistics. (Vol. 1//2, 2011), p. 299

organizing their ideas into written form. Writing is a difficult subject because they must pay attention to many things such as an idea, concept, grammar and vocabulary. Another reason why writing is difficult for EFL students, Alwasilah (2001) states the students always face a problem in finding ideas to write and do not know what to do if they want to start their writing. Many students also feel frustrated when they could not find the appropriate word⁴

In fact, writing is one of the skills in the EFL classroom. Some students of EFL include in Indonesia have difficulties in expressing their ideas through writing because they don't know what they should write down about. They find difficulties in choosing the topic of writing. Therefore, they need some helping to find the inspiration for what to write, and then it will make them easier to express it in writing.

In connection with it, the teacher should choose a good technique in the learning process, one of which is the media technology. The rapid technological world that is forcing the world of education and school. One of which is a media technology, media has several advantages, including 1.) can help the teacher convey messages faster and easier learning for students. 2.) Media have a positive effect that can change the

⁴ IrwanAdiPutra. "*The Effectiveness of Using Animated Film on Improving Students Skill of Narrative Text*". (Vol.6//2,2015), p. 86

behavior of the students to be creative and dynamic. 3.) Media can also change the way that conventional and non-conventional.

From the opinion above, I think the media is an integral part of the learning process because this learning as media usage will obviously make the learning process to be effective and efficient to facilitate teachers and students. Time to time in the modern era, Media can be very helpful in the EFL classroom. Media can also help the teacher to be more creative in the whole language teaching and learning. Moreover, media technology can upgrade students' interesting in the learning process. According to Larsen-Freeman and Anderson cited in Ahmadi (2018, p.116) defined that technology provides teaching resources and brings the learning experience to the learners' world.⁵

The movie as a one of a kind modern technology it can be used as a good media it is an enjoyable thing for students. They can enjoy the pictures of the movie are always interesting for them. They are related to the students' difficulties of writing, through watching the movie the students simply can find material or topics to be written down in their paragraph.

Many people like watching movies, sometimes it can be an entertaining repetitive activity. According to Hornby (1995) states that movies are cinema or films which allow people to see

⁵ AsmiYuniati, dkk, "Directive Speech Acts in The Movie "The Message" By Mustapha Akkad." *Journal for Language and Foreign Language Learning*. (Vol. 7// 2, 2018), p. 85.

the stories in the moving pictures. People can see and listen to what happens in the movies in order to entertain the viewers. Stewart (2006) also states movies can entertain the viewers and solve some problems in learning English. They can be the solution to solve problems such as lack of listening comprehension, the shortage of vocabulary, the shortage ability in reading, the shortage of grammar, and etc.⁶

In learning English, there are several types of text that must be mastered by students, one of which is narrative text. The narrative text is one of genre text which tells a story that contains complication and resolution to solve the problem. Students can express their feelings, ideas and convey ideas to others through the writing of the narrative text. Related of writing skills are expected to be able to the writing of the narrative text; ideally, students' competent to write of narrative text in accordance with the writing of rules included in the narrative text rhetorical narrative text consist of generic structure that included of orientation, complication, and resolution.

The narrative text also used language features such as simple past tense (verb 2), action verbs and conjunction. In addition, writing produced by students contains moral values. According to Neo (2002:2) explains that generic structures of

⁶ LusiMarleni, "*Improving Students Listening Comprehension of Narrative by Using Movies as Media*".JurnalPAUDTambusai, (Vol. 1//1, 2015), p. 23

narrative text which are divided into four parts. First, orientation is the beginning of the text, which introduces the characters and the setting of the story. Second, the complication is the part of the story that contains the problem that contains the problem that happens to the characters.

The problems are begun by some events until it comes to the climax of the problem. It same as Anderson (1997:8) says that complications will involve the main characters is an event to reach the goal. The third is a resolution that tells how the characters solve the problem. Last is re-orientation, which is the closing of the story that tells how the story ends.

There are language features of narrative according to Siahaan (208:74) first, is using the past tense. A narrative uses the past form of the verb because it tells something that already did before. Second is using the adverb of time to show the time of the story. Third, is using time conjunctions such as when, then, suddenly. Next, is using adjectives to show what the characters feel. Then, it is using an action verb to show an action, such as verb go, eat, drink, etc.⁷

⁷ Irena Putri&Aryuliva Adnan, " *Teaching Spoken Narrative Text by Using Animation film to Junior High School Students.*" Journal of English Language Teaching. (Vol. 8// 1, 2019) P. 154

B. Research Questions

1. How is the effective practice in teaching writing of narrative text using Incredible 2 Movie?

C. The Objective of the Study

1. To find out the effective practice in teaching writing of narrative text using Incredible 2 Movie

D. Significant of Study

By conducting this research, the writer hopes the result of this research will be useful and contribute to English language teaching as follows:

1. For the teachers

The writer hopes the result of this research will be useful in teaching and learning of English, especially in teaching writing in order to improve the writing ability of students.

2. For students

The writer hopes this finding will motivate students to increase their writing ability

3. For the other researcher

The writer hopes this research helpful and can be a reference for further researches.

CHAPTER II

WRITING OF NARRATIVE TEXT USING INCREDIBLE MOVIE 2

A. Previous Studies

Literature review is used as a comparison against the existing research, both of the excess or shortage that existed before. In this study, there are some previous research either from international research or published by journal vision that are appropriate with this study, as are:

1. Academic Journal of Interdisciplinary Studies, Vol. 2//4 2013
Merita Ismaili, MA, conducted his research entitled "The Effectiveness of Using Movies in EFL classroom." The purpose of this research is to find out the teachers' attitudes towards using movies on the development of the students' language competence and performance in academic settings. The data are collected through students' and teachers' which investigates their attitudes towards movie based teaching and learning. The questionnaires are designed in the form of a 5 point Like scale ranging from "strongly agree." The questionnaires were distributed to six LC English teachers and to the 60 students'. The data was conducted at the South East European University in the Academic Year 2011/2012. The result showed: The study has shown that significant differences between an experimental and control group of

students on integrated skills, using video incorporated in the teaching material.¹

The similarities between his research and this study were conducted on a sample of two groups: an experimental and a control group thought conventionally. The technique sampling of both is random sampling technique. The differences of both are the independent variable; in his research, the independent variable is reading the section; meanwhile, in this study is students' writing ability. The data collection of the independent variable is by formative test; meanwhile, in this study, the data collection of the independent variable is by writing the test.

2. Journal of Teaching of English, vol. 1//2, 2016

Sri Wahyuni conducted her research entitled "The Effect of Animated Film on Students' Ability to Write Narrative Text." The purpose of her research is a significant effect of animated film on their ability in writing. The data collection of the pre-test and post-test were analyzed by means of descriptive and inferential statistics. After the data were tested and found to be normal, the hypothesis was tested using the analysis of paired sample test. The result of the study is there was a significant effect of students' writing ability after teaching by using audiovisual (animated film) it can be seen

¹ MeritaIsmaili, "*The Effectiveness of Using Movies in the EFL Classroom*".....p. 124

on the result of the hypothesis testing using paired sample test.²

The similarities between her research and this study are the test. Both use the same data collection (pre-test and post-test), the difference between her research and this study is the variables. In her research, there are three variables; meanwhile, in this study are two variables.

3. Journal of Primary Education

Hastuti, Hari Bakti Mardikantoro, and Wiwi Isnaeni conducted their research entitled, “The Effectiveness of STAD Model Assisted with Animation Film in the Learning of Writing Folklore”. Their study aimed to determine the difference between the effectiveness of writing learning taught by using the STAD model assisted with animation film in the learning of writing folklore. This study applied quantitative research with the research type Quasy experimental design. Data collection technique was done by using a test and no test technique. The result showed that there was a significant difference in the average score of learning folklore writing between the control class and the experimental class with a significance level of 0.05 and the N. gain value of the

² Sri Wahyuni, "The Effect of Animated Film on Students' ability to Write Narrative Text." *Journal of Teaching of English*". (Vol. 1//2, 2016), p. 2

experimental class 0.37 in the medium category and that of the control class is 0.26 in the low category.³

The similarities between her research and this study are both uses the research design quantitative data with the type of research of Quasi-experimental design, and also uses the same data by using observation and documentation. The differences between their research and this study are the author uses learning model. Their research uses group team or students' team's achievement division to write folklore (STAD), and this study is used group discussion.

B. Theoretical Review

In this section, the researcher reviews the theoretical background on several themes to construct understanding about the present study. The first is the movie. The second is writing. The third is the directive narrative text.

1. Movie

The movie is a series of moving pictures, often telling a story, usually shown in a theatre or on television film.⁴ According to Nur Giantoro, (2010: 320) Movie has one message that delivered, and audiences must find it. It can be

³ Hastuti.dkk. "The *Effectiveness os STAD Model Assisted with Animation film in The Learning of Writing Folklore.*" *Journal of Primary Education.* (Vol. 8//3, 2019)P. 354

⁴ Cambridge University Press, " *Dictionary.cambridge.org,*" accessed on 6 june 2019.

said that the movie gives a message to the audience to get ideas to moviemaker - moral teachers about good and bad such as deed, attitude, liabilities, and manners. The moral is used to determine the boundary of a trait, temperament, opinions, or action worth saying right, wrong, good and bad.

5

There are a number of reasons experts recommend using the movie in the classroom. According to the Social Science Research Network, 65 percent of people are visual learners. In today's age of mobile devices, internet and video games, youth are constantly stimulated visually while they are out of school. For these visual learners, the movie can often convey the message better than printed or spoken words. So when properly used, the movie can be a powerful educational tool in developing critical thinking skills and exposure to different perspectives.

2. The Purposes of Writing

- a. Narration (narrative writing): Narration is storytelling. In many ways, it is the easiest kind of writing because it comes so naturally to most people. Practically everyone enjoys telling and hearing stories. Narratives usually progress chronologically and must have a clear beginning,

⁵ Sumiatundkk, "Moslem moral values analysis in how to train your dragon movie". Politics Journal. (Vol. 2//1, 2017)P. 24

middle and end. Short stories, novels, personal narratives, anecdotes, and biographies are all examples of narrative writing.

