

**DEVELOPING MATERIAL TO TEACH NARRATIVE TEXT THROUGH
POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2 KUDUS
IN THE ACADEMIC YEAR OF 2017/2018**

THESIS

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



By

LISSIAFIK KHOIRUL WAFA
Student Reg. Number: 1403046110

**FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2019**



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

THESIS STATEMENT

I am, the student of the following identity:

Name : Lissiafik Khoirul Wafa
Student Number : 1403046110
Department : English Language Education
State, that the thesis entitled :

DEVELOPING MATERIAL TO TECH NARRATIVE TEXT THROUGH
POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2 KUDUS IN
THE ACADEMIC YEAR OF 2017/2018

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

Semarang, 01 January 2018

The Writer



Lissiafik Khoirul Wafa
1403046110



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

RETIFICATION

Thesis with the following identity:

DEVELOPING MATERIAL TO TECH NARRATIVE TEXT THROUGH POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2 KUDUS IN THE ACADEMIC YEAR OF 2017/2018

Name : Lissiafik Khoirul Wafa
Student Number : 1403046110
Department : English Language Education

had been tested in Munaqosyah session by the team of thesis examiner of Education and Teacher Training faculty Walisongo Islamic State University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education.

Semarang, 24 January 2019

TEAM OF EXAMINER

Chairperson,

Nadiyah Ma'mun, M.Pd.
NIP. 19781103200701 2 015

Secretary,

Dra. Hj. Ma'rifatul Fadhillah, M.Ed.
NIP. 196208031989032003

Examiner I,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Examiner II,

Lulut Widyaningrum, M.Pd.
NIP. 19800803 200901 2 010

Advisor I,

Siti Tarwiyah, S.S, M.Hum.
NIP. 19721108 1999903 2 001

Advisor II,

Daviq Rizal, M.Pd.
NIP. 19771025 200701 1 015



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www.walisongo.ac.id

ADVISOR NOTE

To:

The Dean of Education and Teacher Training faculty Walisongo
Islamic State University

Assalamu'alaikum Wr. Wb.

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


Title : DEVELOPING MATERIAL TO TEACH NARRATIVE TEXT THROUGH
POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2
KUDUS IN THE ACADEMIC YEAR OF 2017/2018

Name of student : Lissiafik Khoiril Wafa
Student Number : 1403046110
Department : English Language Education

I state that the thesis is ready to be submitted The Dean of Education and Teacher Training faculty Walisongo Islamic State University to be examined at Munaqosyah session

Wassalamu'alaikum Wr. Wb.

Advisor I


Siti Tarwilah, S.S., M.
NIP. 19721108 19999



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp/Fax (024) 7601295, 7615387 www.walisongo.ac.id

ADVISOR NOTE

To:

The Dean of Education and Teacher Training faculty Walisongo
Islamic State University

Assalamu'alaikum Wr. Wb.

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

Title : DEVELOPING MATERIAL TO TEACH NARRATIVE TEXT THROUGH
POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2
KUDUS IN THE ACADEMIC YEAR OF 2017/2018

Name of student : Lissiafik Khoirul Wafa
Student Number : 1403046110
Department : English Language Education

I state that the thesis is ready to be submitted The Dean of Education and Teacher Training faculty Walisongo Islamic State University to be examined at Munaqosyah session

Wassalamu'alaikum Wr. Wb.

Advisor II

Daviq Rizal, M. Pd

NIP. 19771025 200701 1 015

ABSTRACT

Title : **Developing Material to Teach Narrative Text through *Powtoon Application* to the Second Grade of MAN 2 KUDUS In the Academic Year of 2017/2018**
Writer : Lissiafik Khoirul Wafa
Student's Number : 1403046110