- b. Description (descriptive writing): Think of description as painting a picture with words. Of course, when you use words, you can paint more than what you see, but also what you feel, hear, smell and taste. The idea of description is to make the thing described seem real to your reader's imagination. Not much writing is purely descriptive; writers typically weave description into longer narrative works. Some essentially descriptive writing, however, might include certain forms of advertising, character sketches, and photograph captions.
- c. Exposition (expository writing): Exposition is writing that explains or informs. It is a practical kind of writing (the kind you are reading right now!). Examples of expository writing include encyclopedia entries, news reports, instruction manuals, informative essays, and research papers.
- d. Persuasion (persuasive writing): Persuasive writing seeks to convince the reader of a particular position or opinion. Persuasive writing is in many ways, the most difficult to do well because it requires

knowledge of the subject, strong convictions, logical thinking, and technical skill. Some examples of persuasive writing include literary essays, editorials, advertisements, and book, music or movie reviews.

3. Genre of Text

The text Genre is a type of written or spoken discourse.⁶ According to Swales (1990) gave a working definition of the genre. Genre is defined as a class of communicative events where there is some shared set of communicative purposes. This is a loose definition, and any particular instance of a genre may vary in how closely it matches the definition. However, instances of a genre will have some similarity in form or function.⁷

The text types are broken into three genres: Narrative, Non-fiction and poetry. Each of these genres has then been sub-divided into specific text types.

1. Narrative	2. Non-fiction	3. Poetry
Adventure, mystery, science, fiction, fantasy, historical fiction,	Discussion texts, explanatory texts, instructional texts, persuasion texts,	Free verse, visual poems, structured poems.

⁶ Larson, Mildred, L., 1984. Meaning – based translation: A guide to Cross-Language equivalent. Lanham, MD University Press of America, p. 365-366

⁷ Ai dan Finn & Nicholas Kushmerick, "Learning to Classify Documents According to Genre." Journal of the American Society for Information Science and Technology. (2006)P. 1507

contemporary fiction, dilemma, stories dialogue, play scripts, film narratives, myths, legends, fairy tales, fables, traditional tales guidance.	non-chronological reports, recounts.	
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So from the explanation above, we can use film or movie to teach students in writing a narrative text

4. The Scope of Writing

a) The Definition of Writing

Writing is one of four skills has always formed part of the syllabus in the teaching of English, as Harmer stated that “writing has always been used as a means of reinforcing language that has been tough”(2004, p. 31-32).⁸ On the other hand, Graham and Perrin (2007, p. 9) state that writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals such as writing, a report or express an opinion with the support of evidence.⁹ So we can say that writing is expressing ideas

⁸ SayyidatulFadhilah, *English Grammatical Error Found in English Education Department Students' Thesis*, (Semarang DIPa BOPTN, 2015), P.216

⁹ Anna Stasya Prima Sari &JontraJusatPangaribuan. "*The Application of Task-Based Learning (TBL) Approach to Improve Students'*

or feelings on a piece on paper which is started by planning, drafting, evaluating, and revising in order to tell and inform someone about something.

b) Steps in Writing

Writing is considered as the most challenging and difficult skill for most of the foreign language learners. The former type includes difficulties in communicating ideas 'appropriately,' 'accurately,' and 'smoothly,' while the latter type includes "writing the method sections," 'writing references,' and 'writing results section.' This is supported by the results of Bictener and Basturkmen (2006). In other hands, Dalsky and Tajino (2007) in which students experienced problems and difficulties in organizing ideas and arguments, using appropriate styles of writing and expressing thoughts clearly in English.¹⁰ The three steps to teaching abstract writing and critique writing model follow the principles of effective lesson planning, instruction, and evaluation techniques. The three steps are:

Academic Writing Skill. "Jurnal Education and Development (Vol, 6//2, 2018), p. 64

¹⁰ NurayOkumusCeylan, " *Students' Perception of difficulties in Second Language Writing.*" Journal of language and linguistics Studies (15//1, 2019), p. 152

1. Prewriting

Prewriting is the first process that the writer has to do. Here the writer has to go generate the ideas. It can be by listing, brainstorming, outlining and silent thinking.

2. Drafting

This is the second process of writing. Drafting itself is the writer's first attempt to capture ideas on paper.

3. Revising

This is the heart of the writing process. Revising is where you shape blob, adding parts, taking parts away, and continually molding and changing.

4. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. If the writer is editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffer.

5. Publishing and share

This is where students' writing is shared with an audience. Publishing can involve putting together the class book, collections of writing, school or

class magazines, or displaying short samples of writing in the hall or out in the community.¹¹

5. Narrative Text

a. The Scope of Narrative

Nathanson (2006:2) defines that narrative is aimed to entertain people about the events, legends, or imaginative stories. It is also intended to put the moral value into the stories. Nathanson added that narrative text is being the most powerful tool to grab the students' attention in the teaching and learning process.¹² Meanwhile, Abbott (2002:6), states that narrative text is a series of events conveyed chronologically; we get to apprehend the world in the time that is almost built into the way we see.¹³ So, Narrative text can be used to improve students' ability in writing. The purpose of narrative text is to entertain, to tell a story or to provide literary experience.

b. Generic Structure of Narrative

The generic structure on the type of English text is the paragraph arrangement pattern that the author used

¹¹ Andrew P. Johnson, *Teaching Reading*..... P.109

¹² FirdausHabibi,dkk. "*The Effect of Reflective Journal Writing on Students' Writing Ability of Narrative Text.*" Atlantis Press. (Vol. 115, 2018)P. 17

¹³ Patria Ningsih&Rusdi Noor Rosa, "*The Use of Pairs Strategy in Teaching Reading Comprehension on Narrative Text to Junior High School Students.*" Journal of English Language Teaching (Vol, 8//1, 2019), p. 2

in expressing ideas and thoughts in written discourse. That is the simplest definition of generic structure. Fink (2005) explained the following characteristic of narrative text:

- 1) Orientation, it sets the scene and introduces the participants/characters.
- 2) Complication, it explores the conflict in the story, it will how the crisis, rising crisis and climax of the story.
- 3) The resolution, it shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether to succeed or fail.¹⁴

c. Language Features of Narrative Text

Joyce and Fez (2000) also hold that narratives have some linguistic features as listed below:

- 1) Specific often, individual participants with defined identities. Major participants are human, or sometimes animal with the human characteristic.
- 2) Mainly use action verb (material processes), that describe what happens. This can be explored through transitivity analysis.

¹⁴ YosefinaElsianaSuhartini, "*The Analysis of Grammatical Problems and Generic Structure of Narrative Text.*" JurnalPendidikandanKebudayaanMissio. (Vol, 11/1, 2019)P. 56

- 3) Normally use the past tense.
 - 4) Dialogue often includes and uses a number of saying verb, such as said, asked, and replied.
 - 5) Descriptive language is used to enhance and develop the story by creating an image in the reader's mind.
 - 6) Can be written in the first person (I, we) or the third person (he, she, they)¹⁵
- d. The Example of Narrative Text

Orientation : Once upon a time lived a little, named Snow White. She lived with her aunt and uncle because her parents died.

Complication : One day she heard aunt talking about leaving Snow White in the castle because they wanted to go to America, and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning, she runs away from home when her aunt and uncle were having breakfast, she runs away into the wood. In the wood, she felt very tired and

¹⁵ T. ThyrhayaZein, dkk. "The Incomplete Linguistic Features and Schematic Structure in EFL University Students' Narrative Text." *Journal of Education, Teaching, and Learning*. (Vol, 4//1, 2019),p. 206

hungry. Then she saw this cottage. She knocked, but no one answered. So she went inside and fell asleep.

Resolution : Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarf. The dwarfs said: "what is your name?" Snow White said: "My name is Snow White." One of the dwarfs said: "If you wish, you may live here with us." Snow White told the whole story about her. Then Snow White and the seven dwarfs lived happily ever after.

C. Hypothesis

Sugiyono states that the hypothesis is a temporary answer to research questions. The truth of the hypothesis must be proven through data that have been collected. Meanwhile, statistically, the hypothesis is a statement about population (parameter) which is testing the truth based on data obtained by a sample of research (statistics). So the meaning is estimated of the population through the data of the sample. Therefore, in the statistics that tested is the null hypothesis is a statement that there is no difference between parameter and statistics.

The opposite of the null hypothesis is the alternative hypothesis, which there is a difference between parameter and statistics. In statistics is tested by the null hypothesis. So the null hypothesis is a statement that there is no difference between parameter and statistics (data of sample). The opposite of the null hypothesis is the alternative hypothesis, states, and that there is a difference between parameter and statistics. The null hypothesis is given a notation H_0 , and the alternative hypothesis is given a notation H_a .¹⁶

¹⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabeta, 2018). P. 8.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this study, the researcher used a quantitative approach to measure students' ability in writing. A quantitative is a research method based on the philosophy of positivism and used to examine specific populations or samples.¹ Margono said that the emphasis of quantitative research is on collecting and analyzing numerical: it concentrates the scale, range, frequency, and others of phenomena.²

The researcher used experimental research as the design of this research. According to Nunan, "Experiments are designed to collect data in such a way that threats to reliability and validity of the research are minimized."³ Arikunto said that experiment is the way to look for the cause of relationship "causality" between two factors.⁴ The researcher used experimental research to know how is students' writing ability after watching Incredible 2 Movie.

The design of the experiment could be described as follows.⁵

¹ Sugiyono, *Metode Penelitian Kuantitatif*,p.8

² S. Margono, *Methodology Penelitian Pendidikan*, (Jakarta: RinekaCipta, 2013),p.105

³ David Nunan, *Research Method in Language Learning*, (Cambridge University Press, 1992), p. 47

⁴ Suhasini Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ... p. 9

⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2010), p. 112

C.R.E: O ₁	X	O ₂
C.R.C: O ₃		O ₄

Where:

C.R.E = Cluster Random Experimental group sample

C.R.C = Cluster Random Control Group Sample

O₁ = Pre-test for Experimental Group

O₂ = Post-test for Experimental Group

O₃ = Pre-test for Control Group

O₄ = Post-test for Control Group

X = Treatment Using Incredible 2 Movie

Referring in this research, the researcher took two classes; they were the experimental and control class. The procedure of experiment design included a pre-test, treatment, and post-test. Firstly, both groups were given a pre-test. Then the different treatment by using an incredible two movie while the control class was treated by using Incredible 2 movie. After that, both the groups will be given a post-test too know is there a difference or not from their ability.

B. Setting and Time

The research was conducted at the nine of MTs N 1 Jepara grade in the second semesters of the academic year of 2019/2020.

The research was conducted from 11th of November to 22th of November 2019.