This research is conducted to develop learning material of Narrative Text according to students' need. The purpose of this research is to analyze students' need for Narrative Text material, creating material development and testing the effectiveness. The method that used was Research and Development method of Sugiyono. The data collection techniques are questionnaire, pre-test, and post-test. The data analysis technique used is qualitative, consists of data collection, data reduction, presentation, and conclusion. The quantitative analysis techniques consist of content validity, normality test, homogeneity test, and t-test. The result of this research is described as follow; (1) Students need product in the learning process, the product overcome the problem of students 'lack of interest in the material, the use of video of *Powtoon* can improve students' enthusiasm. (2) The product is valid based expert validation. The validity of the product get a score of 85 from the first expert, the average is 2.65 included in the valid enough criteria, the second expert get a score of 87, the average is 2.71 included in the valid enough criteria, and the third expert get a score of 95, the average is 2.71 included in the valid criteria. (3) The product is effective. The effectiveness of the product is proven by result of $t\text{-count} = 3.14$. It is higher than $t\text{-table} = 1.99$, there is a significant difference between the control class and the treatment class. It means that the experimental group is better than the control group after getting treatment.

Keywords: *Developing learning material, Powtoon Application, Narrative Text, Story of Local culture.*

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

“Because actually after the difficulty there is ease”

“Really, after the difficulty there is ease”

(QS. Al Insyirah: 5-6)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. MAN 2 KUDUS, May this module will be beneficial for English learning there.
2. Muhammad Khadrotun Naja, M.Pd. English teacher of MAN 2 KUDUS.
3. Drs. Solamul Huda, M.Pd. English teacher of MAN 2 KUDUS.
4. All of Students of MAN 2 KUDUS, especially Religious Class System.

ACKNOWLEDGEMENT

First and foremost, I would like to express gratitude to Allah SWT, the almighty God for this blessing in leading me to accomplish this thesis entitled “Developing Material to teach Narrative Text through *Powtoon Application*”

Shalawat and salam is dedicated to the prophet Muhammad who has brought us from the darkness to the brightness. I realize that I cannot complete this thesis without help from others. Many people have helped me during writing this thesis and it would be impossible to mention all of them. In this chance I would like to express my deep appreciation to:

1. Dr. H. Raharjo, M.Ed.St as the dean of Education and Teacher Training Faculty of Walisongo state University Semarang.
2. Dr. H. Ikhrom, M. Ag as the Head and Sayyidatul Fadlilah, M. Pd as the secretary of English Education Department.
3. Siti Tarwiyah, M.Hum and Daviq Rizal, M.Pd as my advisors for best guidance and precious suggestions in completing this thesis.
4. All the lectures of English Education Department who provided me with skill and knowledge.
5. The Principal of MAN 2 KUDUS that has given me permission for doing this research.
6. Mr. Muhammad Khadrotun Naja, M.Pd as English teacher of MAN 2 KUDUS.
7. My lovely parents (Mr. Noor Kholis and Mrs. Siswati) and my little brother (Aldi Dwi Kurniawan).
8. Faziatul Khusni who has been giving me special support.
9. My unforgettable friend friends, PBI C 2014 who have given me unique and special memories in my life.
10. My educator in Islamic Boarding Raudlatut Tholibin Semarang.
11. All of my friends in Islamic Boarding Raudlatut Tholibin, Tugurejo, Semarang.
12. All of my friend in Jam'iyah Sholawat ARD KUDUS
13. All my teaching intership friends (PPL) at MTs Darul Ulum Semarang.
14. Posko 43 KKN MANDIRI 2018, Big Thanks for Mr. Nasori and Mom Yayuk.
15. The last but not the least, those who cannot mentioned one by one, who have supported the writer to finish this thesis.

Page of Tittle

Cover	i
A Thesis Statement	ii
Ratification Note	iii
Approval Note	iv
Abstract	vi
Motto	vii
Dedication	viii
Acknowledgement	ix
Table of Content	x
List of Table	xii
List of Appendix	xiii
CHAPTER I INTRODUCTION	
A. Research Background	1
B. Research Question	5
C. Objectives of Research	5
D. Pedagogical Significances of the research	5
E. Limitation of Research	6
F. Specification of Product	7
G. Assumption and Limitation of Development	8
CHAPTER II LITERATURE REVIEW	
A. Previous Research.....	9
B. Theoretical Basis.....	15
1. Learning Material.....	15
2. Characteristics of Effective Learning.....	17
3. The Effective of English Language Learning.....	18
4. The Importance of Technology in Education..	20
5. Video as a learning medium.....	21
6. Narrative Text.....	23
7. Powtoon Application.....	25
C. Framework of thought.....	26
D. Hypothesis of research.....	28