The Activities of Researcher

No.	Activities	Date
1	Meet the principle of MTs Negeri 1 Jepara to ask permission to do the research by giving the permission letter and proposal.	November 11 th 2019
2	Pre-test and treatment for experimental group.	November 13 th 2019
3	Pre-test and treatment for control group.	November 15 th 2019
4	Treatment conventional teaching (using movie) for experiment group	April 2019 20 th
5	Treatment conventional teaching (using movie) for control group	November 22 th 2019
6	Treatment for experimental group	November 13 th 2019
7	Treatment for control group	November 15 th 2019
8	Post-test for experimental group.	November 20 th 2019
9	Post-test for control group.	November 22 th 2019

C. Source of Data/Participant

1. Population

The population is the representation of an individual group in all members of a certain interest group.⁶ The population in this research was the grade IX of MTs Negeri 1

⁶ Timothy C. Urdan. *Statistics in Plain English(3rd Ed.)*. (New York: Taylor & Francis e-Library. New York. 2010), p.1

Jepara in the Academic Year of 2019/2020, which is located at Jl. Raya Tahunan – Batealit KM 3,5 Bawu Batealit Jepara Central Java (59461).

2. Sample

The sample is a part of the population, include the total and characteristics of the population. The sampling technique of this study uses a random sampling technique which means that the taking of samples is done randomly without care about the strata that exist in the population.⁷This study is experimental research, so the researcher needs to take two classes as a sample that was an experimental and control class from the tenth grade of the population.

Sugiono states that "sample was a representative of the population which was studied. The sample was about 10 - 15% or 20 – 25% or more depending on the researcher's capability, wide or tight the range of research area and the risk of the researcher.⁸As a result, students of IX 2 becomes an experimental class which was taught by using Incredible 2 movie in teaching writing of narrative text and students of IX 3 becomes a control class that was taught by using non-movie in teaching writing of the narrative text.

⁷ Sugiyono, *Metode Penelitian Kuantitatif*p.81

⁸ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p. 117

3. Sampling

According to Cresswell, "in simple random sampling, the researcher selects participants such as a school for being the sample."⁹ Therefore many individuals have an equal probability to be selected. In this research, the researcher used random cluster sampling to collect the data. This technique is used when a mutually homogeneous yet internally heterogeneous grouping area evident in a statistical population.¹⁰ The researcher will take two classes with an average similarity score as the samples. Those classes are obtained through homogeneity tests using t-test which is done before being given treatment or in other words when pre-test.

D. Research Variable

According to Arikunto, "variable is the object of research or something that became the concern of the research."¹¹ In this study, the study is two variables they are Independent Variable (x) and Dependent Variable (y).

⁹ "Jhon W Cresswell, *Educational research: Planning, Conducting, dan evaluating quantitative and qualitative research (4th Ed.)*, (Bostom : Pearson Education, Inc. 2012), p.143

¹⁰ Suharsimi Arikunto, *Prosedur Peneliatian Suatu Pendekatan Praktik*, p.134

¹¹ Suhasimi Arikuto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.161

a. The Independent Variable

Independent the variable is a variable that influences or those because of change the dependent variable.¹²One independent variable must be the treatment variable. The independent variable of this research was the use of the Incredible 2 movie in teaching writing narrative text.

b. The Dependent Variable

The dependent variable is a variable that was affected or that be the result because of the existence of the independent variable.¹³

Table 3.2
Independent Variable and Indicators

Variable	
1. (Independent Variable) Teaching writing	Indicators a. The teacher prepare the Incredible 2 Movie and the tools, such as laptop, LCD, and sound. b. Teacher plays Incredible 2 Movie about something in the case. c. The students write the content words and ideas from the video. d. After that, the teacher divides students into six groups to construct the text of the collected notes. e. Students make the correction on other group's performance.

¹² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*.....p. 119

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*p. 119

	f. Then the students with the teacher discuss together.
2. (Dependent Variable) Students' achievement in the writing test score of narrative text using the Incredible 2 Movie.	
Sub-Variable	Indicators
Narrative text using Incredible 2 movie	1) Mentioning difficult words of the movie. 2) I am writing the content word of the movie. 3) I am giving arguments about the narrative based on the movie 4) Make a narrative text 5) Present the narrative text fluency without depending on note.

E. Technique of Collecting Data

To get the accurate data in this research, the researcher used two ways in the collecting data; they are as follow:

1. Test

In order to discover how students are thinking and using the target language (English), especially in their writing. The researcher gave twice the test; pre-test and post-test. The test is a set of questions that have to be answered or questions to be chosen, responded or a task to measure certain aspects (attitude, attribute) from the students.¹⁴

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*..... P. 231

The test used to measure the students' achievement or capability of the individual or group.¹⁵ This method used to get the data score of pre-test and post-test was given for both groups, the experimental class or control class. The test was one of the ways to measure the students' ability, especially in mastering writing skills. This method is used to get the data score of pre-test and post-test was given for both groups; the experimental class and control class.

The researcher conducted an oral test in a certain technique. The form of the test in this study was a direct test item of writing because the researcher put the students in an individual and asked them to perform based on the topic given. The topic was "presenting of a case, giving arguments and retelling arguments."

a. Pre-test

In the pre-test, the teacher gave a test to the students before teaching new material. The pre-test was given to both classes, experimental class, and control class.

b. Post-test

The researcher used a post-test in order to know students' improvement in writing narrative text by using the movie. The post-test was given to the experimental class and the control class. The experimental class was taught in

¹⁵ H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New Yor : A Person Education Company, 2001), 2nd Ed, p. 384

speaking exposition text by using movie while the control class was taught with conventional medium (using movie).

2. Questionnaire

The questionnaire is used as a tool to gather information from the participants. Like the participants, the students were asked to fill the questionnaire related to their impressions about the movie as learning media. In this questionnaire, the writer used Like scale, so students' response was divided into four answers, which are: Strongly Agree, Agree (which indicate positive impressions), Disagree, and Strongly Disagree (which indicate negative impressions).

3. Observation Sheet

Observation sheet consisted of 12 statements discussed teacher's teaching performance and students' learning performance. In this research, the main English teacher acted as an observer who observed the teaching and learning process in the classroom. There were five-column of response, which are: Very Good, Good, Adequate, and Insufficient. The observer asked to choose the best one which describes the real condition that happened in the class by giving a checklist.

C. Technique of Analyzing

In this research, the researcher measured the effective practice in teaching writing of narrative text using Incredible 2 Movie. The researcher used quantitative analysis; therefore, the

researcher uses a statistic method to analyze the data. The score is evaluated by using the scoring rubric of writing tests, there two kinds of tests that were held in this research; they are pre-requisite tests and hypothetical tests.

1. Pre-requisite Test

Pre-requisite test is the test to know to legality of the population; it uses the normality and homogeneity test. Before the writer determines the sample, the researcher conducted the homogeneity test by choosing two classes from element grade of MTs Negeri 1 Jepara this test conducted the mid-test, data analysis carried out to find out homogeneity of the population. The formula as follows:

a. Normality Test

Normality test is used to know the normality of the data which are going to be analyzed whether both groups have normal distribution or not. Chi-square was used to find out the distribution of data.¹⁶

The hypothesis that used to test the normality:

H_0 = normal distribution data

H_a = abnormal distribution data

Calculate the chi-square (χ^2) , with the formula:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = Chi square

¹⁶ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p. 273

O_i = Frequency from sample

E_i = Frequency that was obtained from data sample

K = Number of class interval

If $X_{count}^2 > X_{table}^2$, so the data is not normal distribution and the other way if the $X_{count}^2 < X_{table}^2$, so the data is a normal distribution.

b. Homogeneity Test

The homogeneity test is used to know whether the experimental class and control class, that is taken from the population have the same variant or not. To know the homogeneity. There are some steps to find out. They are:

- 1) Calculate variants both classes (experimental and control class), with the formula:

$$S_1^2 = \frac{\sum(x - \bar{x})^2}{n_1} \text{ and } S_1^2 = \frac{\sum(x - \bar{x})^2}{n_1 - 1}$$

- 2) Determine $F = \frac{Vb}{Vk}$

Where:

Vb : Bigger Variant

Vk : Smaller Variant

- 3) Determine $dk = (n_1 - 1) : (n_2 - 1)$
- 4) Determine F_{table} with $\alpha = 5\%$
- 5) Determining the distribution homogeneity with test criteria:

If $F_{\text{count}} > F_{\text{table}}$, the data is not homogeneous and the other way, if the $F_{\text{count}} < F_{\text{table}}$, the data is homogeneous.¹⁷

c. Hypothetical Analysis

1) Pre-test

- Normality Test

Normality test is used to know whether groups that have normal distribution or not. To find out distribution data is used normality test with Chi-square. To calculate Chi-square is used here.¹⁸

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = Chi-square

O_i = Frequency from sample

E_i = Frequency that was obtained from the data sample

K = Number of class interval

If $\chi^2_{\text{count}} > \chi^2_{\text{table}}$, so the data is not normal distribution and the other way if the $\chi^2_{\text{count}} < \chi^2_{\text{table}}$, so the data is a normal distribution.

¹⁷ Sudjana, *Metode Statistika*,p. 250

¹⁸ Sudjana, *Metode Penelitian*, p. 273

- Homogeneity

Homogeneity test is used to know whether experimental group and control group, which are taken from the population have relatively same variant or not. The formula is:¹⁹

$$F_{\text{count}} = \frac{Vb}{Vk}$$

Where:

Vb = Biggest Variant

Vk =Smallest Variant

The calculation of the result of $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have the same variance.

2) Post-Test

- Normality Test

Normality test will be the same as the normality test in the initial data.

- Homogeneity Test was the same as the homogeneity test on the initial data.
- Hypothetical Test

First, the test was done in both groups, experimental and control group. Second, the result of the test was scored by using the analytic scale. Third, the means score of the two groups

¹⁹ Sudjana, *Metode Statistika*,p. 250

were determined. Finally, the two means were compared by applying the t-test formula. T-test was used to differentiate if the students' result of students' writing ability of narrative text by using Incredible 2 Movie and without using Incredible 2 Movie were significant or not.

If $\sigma_1^2 = \sigma_2^2$ (has the same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

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

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

n_1 = The number of the experimental group

n_2 = The number of the control group

s_1^2 = The standard deviation of the experimental group

s_2^2 = The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant)

the formula is:

$$t^1 = \frac{\bar{x} - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_1^2}{n_2}}}$$

The hypothesis is:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 = Average data of experimental class

μ_2 = Average data of control class

If $t_{\text{count}} > t_{\text{table}}$ so H_0 is rejected, and there is no difference of average value from both of groups. Moreover, the other way if $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is a significant difference in average value from groups.²⁰

²⁰ Sudjana, *Metode Statistika*,p. 239

CHAPTER IV

FINDINGS AND DISCUSSION

The finding of this research deals with the students score of pre-test and post-test, the frequency and the rate percentage of the students' score, the means score and standard deviation of pre-test and post-test, the t-test value and the hypothesis testing. The findings are described as follows.

A. Result of Data Research

1. The Classification of the Students' Pre-Test Score in Experiment and Control Class

Before the treatment, the researcher conducted the pre-test. The result of the pre-test was acquired to find out the effective practice in teaching writing of narrative text using incredible 2 movie. All students' result can be seen in the data in table below.

Table 4.1
The Rate Percentage of Score Experimental
Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	91 - 100	-	-
2.	Very Good	81 - 90	-	-
3.	Good	71 - 80	-	-
4.	Fair	61 – 70	5	13.8%
5.	Poor	51 – 60	10	27.7%
6.	Very Poor	Less than 50	21	58.3%
Total			36	100%

The table above showed there were 5 (13.8%) students classified into fair, 10 (27.7%) students classified into poor, and 21 (58.3%) classified into very poor. From the result, it can be seen that the students' writing in narrative text on pre-test ranges from very poor to fair.

Table 4.2

The Rate Percentage of Score Control Class in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	91 - 100	-	-
2.	Very Good	81 - 90	-	-
3.	Good	71 - 80	1	2.7%
4.	Fair	61 - 70	11	29.7%
5.	Poor	51 - 60	6	16.2%
6.	Very Poor	Less than 50	19	51.3%
Total			37	100%

The table above showed the rate percentage of the score of control class in the pre-test from 36 students. None of students classified into very good and excellent. There were 19 (51.344%) students classified into very poor, 6 (16.2%) students into poor, 11 (29.7%) into fair, and a student (2.7%) into good. From the result, it can be concluded that the students' writing in narrative text achievement on pre-test ranges from fair into good. This indicates that the rate percentage of score control class in the pre-test was better than the range percentage of score in the experimental class.

2. The Classification of the Students' Pre-Test Score in Experiment and Control Class

After the treatment, the researcher conducted the post-test. The result of the post-test was acquired to find out the effective practice in teaching writing of narrative text using incredible 2 movie. All students' result can be seen in the data in the following table.

Table 4.3
The Rate Percentage of Score Experimental
Class in the Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	91 - 100	-	-
2.	Very Good	81 - 90	2	5.5%
3.	Good	71 - 80	14	38.8%
4.	Fair	61 - 70	13	36.1%
5.	Poor	51 - 60	7	19.4%
6.	Very Poor	Less than 50	-	-
Total			36	100%

After the treatment, the researcher conducted the post-test. From the post-test, there was a significant range in the students' score. Based on the table above, it can be seen that in the experimental class of the post-test are classified into poor to very good. There were 2 (5.3%) classified into very good, and 7 (19.4%) classified into very poor. It can be concluded that there was an achievement from pre-test and post-test in that class.

Table 4.4
The Rate Percentage of Score Control
Class in the Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	91 - 100	-	-
2.	Very Good	81 - 90	-	-
3.	Good	71 - 80	4	10.8%
4.	Fair	61 – 70	13	35.1%
5.	Poor	51 – 60	3	8.1%
6.	Very Poor	Less than 50	17	45.9%
Total			37	100%

While, the rate percentage of the score of control class in the pre-test from the 37 students as the table shows, none of the students was classified into very good and excellent. The table above, it can be concluded that the control class was increase in their writing ability on narrative text.

Based on the data above, it means that there were significances of students who were taught writing narrative text by using Incredible 2 movie. It can be seen from those tables, that in the experimental class, the students in the post-test could achieve in the classified of very good. It means that the used of Incredible 2 movie was effective to increase students' writing of narrative text.

3. The Mean Score and Standard Deviation of the students' Experimental and Control Group

Table 4.5
The Mean Score and the Standard Deviation of
Experimental and Control Group of the Pre-test and Post-
test

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	50.02	66.41	8.93	9.46
Control	52,51	54.32	10.62	10.38

After calculating the results of the students' pre-test and post-test from the experimental group and the control group, the mean score and standard deviation of their scores presented in table 4.5. The mean score of the students' pre-test of experimental group which shown from the table was 50.02 with standard deviation was 8.93. The mean score of the students' pre-test of control group which shown from the table was 52,51. with standard deviation were 10.62.

The mean score of the students' post-test of the experimental group which shown from the table was 66.41 with standard deviation was 9.46. The mean score of students' post-test of control group which shown from the table was 54.32. With standard deviation were 10.38. It revealed that the mean score and standard deviation of pre-test and post-test of experiment group and control group were different which obtained from the students.

Based on the data above, the results achieved from both tests, the pre-test and the post-test, were different. The students' ability of experimental group in mastering writing ability of narrative text was higher than the control group. Based on the result above, the researcher has considered Incredible 2 movie could be one of the effective ways to enhance the students' writing ability of recount text. It based on the mean score of experimental group's post-test was higher than control group.

4. Hypothesis Testing the Difference Significant Between the Experimental and Control Group

Although the mean score increased after treatment but the hypothesis in Chapter II must be tasted again with the statistical calculation. The statements of the hypothesis are:

(Ho) : The effective practice in teaching writing of narrative text using Incredible 2 movie is not effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019.

(H1) : The effective practice in teaching writing of narrative text using Incredible 2 movie is effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019.

To know whether the mean score of the experimental group and the control group was statistically different, the t-test applied with the level significance (P)=0.05 and the degree

of freedom (df) = N-2, where N1 = 37 and N2=36. The result of t-test after calculation $0,000 < 0,05$ it means that H_0 is rejected.

Table 4.6
The Result of t-test Calculation

Variable	t-test Value	t-table Value
$X_1 - X_2$	5.197	3.076

The table above indicates that value of the t-test was 5.197 and the value of the t-table was 3.076 with significant level (P) = 0.05 and (df) = 71, then the value of t-test was higher than the value of t-table ($5.197 > 3.076$). It means that $H_1 > H_0$, the hypothesis was accepted. Based on the result, it can be concluded that there was a significant difference between pre-test and post-test students' writing on narrative text after giving treatment by using Incredible 2 movie to support the students' writing on narrative text. The difference shows the effectiveness based on the result of the students' test.

5. The Effectiveness of Incredible 2 Movie in Teaching Narrative Text

This research focus in conducting teaching narrative text by using Incredible 2 movie in experimental class. In the teaching learning process, the students became active and enthusiasm learners in understanding the movie. They are also

collaborative in writing narrative text with their group. Based on the data, this research make students understood in writing the narrative text, because the Incredible move help them more easy in understanding how to write narrative text well. Moreover, the Incredible movie is not only help them easy in collaborative learning in a group, but also in understanding individually.

Based on the result of the data, this research is effective to teach students in writing narrative text. Because there was increasing in students' writing. The students' writing of recount text by using Incredible 2 movie is more understandable and structurally. It means that this research is contributed as a reference in teaching writing narrative text for Junior High School.

B. Result of Data Analysis

1. Fulfillment of the Assumptions

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were normality and homogeneity test.

a) The Result of Normality Test

The researcher did this normality to know whether the data had normal distribution or not. The hypothesis for the normality test are formulated as follows:

Ho= The data are normally distributed

Ha= The data are not normally distributed

While the criteria for the normality test are as follows:

Ho is accepted if $\text{Sig.}(p\text{value}) \geq \alpha = 0.05$

Ha is accepted if $\text{Sig.}(p\text{value}) < \alpha = 0.05$

Table 4.7

The normality result of Pre-requisite Test

Class	X ² count	X ² table	Criteria
IX G	0,907	0,05	Normal
IX H	0,098	0,05	Normal

Based on the result of normality test, it can be seen that X^2_{count} of both classes is lower than X^2_{table} ($X^2_{\text{count}} < X^2_{\text{table}}$). It means that Sig. (p-value) for experimental class was 0.907 and Sig.(p-value) for control class was 0.098 and $\alpha = 0.05$. It means that $\text{Sig.}(p\text{-value}) < \alpha$ and Ho is accepted. The conclusion is that data in experimental and control class had normal distribution.

b) The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for homogeneity test are formulated as follows:

Ho : the variance of the data is homogenous

Ha: the variance of the data is not homogenous

While the criteria for the homogeneity test are as follow:

Ho is accepted if $\text{Sig.}(\text{pvalue}) > \alpha = 0.05$

Ha is accepted if $\text{Sig.}(\text{pvalue}) < \alpha = 0.05$

$H_0 = \sigma_1 = \sigma_2$

$H_a = \sigma_1 \neq \sigma_2$

Table 4.8
Result of Homogeneity Test

	Levene Statistic	df1	df2	Sig.
IX H	4,776	1	71	,032
IX G	3,076	1	71	,084

According to the formula above, it is obtained that:

$$F = \frac{vb}{vk} + \frac{3,076}{4,776} = 0.64$$

Based on computation above it is obtained that F_{count} is higher than F_{table} or $\text{Sig.}(\text{Pvalue})$ was $0,032 < 0,05$. It means that the experiment and control class were not homogeneous. So, the researcher conducts the test non-parametric proposed by Mann Whitney. Then, the significant of data of post-test was 0.084. Because $0,084 > 0,05$ so, it can be concluded that the data of pre-test both of control and experimental class conducted test parametric, i.e.: independent of sample t-test. The result of this test is explained the following table.

Table 4.9
Test Statistic

	pretest
Mann-Whitney U	584,500
Wilcoxon W	1250,500
Z	-,901
Asymp. Sig. (2-tailed)	,368

Based on the test above, the result of the test was 0,368. Because $0,368 > 0,05$. It means that H_0 was accepted because $\text{Sig. (Pvalue)} > \alpha$ was 0.05. It means that the variance of the data was homogeneous.

c) Analysis of Pre-Test

The researcher was done to know the normality, homogeneity, and average test of initial data in experimental class and control class.