CHAPTER III RESEARCH METHOD

A. Research Design	
a). Research Procedure.....	28
1. Identifying Potential and Problems.....	29
2. Data Collection.....	30
3. Designing Product.....	30
4. Expert Validation.....	31
5. Revision I.....	32
6. Preliminary Field Testing.....	32
7. Revision II.....	33
8. Main Field Testing.....	33
9. Final Revision.....	33
B. Research Setting	34
C. Data Collection	34
1. Data Collection Tehnique	34
2. Validation	36
D. Data Analysis Tehnique	
1. Qualitative Data	36
2. Quantitative Data	39

CHAPTER IV RESEARCH FINDING AND ANALYSIS

A. Need Analysis of Product Development to teach Narrative Text through <i>Powtoon Application</i>	44
B. The Validity of the product development to teach Narrative Text through <i>Powtoon Application</i>	47
C. The Effectiveness of the product	55

CHAPTER V CONCLUSION AND RECOMENDATIONS

A. Conclusion	75
B. Suggestion	76

LIST OF TABLE

Table 3.1 : Procedure of Development by <i>Sugiono</i>	29
Table 3.2 : Step of Designing Product.....	30
Table 4.1 : Result of Experts Judgment.....	48
Table 4.2 : The Result of Content Validity.....	55
Table 4.3 : The Result of Difficulty Analysis.....	58
Table 4.4 : The Result of Discriminating Analysis.....	59
Table 4.5 : The Normality Test Result of Small-scale Trial.....	61
Table 4.6 : The Homogeneity Result of Small-scale Trial.....	62
Table 4.7 : The Average Similarity Test Result of Small-scale Trial	64
Table 4.8 : The Normally Test Result of Pre-test in Control and Experimental Class ...	67
Table 4.9 : The Homogeneity Test Result of Pre-test in Control and Experimental Class	68
Table 4.10 : The Average Similarity Test Result of Pre-test in Control and Experimental Class.....	70
Table 4.11 : The Normally Test Result of Post-test in Control and Experimental Class.	71
Table 4.12 : The Homogeneity Test Result of Post-test in Control and Experimental Class	71
Table 4.13 : The Average Similarity Test Result of Post-test in Control and Experimental Class.....	74

LIST OF APPENDIX

Appendix 1	: Questionnaire Students' Need Analysis.....	80
Appendix 2	: Questionnaire Teacher Need Analysis.....	84
Appendix 3	: Expert Judgment Sheet.....	86
Appendix 4	: Score of Pre-test and Post Test of Small-scale Trial.....	92
Appendix 5	: Pre-test Score of Control and Experimental Class.....	94
Appendix 6	: Post-test Score of Control and Experimental Class	96
Appendix 7	: List of Students' Name.....	98
Appendix 8	: The Result of Instrument Test.....	102
Appendix 9	: The Result of Lab Test.....	104
Appendix 10	: Lesson Plan.....	107
Appendix 11	: Document of Teaching learning process.....	116
Appendix 12	: Picture of Video from <i>Powtoon</i> Application.....	118
Appendix 13	: Local Culture Based English Module.....	122
Appendix 14	: Questionnaire of students' respond to the product development	164
Appendix 15	: Questions of Post-test.....	166

CHAPTER I

INTRODUCTION

A. Background of Research

The development of technology can help a teacher in designing the learning process. The distribution information from teacher to students is influenced by media of learning. Media has significant influence on the relation teacher and students. The use of instructional media that suit the needs of students can change students more actively. Students feel bored using usual teaching methods. The teacher can take advantage of technological development to improve learning medium or develop learning material.¹

Zhuomin Sun stated that subject is one of the aspects that influences student learning motivation. Students' motivation has been influenced in many aspects, there are students' interest of material that learned, the degree of difficulty, the relationship with existing of science, and the

¹ Marta Dwi Pangestu and Achmad Ali Wafa. *Powtoon Interactive Multimedia Development on Lesson Economic Learning of Monetary Policy*. (Faculty of Economics, State University Malang, 2018) p.71

function of the subject matter. Students' enthusiastic can increase using authentic and visual material.²

According to Lauren, developing a good relationship between teacher and students is important. The relationship can affect students' academic result and students' attitude. Teacher needs to understand what learner need, the teacher also need to determine an appropriate time for each student. A good style of the learning process is arranged to give chance for a learner to increase their skill with the deep understanding. The duty that given to students should appropriate with students' ability. Good relation between educator and learner is a significant element in determining the quality of education and learning process of students.³

Applying technology in education can increases the ability and improves a variety of knowledge. Technology help students by giving new knowledge in the learning process and instrument of mobile become advanced. The problem is the completeness tool in the school and teacher's ability, whether the teacher can operate modern tools and the school also has been completed all the machines needed.⁴

² Sun, Zhuomin. *Language Teaching Materials and Learner Motivation*. (Harbin. Manufactured in Finland, 2010) p. 891.

³ Liberante, Lauren. *The Importance of Teacher-Students Relationship, as Explored through the Lens of the NSW Quality Teaching Model. Volume 2*. (Australia: University of Wollongong, 2012) p. 8.

⁴ Stosic, Lazar. *The Importance of Educational Technology in Teaching*. (Aleksinac Serbia, 2015) Vol 3 No 1. p.113.

The progress of technology gives many effects on human life, including give influence on the strategy of learning in education. Using the advantage of mobile technology, the students are expected can obtain new knowledge and increase their skill. The aim of mobile technology is to make students easier understand the material in the learning process.⁵

Science and technology have been progressing rapidly. It has given significant influence on human life. The development of technology also influences many aspects of education. An educator can take the advantages of technological development to develop the quality of education, The development of technology can be used to create innovation in learning process, the learning material is created by teacher relate to students' need, it makes the student easier in understanding the material. The teacher can take many advantages of technological development in a more varied way. There are also many applications that can be used to create an educational product that is beneficial to students. The material and appropriate learning method can increase student learning outcomes.

⁵ Jeng, Y.-L., Wu, T.-T., Huang, Y.-M., Tan, Q., & Yang, S. J. H. The Add-on Impact of Mobile Applications in Learning Strategies: A Review Study. (*Educational Technology & Society*, 2010) 13 (3), 3–11. p. 8.

Powtoon application is one part of technological development. The *Powtoon* application is used to produce a video animation with many interesting features. Teacher can use *Powtoon* application to design learning material. All learning material can be included in the *Powtoon* application including Narrative text material. Story of Narrative text can be included in *Powtoon* application, interesting feature of *Powtoon* application can make learning material of Narrative text more interesting for students. English teacher can take advantages of *Powtoon* application to develop learning material and to increase the quality of learning medium.

Technology-based learning media cannot be used in all schools. The school must has complete facilities. This research is conducted in Islamic Senior High School 2 Kudus because the school has complete school facilities. MAN 2 Kudus is a research-based school, that school always takes advantages of technological development to be used in the learning process. This research use technology-based learning media, this research is appropriate to be conducted in the school.

B. Research Question

Based the background of study above, the problem of this study is:

1. To which extent is the product development to teach narrative text through *Powtoon* application needed by students?
2. Is the product developed to teach narrative text through *Powtoon* application valid based on expert judgment?
3. How is the effectiveness of product development to teach narrative text through *Powtoon* application?