Table 4.10

Table Analysis of Pre-test

No.	Saurce of Variance	Experimental	Control
1	N	36	37
2	Σ	1801	1943
3	Average	50,02	52,51
4	Standard of Deviation (S)	8,93	10,62
5	MAX	70	70
6	MIN	39	40

1) Normality Test of Pre-test

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

Ho: The data of normal distribution

Ha: The data of un normal distribution

With criteria, Ho accepted if $X_{count}^2 > X_{table}^2$

Table 4.11
The Result of Normality Pre-test of Experimental Class and Control Class

No.	Class	Test	X_{count}^2	X_{table}^2	Criteria
1	Experimental	Pre-test	0,098	0,05	Normal
2	Control	Pre-test	0,907	0,05	Normal

Based on the result of the table above, it can be seen that X_{count}^2 both of classes were lower than X_{table}^2 ($X_{count}^2 > X_{table}^2$), so Ho accepted. The conclusion is distribution data of experimental class and control class were normal.

2) Homogeneity Test of Pre-test

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

Hypothesis:

$$H_0: \text{Homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{Non Homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria,

Ho accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.12
The Result of Homogeneity Pre-test of Experimental and Control Class

No.	Class	N	Fcount	Ftable	Criteria
1	Experimental	36	0,368	0,05	Homogenous
2	Control	37			

Based on the formula:

$$\underline{\text{Varians terbesar}}$$

$$F_{\text{count}} = \text{Varians terkecil}$$

$$F_{\text{count}} = 0,368$$

Based on the result of table above, it was obtained that F_{count} was lower than F_{table} , so H_0 accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogenous.

- 3) Testing the similarity of average of the initial data between experimental and control class.

To test the difference of average, the researcher used t-test.

Hypothesis:

Table 4.13
The Average Similarity Test of Pre-test of
Experimental and Control Class

Source of variance	Experimental	Control	Criteria
Sum	1801	1943	Identical
N	36	37	
Average	50,02	52,51	
Standard deviation (S)	8,93	10,62	

The formula is:

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= 2,87$$

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

$$= -3,830$$

Ho was accepted if $-t_{(1-\alpha)(n_1+n_2-2)} < t <$

$$t_{(1-\alpha)(n_1+n_2-2)}$$

Based on the computation above, by $\alpha = 5\%$ and $df = 36+37-2 = 73$ is obtained $t_{table} = 0,05$ and $t_{count} = -3,830$. Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there was not significant different of the average pre-test between experimental and control class, because t_{count} at the reception area of Ho.

d) Analysis of Post-test

It was done to answer hypothetical of this research. The data used are the result of post-test of both classes. The experimental class taught by using Incredible 2 movie and the control class taught by using Beauty and The Beast movie . The post-test analysis contains of normality test, homogeneity test, and hypothesis test.

Table 4.14
The Score of Post-test Experimental Class and
Control Class

No.	Source of Variance	Experimental	Control
1	N	36	37
2	Σ	2391	1966
3	Average	66,41	54,32
4	Standard of Deviation (S)	9,46	10,38
5	MAX	85	71
6	MIN	47	40

1) Normality Test of Post-test

Ho: The data of normal distribution

Ha: the data of un normal distribution

With the criteria, Ho accepted if with criteria,

Ho accepted if $X^2_{\text{count}} < X^2_{\text{table}}$ with $\alpha = 5\%$ and $df = k -$

1

Table 4.15
The Result of Normality Post-test of Experimental and Control Class

No.	Class	X ² _{count}	X ² _{table}	Criteria
1	Experimental	0,907	0,05	Normal
2	Control	0,098	0,05	Normal

Based on the computation above, it was obtained that $X^2_{\text{count}} < X^2_{\text{table}}$ with $\alpha = 5\%$ and $df = 61 = 5$. So, H_0 is accepted. It can be concluded that the distribution data of post-test of experimental and control class were normal.

2) Homogeneity Test of Post-test

Homogeneity test is used to determine the mean and variance of the students' score in experimental and control class.

Hypothesis:

$$H_0: \text{homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{non homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

With criteria,

H_0 accepted if $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.16
The Result Homogeneity Post-test of Experimental and Control Class

No.	Class	N	F _{count}	F _{table}	Criteria
1	Experimental	36	0,084	0,05	Homogenous

2	Control	37			
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Based on the formula:

$$\underline{\text{Varians terbesar}}$$

$$F_{\text{count}} = \text{Varians terkecil}$$

$$F_{\text{count}} = 0,084$$

Based on the result of table above, it was obtained that F_{count} was lower than F_{table} , so H_0 accepted. It can be concluded that the data of pre-test from experimental and control class have the same variance or homogenous.

3) Test Average (Right Hand Test)

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

$H_0: \mu_1 \leq \mu_2$: It means the teaching writing of narrative text using Incredible 2 movie is not effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019

$H_a: \mu_1 > \mu_2$: It means the teaching writing of narrative text using Incredible 2 movie is effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019

Table 4.16
The Average Difference of Post-test of Experimental and Control Class

Source of variance	Experimental	Control
Sum	2391	1966
N	36	37
Average	66,41	54,32
Standard deviation (S)	9,46	10,38

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$= 6,54$$

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

$$= 3,67$$

Ho was accepted if $-t_{(1-\alpha)(n_1+n_2-2)} < t <$

$$t_{(1-\alpha)(n_1+n_2-2)}$$

Based on the computation above, it was obtained that the average of post-test of the experimental class who were taught by Incredible 2 movie was 66,41 and standard (s) was 9,46. While the average of post-test of the control class who were taught without using Incredible 2 movie and standard deviation (s) was by $\alpha = 5\%$ and $df = 36+37-2 = 73$ is obtained $t_{\text{table}} = 0,05$ and $t_{\text{count}} = 0,11$. It means that t_{count} is higher than t_{table} . so, H_0 rejected and H_a is accepted.

Because $t_{\text{count}} > t_{\text{table}}$, it can be included that there is significant different between experimental and control class on post-test. The score of the experimental class was higher than the control class.

4) Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significant of the treatment effect. The hypotheses are:

Ho : The effective practice in teaching writing of narrative text using Incredible 2 movie is not effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019.

Ha : The effective practice in teaching writing of narrative text using Incredible 2 movie is effective for the nine grade of MTs Negeri 1 Jepara in the academic year of 2018/2019.

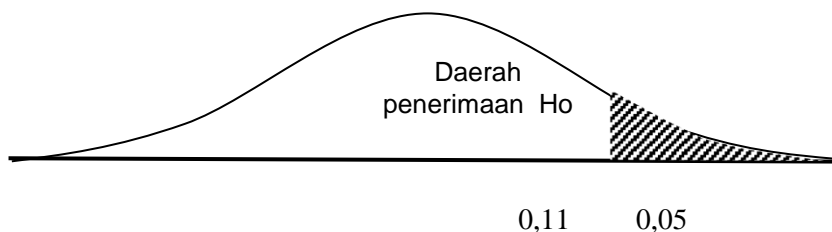
While the criteria of acceptance and rejection of the hypotheses are:

Ho is accepted if $\text{Sig.}(p\text{value}) \geq \alpha = 0.05$

Ha is accepted if $\text{Sig.}(p\text{value}) < \alpha = 0.05$

The result of the calculation using t-test showed that $t_{\text{count}} = 4.63$ and $t_{\text{table}} = 2.02$ with $\alpha = 5\%$ if $t_{\text{count}} > t_{\text{table}}$ with $df = n_1 + n_2 - 2$. It showed that $t_{\text{count}} > t_{\text{table}}$ ($0.11 > 0.05$). so H_0 is rejected and H_a is accepted. It

means that between experimental class and control class are different. Based on H_0 rejected area, it can be drawn as follow:



Based on the results obtained in the independent sample t-test in table, the value of significant generated Sig.(pvalue) or Sig.(2-tailed). $0,000 < 0,05$ so H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any significant influence of using team word-webbing technique towards students writing ability of narrative text at the nine grade of MTs Negeri 1 Jepara.

C. Discussion

The objective of this research is to the effective practice in teaching writing of narrative text using incredible 2 movie. Based on the research method, this research was divided into some steps. There are pre test, treatment in three times, and post test. In the first meeting, was giving pre test for the students to know the

students' writing ability before they were given treatments. The test was essay consist to arrange a narrative text.

In the second meetings, was giving treatments to the students in three times. Before the researcher gave the treatment, the researcher determined the material and prepared lesson plans for three meetings. The treatment here were teaching writing of narrative text by using Incredible movie 2 in experimental class and teacher-centered learning in control class.

In this research, several things have been inferred logically. First, for both classes, they were inclined to have similar problems in writing process. For example, when they were conducting a pre-test, most of them had inadequate and failing score. Second, before applying Incredible 2 movie as strategy in experimental class, the students' ability was very difference. Most of the students were in the lowest level; Adequate to fair and unacceptable-not score, the least of them were in adequate, excellent to good and good to adequate score. Third, after applying Incredible 2 movie as strategy, students in experimental class showed their improvement. Most of them are in very good, good, and adequate score. On the other hand, none of them was in the inadequate and failing score.

Analysis of the mean score gap in the post-test between the experimental and control class ensured if the method used was effective. Based on the data collection from the students showed that, the t-value was 5.197 with the level significance 0.05 and the degree of freedom (df) 58 while the t-table was 3.076. The t-value

is higher than the t-table ($5.197 > 3.076$). So, the null hypothesis (H_0) of the research was rejected and alternative hypothesis (H_1) was accepted. It means that the using of Incredible 2 movie is significantly effective because the students showed the increase in the test result.

Based on the result of this research, which shows the students' scores were much higher after the treatment in experimental class using Incredible 2 movie. The use of Incredible 2 movie was surely beneficial to increase the students' writing ability of narrative text.

In summary, the researcher asserted that Incredible 2 movie is one of various methods that useful in teaching writing of narrative text. There were some points that make Incredible 2 movie in teaching writing of narrative text was effective. They were: Incredible 2 movie, students learn from one another and arrange a text based on their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Incredible 2 movie helped encourage students to verbalize their ideas in arranging narrative text. It obviously seemsthat there was improvement in students' writing after giving treatment byusing Incredible 2 movie. The case in both groups was the samethat there was an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on theexperimental group.
2. The researcher concludes that learning reading comprehension through Incredible 2 movie is effective to increase students' ability in writing at the ninegrade of MTs Negeri 1 Jepara. It is proved from the result of the testshowed that there was a significant difference between students' pre-test andpost-test. Also, the t-test value (5.197) was higher than the t-table value(3.076). Using Incredible 2 movie as strategy in teaching writing narrative text can make students more creative and easy in arrange the text, this strategy can be aneffective way for the class to stay focused and keep together.

B. Suggestion

In relation to the conclusion above, the researcher would like to suggest the following points:

1. In the teaching writing, the teacher should use some different strategy and ways to attract the students' attention to learn writing.
2. The researcher suggests to the English teacher to be more creative in presenting materials in teaching writing as one alternative among other teaching strategy because it helps the students to be more interested, active, and enjoy in learning.
3. The use of Incredible 2 movie is very effective to increase students' reading comprehension. Therefore, the researchers suggest to the English teacher especially in MTs Negeri 1 Jepara to use Incredible 2 movie as a strategy in teaching writing of narrative text.
4. This research will be a useful information and contribution for the next researcher especially about students' comprehension and reference in writing.
5. For the next researchers who want to use Incredible 2 movie, it would be better if the next research is conducted in a longer period.

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Appendix 1

Students' Pre-Test Score

No.	Code	Control Class	Experiment Class
1.	C-1	51	51
2.	C-2	58	46
3.	C-3	47	38
4.	C-4	65	43
5.	C-5	71	47
6.	C-6	66	46
7.	C-7	40	40
8.	C-8	45	46
9.	C-9	65	65
10.	C-10	60	58
11.	C-11	70	59
12.	C-12	69	60
13.	C-13	64	39
14.	C-14	39	39
15.	C-15	40	44
16.	C-16	43	43
17.	C-17	41	50
18.	C-18	45	56
19.	C-19	44	64
20.	C-20	60	63
21.	C-21	61	70
22.	C-22	63	48
23.	C-23	58	52
24.	C-24	64	39
25.	C-25	70	57
26.	C-26	47	49
27.	C-27	48	43
28.	C-28	54	55
29.	C-29	40	50
30.	C-30	47	51
31.	C-31	43	46
32.	C-32	42	40

33.	C-33	47	43
34.	C-34	46	42
35.	C-35	47	50
36.	C-36	43	69
37.	C-37	40	-

Appendix 2

Students' Post-Test Score

No.	Code	Control Class	Experiment Class
1.	C-1	58	59
2.	C-2	65	55
3.	C-3	48	50
4.	C-4	65	70
5.	C-5	71	74
6.	C-6	66	74
7.	C-7	42	78
8.	C-8	45	70
9.	C-9	67	77
10.	C-10	65	68
11.	C-11	74	70
12.	C-12	69	80
13.	C-13	64	47
14.	C-14	42	53
15.	C-15	48	60
16.	C-16	44	76
17.	C-17	50	75
18.	C-18	50	69
19.	C-19	49	69
20.	C-20	61	82
21.	C-21	60	85
22.	C-22	60	50
23.	C-23	64	58
24.	C-24	64	50
25.	C-25	71	65
26.	C-26	48	63
27.	C-27	47	67
28.	C-28	54	66
29.	C-29	42	65
30.	C-30	46	60
31.	C-31	44	68
32.	C-32	45	69

33.	C-33	47	64
34.	C-34	45	64
35.	C-35	47	69
36.	C-36	43	72
37.	C-37	40	-

Appendix 3

LESSON PLAN

School : MTs Negeri 1 Jepara

Class : XI

Subject : English

Skill : Writing

Material : Narrative Text

Meeting : 1 and 2

Time : 2 x 45 Minutes

A. Core Competence

KI-1 and KI-2 : Living with and practicing the teachings of religion. Appreciate and practice the honest behavior, discipline, manners, caring (gotong royong, cooperation, tolerance, peace), responsible, responsive and pro-active in interacting effectively in accordance with the development of children in the neighborhood, family, school, community and the natural environment around, nation, country, regional region, and international region ".

KI-3 : Understanding, applying, and analyzing (factual, conceptual, procedural, and metacognitive knowledge) based on their curiosity about science, technology, art, culture, and humanities with insight into

humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.

KI-4 : Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

B. Basic Competences and Indicators

Basic Competences	Indicators
3.8 Distinguishing social function, the structure of the text, and some linguistic elements of oral and written narrative texts with giving and ask for information related to folk legend, simple, according to the user context	3.8.1 Identify the structure of the text and linguistic elements of oral and written narrative texts with giving and ask for information related to folk legend, simple, according to the user context.

	3.8.2 Identify the text structure and text-linguistic elements of oral and written narrative by giving and asking for information related to folk legend, simple
4.8 Capturing contextual meanings related to social functions, the structure of the text, and linguistic elements of narrative text, associated simple oral and written folk legend	4.8.1 Identify the difficult words of the movie 4.8.2 Identify the content word of the movie 4.8.3 Write a short and simple narrative text 4.8.4 Present short and simple narrative text.

C. Learning Objectives

Meeting 1

1. Students are able to apply the social function, the structure, and the linguistic elements of narrative text appropriately after studying narrative text.
2. Students are able to identify the difficult words and find the meaning correctly after watching the movie.

Meeting 2

1. Students are able to apply the social function, the structure, and the linguistic elements of narrative text appropriately after studying narrative text.
2. Students are able to identify the content words of narrative text appropriately after watching the movie.

D. Teaching Material

a. Material for Regular Learning

A narrative is a story that is created in a constructive forum. A narrative is commonly found in fiction. That is why we often see a narrative as a story. We have to keep in mind that every narrative should consist of at least one complication among the participants. Because most stories are explored base on the complication in the story plotting, then the stories are narrative texts.

There are several kinds of narrative form. These kinds are based on story types. :

- 1) Fable: Simple fable is a story about the animal which behaves like a human.
- 2) Myths: stories that are believed by some people but the stories can not be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence.
- 3) Legend: It simple a story which relates to how a place is formed.

- 4) Fairy tales: Story which relates much which magic things.
- 5) Science fiction story: Story which explore the science as the background or plot of the whole story.
- 6) Short stories: Story for one or two pages.
- 7) Parables: Story that illustrates one or more instructive lessons or principles. Parable differs from a fable.
- 8) Novels: Long even very long and complex story.
- 9) Horror story: A story with horror contents

The Smartest Parrot

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano. The man felt excited having the smartest parrot, but he could not understand why the parrot would not say, Catano. The man tried to teach the bird to say Catano; however, the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you." The bird kept not to say the word of Catano. One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw

it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them," Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next, it will be your turn; I will eat you too, stupid parrot". After that, he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three deathchickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you."

1. Social function: To amuse, entertain, and to deal with the actual or vicarious experience in different ways: Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution.
2. General structure :
 - 1) Orientation: It is about the opening paragraph where the characters of the story are introduced. (person, time, and place)
 - 2) Complication: where the problems in the story developed.
 - 3) Resolution: where the problems in the story are solved.

b. Material for Remedial Learning

- 1) Language feature
 - a) A narrative focuses on specific participants.
 - b) There are many action verbs.
 - c) Direct and indirect speeches are often used
 - d) It usually uses Past Tense
 - e) Linking words are used, related to time
 - f) There are sometimes some dialogue, and the tense can change
 - g) Descriptive language is used to create the listener's or reader's imagination
 - h) Time conjunctions are also used (when, then, suddenly)

E. Source Materials

1. English handbook for teacher from Kemendikbud
2. Students handbook
3. Other relevant textbooks

F. Teaching Method

Approach : Scientific Approach

Method : Cooperative Method, Drilling

Technique : jigsaw

G. Media

Laptop, LCD and projector board.

Movie

H. Learning Activities

Meeting 1

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none">1. Orientation<ul style="list-style-type: none">• Teacher greets the students• The teacher invites the students to pray before they start to study.2. Motivation<ul style="list-style-type: none">• Teacher motivates the students to study hard and sincerely.3. Apperception<ul style="list-style-type: none">• The teacher tells students about the coverage of the material is the effective practice in teaching writing of narrative text using incredible two movie..• The teacher informs the learning goal, learning activities and the assessment to the students.	10 minutes
Main Activity	<ol style="list-style-type: none">1. Observing<ul style="list-style-type: none">• Teacher shows of narrative text.• Students observe of narrative text.2. Questioning<ul style="list-style-type: none">• Students ask some questions to the teacher based on the example of narrative text.• Teacher answer question from the students	30 Minutes

	<ol style="list-style-type: none"> 3. Exploring <ul style="list-style-type: none"> • Students work in a group of 6 students. • Teacher plays movie about narrative. Students watch the movie and write the difficult words used in the movie then find the meaning on the dictionary. (<i>Worksheet 1</i>) 4. Associating <ul style="list-style-type: none"> • In a group, students discuss the difficult words that have been collected 5. Communicating <ul style="list-style-type: none"> • Students make a pair from the same group. After students find the meaning of difficult words, students write down them in front of the class. (<i>Worksheet 2</i>) 6. Creating <ul style="list-style-type: none"> • Students fill in the blank of the sentence and rearrange them into a good paragraph • Students collect their work to the teacher. 	
Closing	<ol style="list-style-type: none"> 1. Conclusion <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. 2. Reflection <ul style="list-style-type: none"> • Students do a reflection about activities that have been done. 3. Evaluation 	5 Minutes

	<ul style="list-style-type: none"> Students do the test in groups, in pairs and individually. 	
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Meeting 2

Phase	Activities	Time Allocation
Opening	<ol style="list-style-type: none"> Orientation <ul style="list-style-type: none"> Teacher greets the students The teacher invites the students to pray before they start to study. The teacher asks some questions about the previous material. Motivation <ul style="list-style-type: none"> Teacher motivates the students to study hard and sincerely. Apperception <ul style="list-style-type: none"> The teacher tells students about the coverage of the material. Teacher informs the learning goals, learning activities and assessment to students. 	10 minutes
Main Activity	<ol style="list-style-type: none"> Observing <ul style="list-style-type: none"> Teacher shows of narrative text. Students observe of narrative text. Questioning <ul style="list-style-type: none"> Students ask some question to the teacher based on the example of 	30 Minutes

	<p>narrative text.</p> <ul style="list-style-type: none"> • Teacher answer question from the students <p>3. Exploring</p> <ul style="list-style-type: none"> • Students work in a group of 6 students. • Teacher watch the movie and observe some important things in the movie. Such as, the characters, time set, etc. (<i>Worksheet 3</i>) <p>4. Associating</p> <ul style="list-style-type: none"> • In a group, students discuss the difficult words that have been collected <p>5. Communicating</p> <ul style="list-style-type: none"> • Students make a pair from the same group. After students find the meaning of difficult words, students write down them in front of the class. <p>6. Creating</p> <ul style="list-style-type: none"> • Students fill in the blank of the sentence and rearrange them into a good paragraph. • Students collect their work to the teacher. 	
Closing	<p>1. Conclusion</p> <ul style="list-style-type: none"> • Students and teacher conclude about the material correctively. <p>2. Reflection</p> <ul style="list-style-type: none"> • Students do a reflection about activities that have been done. 	5 Minutes

	3. Evaluation <ul style="list-style-type: none"> Students do the test in groups, in pairs and individually. 	
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I. Assessment

a. Affective Domain

- Aspect : Students' cooperation in group.
- Instrument : Fill this form by seeing students' attitude.
- Scoring Rubric

No.	Students' Name	Cooperation			
		1	2	3	4
1.	A	...	...	...	...
2.	B	...	...	...	...
3.	C	...	...	...	...