C. Objective of the Research

1. To explain the students' need of product development to teach narrative text through *Powtoon* application
2. To explain the validity of developed product to teach narrative text through *Powtoon* application based on expert judgment
3. To explain the effectiveness of development product to teach narrative text through *Powtoon* application

D. Significance of the Research

The Benefit of the research can be stated as follows:

1. For the students: by using product development students will be easier to understand the material of narrative text. The product is also accompanied by a video that can

reduce the boredom of students in the learning process. The product will help students to improve their reading comprehension in narrative text, increase writing skill story of the narrative text and increase students' insight of folklore in several regions

2. For the teacher: the product from this research is used for additional source material in the learning process of narrative text. The teacher can set the method of learning more interesting using the product
3. For the reader: the result of the study would be the benefit for the reader as additional knowledge, it could be the reference for researchers in a similar study in the next time

E. Limitation of the Research

The writer give the limitation on this research, the focus material of this research is one kind of genre-based writing, it is narrative text. The product contain material of narrative text, the story used is folklore in an area. The material is packed in simple language, using effective word and sentence to make students easy to understand the point of the material. There are some exercises in the module to know students' understanding after learning the material, and the product is also completed with a video that was made using *Powtoon* application that has the function to decrease

students' boredom and make the students enjoy in the learning process.

F. Product Specification

The product is the result of material development to teach Narrative Text. The form of the product is module accompanied by a video. The video is made using *Powtoon* application. The following are product specifications:

1. The product is used to teach Narrative Text
2. The form of the product is module accompanied by a video
3. The video is made using *Powtoon* application
4. The Product contains material of narrative text
5. The story that used is a story of local stories in the area.
There are also the purpose of the text, generic structure, language features, example of narrative text
6. The module also contains some exercises of the material that was learned
7. The materials are presented through a scientific approach
8. Video product contains a general description of the story to be learned
9. The video has interesting cartoon features

The difference of this product from others are content and form of the product. The materials are arranged in accordance with the needs of students, using a simple sentence to make the material easier for students. The story is

local stories in some areas, it can also increase students' insight into general knowledge.

The product video can be used and made by anyone. It can also be used in many places. This is one of the advantages of this product that can be made and used anywhere.

G. Assumption and Limitation of Development

1. Assumption of Development

- a) This module will become the source of learning for students in senior high school on the English subject
- b) The purpose of this module is to develop learning material appropriate to students' needs
- c) This module will add new knowledge of students about folklore in various regions
- d) The product video will decrease student boredom and increase students' motivation to study

2. Limitation of Development

- a) This module only discussed material of narrative text
- b) Kinds of narrative text that used in the module is a folklore of stories from various regions
- c) The purpose of the product development focus on developing reading and writing skill of narrative text material
- d) Practice questions made only about the narrative material that has been taught.

The content of video product only explains the general description of folklore in various regions

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Yanuar Dwi Puspitasari and Muhammad Akhyar Developed Powtoon-Based Video Learning Media for Five Grade Students of Elementary School. The research used Research and development method. The development of Powtoon-based video learning media in social studies subjects is motivated by the lack of learning media in learning activities. The purpose of this research is to develop video as the learning media and to know the feasibility of learning video media based on experts. There are some steps of this research: 1) Analysing the characteristics of the students, 2) Determining objectives, 3) Selecting Methods, media, and materials, 4) Using materials, 5) Requiring the participation of learners, 6) Evaluation and revision.¹

The result of the study is video product from Powtoon application, it is used as a learning medium for students in elementary school. This product is used to increase students' motivation in the learning process. The study focus on the

¹ Yanuari Dwi Puspitarini and Muhammad Akhyar, *Developing Powtoon-Based Video Learning Media for Five Grade Students of Elementary School*. (Solo: Educational Technology, Universitas Sebelas Maret, 2018)

influence of Powtoon-based video as learning media, it is expected can improve students' motivation to study and increase students' learning outcomes.

The difference of research above with my research is the development product. The product of the research above is video of *Powtoon* application as a learning medium. The product of my research is English module and video of *Powtoon* application as learning medium. The purpose of my research is to develop learning material based local-culture and to decrease students' boredom using video product as a learning medium in the learning process.