Cooperation:

- 1 = Students are not able to work well together in groups and are not active
- 2 = Students are less able to work well together in groups and are not active
- 3 = Students are able to work well together but are less active in groups
- 4 = Students are able to work well together and be active in groups

4. List :

Qualification of Attitude Assessment

Predicate	Competence Score	
	Score	Affective
A		Great
A-		
B+		Good
B		
B-		
C+		Standart
C		
C-		
D+		Low
D-		

b. Cognitive Domain

1. Aspect

- Mentioning the difficult words and findthe meaning in dictionary.
- Writing the content words of narrative text.

2. Instrument : Students' worksheet 1 & 3

3. Scoring Rubric

Aspect	Score	Description
	4	
	3	
	2	
	1	

4. Score

$$\text{Final score} = \text{Total score} \times 25$$

c. Psychomotor Domain (Writing Skill)

1. Aspect : Presenting explanation text briefly.
2. Instrument : Students' worksheet 2 & 4
3. Score

Final score = Total score x 4

4. Scoring Rubric

Categories	Factors
<ul style="list-style-type: none">Content/Coherence	<ul style="list-style-type: none">Number of ideasQuality of ideasOrganization of ideasExamples and supporting details
<ul style="list-style-type: none">Vocabulary	<ul style="list-style-type: none">Word choiceSuitable use of words and phrasesRange of words and phrasesPrecision and accuracy
<ul style="list-style-type: none">Readability	<ul style="list-style-type: none">Format and paragraphingConnectors and transitionsGrammar and sentence structureSpelling and punctuation
<ul style="list-style-type: none">Task fulfillment	<ul style="list-style-type: none">RelevanceCompletenessToneWord count

Students' Worksheet

Worksheet 1

Please write the difficult words of the movie then find the meaning on your dictionary!

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Worksheet 2

Please find the meaning of difficult words, and write down them in front of the class

No	Words	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Worksheet 3

Please write the characters, time set and main idea in-depth and discuss with your group!

Remedial Activity	<ul style="list-style-type: none">• Teacher shows another narrative text to the students.• Students write the sentences of simple past tense.
Enrichment Activity	<ul style="list-style-type: none">• Teacher gives the title of narrative text.• Students analyze the title and write their arguments then present it orally.

INSTRUMENT FOR POST-TEST

Name :

Class :

Instruction !

1. Write your full name and class
2. Write a draft of narrative text entitled “The story of Toba Lake”
in 20 minutes
3. Present orally without depending on your notes!
4. No more than 45 minutes.

INSTRUMENT FOR PRE-TEST

RAPUNZEL



Guiding Questions for Narrative Writing

Discuss some of the guiding questions in each category below with the other members of your group to generate ideas for your story. Take down some notes on the questions you discuss.

After the discussions, write a good paragraphs based on the picture above!

1. Who is the main character on the rapunzel story?
2. Where is rapunzel's family live?

3. What is the medicine can be cure when rapunzel's mother sick?
4. What is the requirement that given by the witch to repunzel's father?
5. Who is the person that took away rapunzel?
6. What is the color rapunzel's hair?
7. Why does mother ghothel hoards the healing properties of a magical golden flower?
8. Why does mother gothel kidnap rapunzel?
9. Where is the place that mother ghotel incarcerates rapunzel?
10. How long is the rapunzel in the tower hidden?
11. What is the name of the prince who helped rapunzel?
12. Who is the name of the animal on the rapunzelstory?
13. What is the moral value on the rapunzel story?

Appendix 4

QUESTIONNAIRE

Please fulfill the column which are Strongly Agree, Agree, Disagree, and Strongly Disagree!

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Incredible two movie is significant to me as a teaching media.				
2.	It is easy for me to understand the vocabulary of Incredible 2 movie.				
3.	I like writing of narrative text using Incredible 2 movie.				
4.	Incredible 2 movie help me to do the task individually.				
5.	Learning narrative text using Incredible 2 movie is easy for me.				
6.	Incredible 2 movie make me enthusiasm to teach narrative text.				
7.	Using incredible to movie give me motivation for learning English.				
8.	The subtitle of the Incredible 2 movie is				

	understandable.				
9.	The pronunciation in Incredible 2 movie is understandable for me in writing the text.				
10.	Incredible 2 movie is able for me to write narrative text.				

Appendix 5

Observation Sheet

1) kelas experiment

Observation Sheet

NamaPeneliti : Dian Pratiwi
 NamaSekolah : MTs Negeri 1 Jepara
 Materi : Narrative text

Berilah tanda check list (V) pada kolom sesuai dengan pengamatan anda. (1) bila tidak dilakukan, (2) bila dilakukan tapi kurang, (3) bila sering dilakukan, (4) bila dilakukan dengan baik, (5) bila dilakukan sangat baik, pada masing-masing pernyataan di bawah ini!

No	Aspek Yang Diamati	1	2	3	4	5
1	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran				✓	
2	Memberikan penjelasan tentang kompetensi yang hendak dicapai				✓	
3	Memberikan pembelajaran mengenai Narrative Text					✓
4	Memberikan kesempatan siswa untuk bertanya atau mengungkapkan pendapat terkait pembelajaran Narrative Text				✓	
5	Menyediakan fasilitas pendukung untuk kemudahan belajar (teknologi, ppt, video, dsb)				✓	
6	Mengelola kegiatan belajar siswa kedalam sebuah kelompok diskusi					✓
7	Mendorong siswa agar terlihat aktif dalam kelompok diskusi				✓	
8	Menjelaskan dan mendokumentasikan fungsi Narrative Text				✓	
9	Memberikan siswa kesempatan untuk bertanya dan mengemukakan pendapat tentang media pembelajaran Narrative Text				✓	
10	Mengamati kesulitan dan kemajuan siswa		✓			
11	Menyimpulkan materi pembelajaran dan memberi motivasi siswa			✓		

Appendix 6

Students' Questionnaire

QUESTIONNAIRE

Please fulfill the column which are strongly Agree, Agree, Disagree, and Strongly Disagree below !

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Incredible two movie are benefit to me as a teaching media.		✓	✓	
2.	It easy for me to understood the vocabulary of incredible two movie.		✓	✓	
3.	I like writing of narrative text using incredible two movie.		✓		
4.	Using incredible two movie as a media into my work style for individually project.	✓			
5.	Learning narrative text using incredible two movie is easy for me.		✓		
6.	Incredible two movie make me anthusiasm to teach narrative text.		✓		
7.	Using incredible to movie make me have motivation for learning English.		✓		

8.	Subtitles in incredible two movie make me easy for understand the text of movie.		✓		
9.	Pronunciation in incredible two movie make me understand in the listening for writing skill		✓		
10.	It easy for me to become skillful at using incredible two movie.	✓			

Appendix 7

Teacher's Observation

LEMBAR OBSERVASI GURU MENGAJAR

Nama guru yang di observasi : Arda Ksatria Kinasihing Gusti

Mata Pelajaran : Bahasa Inggris

Materi : Narrative text

Kelas/Semester : IX / II

Berilah tanda(✓) pada kolom. (1) bila tidak dilakukan, (2) bila dilakukan tapi kurang, (3) bila sering dilakukan, (4) bila dilakukan dengan baik, (5) bila dilakukan sangat baik, pada masing-masing pernyataan di bawah ini!

No	Aspek yang di amati	1	2	3	4	5
A	Pendahuluan					
1	Guru Mempersiapkan sarana pembelajaran				✓	
2	Guru mengkomunikasikan tujuan pembelajaran				✓	
3	Guru menghubungkan dengan pelajaran yang lalu				✓	
4	Guru menghubungkan materi dengan lingkungan sehari-hari			✓		
5	Guru memotivasi siswa					
B	Kegiatan Inti				✓	
1	Guru menguasai materi pelajaran dengan baik					✓
2	Guru menyesuaikan materi yang dibahas dengan indikator					✓
3	Guru memerankan sebagai fasilitator				✓	
4	Guru mengajukan pertanyaan pada siswa			✓		
5	Guru memberi waktu tunggu pada siswa untuk menjawab pertanyaan					✓
6	Guru memberi kesempatan siswa untuk bertanya			✓		
7	Guru menguasai alat dan bahan peraga				✓	
8	Guru memberikan bimbingan pada kegiatan proses pembelajaran				✓	
9	Guru memberi contoh konkrit dalam kejadian yang ada dalam kehidupan, sesuai dengan yang di peragakan					✓
10	Guru memberikan motivasi dan penguatan			✓		
C	Penutup					
1	Guru membimbing siswa menyimpulkan materi				✓	
2	Guru mengaitkan materi dengan pelajaran yang akan datang			✓		
3	Guru memberi tugas pada siswa			✓		
4	Guru mengadakan evaluasi di kelas			✓		
5	Guru menutup pembelajaran di kelas				✓	

Appendix 8

Students' Worksheet

Worksheet 3

Please write the characters, time set and main idea in-depth and discuss with your group!

- 1) 1. Old beggar woman = she is an enchantress in disguise.
 2. Belle = she is strong, intelligent.
 3. Gaston = He is shallow.
 4. Lumiere = He is the French butler who was transformed into a candelabrum.
- 2) On March, in American.
- 3) Once upon a time, there was a rich merchant. He had three beautiful daughters, but the youngest was the most beautiful. When she was a child everyone called her Beauty and the name stuck with her over the years. His sister envied her because she was also the kindest and the smartest of the three.

Worksheet 3

Please write the characters, time set and main idea in-depth and discuss with your group!

1) Characters!

1. Jack Parr = - superhuman strength
- durability
- Super dead and self duplication
 2. Edna Mode = - She is highly accomplished at her craft
 3. Helen Parr = - full body elasticity
 4. Bob Parr = - Superhuman strength
- Near invulnerability
- and danger sense.
 5. Lucius Best = ice/snow projection
 6. Dash Parr = superhuman speeds and reflexes
- 2) Time settings
America
- 3) Main idea
- 1) The Parrs, a family of Superheroes pursue the underminer. Although he robs the Metroville Bank and escapes
- 2) Winston Chooser Helen to spearhead the stunt under her old identity, Elastigirl, as he causes less property damage, and provides the Parr family with a new home

Appendix 9

The Interpretation of Data

➤ Uji Normalitas

Uji ini digunakan untuk mengetahui normal tidaknya data yang diperoleh dalam penelitian sebelum dianalisis. Uji normalitas gain digunakan untuk menentukan statistik yang akan digunakan dalam mengolah data, yang paling penting adalah menentukan apakah menggunakan statistik parametrik atau non parametrik.

a. Hipotesis

H_0 : data berdistribusi normal

H_1 : data berdistribusi tidak normal

b. Kriteria Pengujian

One-Sample Kolmogorov-Smirnov Test

		pre_kontrol	post_kontrol	pre_eksperimen	post_eksperimen
N		37	37	36	36
Normal Parameters ^{a,b}	Mean	52,5135	54,3243	50,0278	66,4167
	Std. Deviation	10,62654	10,38175	8,93304	9,46082
Most Extreme Differences	Absolute	,212	,202	,123	,094
	Positive	,212	,202	,123	,075
	Negative	-,111	-,149	-,089	-,094

Kolmogorov-Smirnov Z	1,287	1,229	,740	,565
Asymp. Sig. (2-tailed)	,073	,098	,644	,907

- Test distribution is Normal.
- Calculated from data.

Jika nilai signifikan $> 0,05$ (α), maka H_0 diterima

Jika nilai signifikan $< 0,05$ (α), maka H_0 ditolak

- Output dan Interpretasi

Hasil uji normalitas gain kelas eksperimen dan kelas kontrol dapat dilihat pada Tabel berikut

Dari tabel diatas diperoleh nilai signifikansi data pretest dan posttest baik kelas control maupun kelas eksperimen lebih dari 0,05. Maka dapat disimpulkan bahwa data pretest kontrol, posttest kontrol, petest eksperimen, dan posttest eksperimen, berdistribusi normal.

➤ Uji Homogenitas

Uji homogenitas digunakan untuk mengetahui sama atau tidaknya karakteristik dari suatu sampel. Data pretest dan posttest pada kelas eksperimen dan kelas kontrol adalah data yang digunakan untuk dianalisis. Analisis ini meliputi homogenitas populasi. Uji homogenitas dilakukan untuk mengetahui seragam atau tidaknya varians sampel-sampel yang diambil dari populasi yang sama.

- Hipotesis

$H_0 : \sigma_1^2 = \sigma_2^2$ (varian populasi adalah sama)

$H_1 : \sigma_1^2 \neq \sigma_2^2$ (varian populasi adalah tidak sama)

b. Kriteria pengujian

Jika nilai signifikan $> 0,05$ (α), maka H_0 diterima

c. Output dan Interpretasi

Hasil uji homogenitas data pretest dan posttest dapat dilihat pada tabel berikut

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
pretest	4,776	1	71	,032
posttest	3,076	1	71	,084

Berdasarkan table Test of Homogeneity of Variances diatas diperoleh nilai signifikansi data pretest sebesar 0,032. Karena $0,032 < 0,05$ maka dapat disimpulkan data awal (pretest) kelas eksperimen dan kontrol tidak homogen, sehingga uji beda rata-rata data pretest kelas kontrol dan eksperimen akan dilakukan dengan uji non parametrik yaitu uji mann whitney. Sedangkan nilai signifikansi data posttest sebesar 0,084. Karena $0,084 > 0,05$ maka dapat disimpulkan data akhir (posttest) kelas eksperimen dan kontrol homogen, sehingga uji beda rata-rata data pretest kelas kontrol dan eksperimen akan dilakukan dengan uji parametrik yaitu uji independent sample t-test.

➤ **Uji Beda Pretest-Posttest (paired sample t-test)**

Uji t sample berpasangan sering kali disebut sebagai paired-sampel t test. Uji t untuk data sampel berpasangan membandingkan rata-rata dua variabel untuk suatu grup sampel tunggal. Uji ini menghitung selisih antara nilai dua variabel untuk tiap kasus dan menguji apakah selisih rata-rata tersebut bernilai nol.

Kriteria data untuk uji t sampel berpasangan:

1. Data untuk tiap pasang yang diuji dalam skala interval atau rasio
2. Data berdistribusi normal
3. Nilai variannya dapat sama ataupun tidak

Uji t berpasangan (paired t-test) umumnya menguji perbedaan antara dua pengamatan. Uji seperti ini dilakukan pada Subjek yang diuji untuk situasi sebelum dan sesudah proses, atau subjek yang berpasangan ataupun serupa (*sejenis*). Sehingga tidak diperlukan lagi uji homogenitas sebab data berasal dari populasi yang sama.

a. Hipotesis Pengujian

$H_0: \mu_1 = \mu_2$; rata-rata pre-test sama dengan rata-rata post-test (tidak ada perbedaan).

$H_1: \mu_1 \neq \mu_2$; rata-rata pre-test tidak sama dengan rata-rata post-test (terdapat perbedaan).

b. Kriteria Pengujian Hipotesis

H_0 diterima jika nilai Sig. > 0,05

c. Hasil Output SPSS

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_kontrol	52,5135	37	10,62654	1,74699
	post_kontrol	54,3243	37	10,38175	1,70675
Pair 2	pre_eksperimen	50,0278	36	8,93304	1,48884
	post_eksperimen	66,4167	36	9,46082	1,57680

Paired Samples Test

		Paired Differences					t	d f	Sig. (2- tail ed)
		Mean	Std. Devia tion	Std. Error Mea n	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_kontrol - post_kontrol	-1,81081	2,87555	,47274	-2,76957	-,85206	-3,830	3,6	,000
Pair 2	pre_eksperimen - post_eksperimen	-16,38889	8,78400	1,46400	-19,36097	-13,41681	-11,195	3,5	,000

d. Interpretasi hasil

Hasil uji t pada *Paired Samples Test* menunjukkan nilai sig. Baik pada data pretest-posttest kelas kontrol maupun data pretest-posttest kelas eksperimen menunjukkan nilai $0,000 < 0,05$ maka H_0 ditolak. Sehingga dapat disimpulkan bahwa rata-rata pre-test dan post-test siswa pada kelas kontrol maupun rata-rata pre-test dan post-test siswa pada kelas eksperimen berbeda signifikan.

Karena terdapat perbedaan yang signifikan maka diadakan uji lanjut dengan melihat rata-rata pada kedua kelompok. Nilai rata-rata pretest kelas kontrol sebesar 52,5 dan rata-rata nilai posttest kelas kontrol sebesar 54,32. Sehingga dapat disimpulkan bahwa rata-rata nilai posttest kelas kontrol lebih baik dibandingkan nilai pretest kelas kontrol. Sedangkan nilai rata-rata pretest kelas eksperimen sebesar 50 dan rata-rata nilai posttest kelas eksperimen sebesar 66,4. Sehingga dapat disimpulkan bahwa rata-rata nilai posttest kelas eksperimen lebih baik dibandingkan nilai pretest kelas eksperimen.

➤ **Uji Mann-Whitney**

Dikarenakan data pretest antara kelas kontrol dengan kelas eksperimen tidak homogen maka analisis selanjutnya menggunakan statistik nonparametris (*Mann-Whitney U Test*).

Test Statistics^a

	Pretest
Mann-Whitney U	584,500
Wilcoxon W	1250,500
Z	-,901
Asymp. Sig. (2-tailed)	,368

a. Grouping Variable: kelas

Pada uji man whitney diatas diperoleh nilai sig sebesar 0,368. Karena $0,368 > 0,05$ maka dapat disimpulkan bahwa tidak terdapat perbedaan rata-rata pretest kelas control dengan kelas eksperimen.

➤ Uji Beda Rata-Rata Posttest (independent sample t-test)

Uji beda *t-test* digunakan untuk menguji perbedaan dengan menggunakan data berbentuk interval atau nominal, data yang homogen dan berdistribusi normal. Data peningkatan hasil belajar siswa diperoleh dari lembar observasi. Data observasi merupakan data dalam bentuk ordinal sehingga perlu diubah menjadi data interval. Data interval kemudian diuji normalitasnya, apabila pengujian menghasilkan data yang berdistribusi normal maka analisis dilanjutkan menggunakan statistik parametris (*t-test*). Apabila data tidak berdistribusi normal atau tidak homogen maka analisis selanjutnya menggunakan statistik nonparametris (*Mann-Whitney U Test*).

a. Hipotesis

Ho : Tidak ada perbedaan peningkatan nilai rata-rata hasil belajar antara kelas eksperimen dan kelas kontrol ($\mu_1 = \mu_2$)

Ha : Terdapat perbedaan peningkatan nilai rata-rata hasil belajar siswa antara kelas eksperimen dan kelas kontrol ($\mu_1 \neq \mu_2$)

b. Kriteria Pengujian

Jika $Sig. > 0,05$ maka H_0 diterima.

c. Output dan Interpretasi Hasil

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
posttest	kontrol	37	54,3243	10,38175	1,70675
	eksperimen	36	66,4167	9,46082	1,57680

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
posttest Equal variances assumed	3,076	,084	5,197	71	,000	-12,09234	2,32663	-16,73151	-7,45317
						12,09234		16,72589	7,45880

Dari tabel di atas pada kolom *t-test for Equality of Means* pada baris Equal variances assumed diperoleh nilai *Sig. (2 – tailed)* = 0,000. Karena $0,000 < 0,05$, maka H_0 ditolak. Artinya, terdapat perbedaan nilai rata-rata hasil belajar siswa (posttest) antara kelas eksperimen dan kelas kontrol. Karena terdapat perbedaan yang signifikan maka diadakan uji lanjut dengan melihat mean pada group statistics. Berdasarkan table

Group Statistics diperoleh nilai rata-rata posttest kelas eksperimen sebesar 66,4 dan rata-rata posttest kelas kontrol sebesar 54,3. Sehingga dapat disimpulkan bahwa rata-rata hasil belajar (posttest) kelas eksperimen lebih baik dibandingkan posttest kelas kontrol.

Appendix 10

Students' Activities



Students' watched Incredible 2 movie



CURRICULUM VITAE

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