Liani, Rini and R. Usman Rery developed learning media by using PowToon on the subject of Hydrocarbon at the senior high school. The product of the research is video in the form of the CD. The content of the video is the characteristic of carbon, alcana, alchene and alcuna, the application carbon in daily. This research is used research and development method. There are five steps of the research: They are analysis, design, development, implementation, and evaluation.²

The result of this study is video from *Powtoon* application in the form fo CD. The product is used as

² Liani, dkk, *The Development of Learning Media Based Powtoon on the Subject of Hydrocarbon at Second Grade Senior High School*. (RIAU: University of Riau)

learning medium in learning process. The product is validated by the expert of material and expert of medium. Based the result of expert validation, the product is valid, it can be used by students in the learning process.

The difference of research above with my research is steps in research method. In the research above, there are five steps of the research: They are analysis, design, development, implementation, and evaluation. In my research, there are small-scale trial and large-scale trial. Before the product is used in the field trial, the product is used in the small-scale trial.

The development of training materials has been conducted to increase the awareness of prospective teachers about the benefits of using smart boards in the classroom. The material was developed by applying phases of ADDIE – an instructional systems design model. Powtoon, an online content development tool, is used to produce multimedia material with the aim of raising awareness about the benefits of using smart boards in the classroom.³

Midika Devi Satriani (2012) Developed writing material by using A Genre-based Approach. This research had used Research and Development method. The purpose of

³ European Journal of Contemporary Education, *Material Development to Raising Awareness of Using Smart Boards*. (Turkey: Balikesir University, 2016)

this research is to find students' needs for material English writing and arrange the material English writing appropriate to students' needs. There are many steps: Analyzing of needs, course writing grid, designing of material, validation of expert, revision of material, try-out and final of draft writing. The data had collected in three ways: Questionnaire, documentation, and interview. The descriptive statistic is used to analyze quantitative data and qualitative analysis is used to analyze qualitative data. Images and some vocabulary have a function as the input text. The procedures of the learning process are answering the text question, finding the meaning of some vocabularies, making correct sentence and paragraph. Students are directed to activities that make them active in the learning process, such as group work. The teacher also has a an important role in the learning process, they have the duty as facilitator, controller, organizer of the learning process, they also should give good feedback and suggestion for students.⁴

The result of this study produce a product development of English material, the product is made appropriate to students' needs. This research focus on the process of learning, it does not focus on material

⁴ Midika Devi Satriani, *Developing Writing materials by Using A Genre-Based Approach for the Eight Grade Students of SMPN 4 Playen Gunungkidul*. (Yogyakarta: State University of Yogyakarta, 2012)

development. Media used as learning media is only in the form of images. The students are sometimes not interested in less interesting learning media, the solution to that problem is a teacher should be able to organize the learning process well, learning material can also be developed.

The difference of research above with my research is material that is used in learning. The research used images and some vocabularies as media and learning material. In my research developed the material of learning, the form of the product is module accompanied by a video. The material made by raising local stories in several regions. The product video has the function to decrease students' boredom. The components contained in the video is the combination between animation feature and sound, it makes the video more interesting for students. The researcher aims to develop learning material to create effective and attractive learning material by using technological development. In this research also used students' need analysis to produce appropriate material for students. The product also will be validated by expert judgment, and the product will be tested in small-scale trials, and large-scale trials.

Wiji Kurnia Asih (2013) Developed learning design through Interactive Learning Multimedia to teach the reading the narrative text. The purpose of the study is to find students' needs and to know appropriate learning design of

reading narrative text for students. This research used to research and development method. The steps are analyzing, designing, developing, implementing, and evaluating. The data used are questionnaires, consist of need analysis and the judgment of experts. The result of the study stated that Interactive Learning Media is suitable to students' need in learning reading of Narrative Text. Interactive reading multimedia is appropriate to be used in learning of Narrative text based the result of validation from experts.⁵

The study could be developed again, not only focus on learning design. The material of learning also could be developed. The method and step of the research above are same as my research. Need analysis is used to know students' need and produce the product.

The difference is focus on material development. My research produce a product development in the form of a module and accompanied by a video, the video product is made using *Powtoon Application*. Video has a function as supporting tool of the learning module that has been made. Video has many advantages that can be used to increase students' motivation in learning. Need analysis is also used to know to which extent is the development of the product is

⁵ Wiji Kurnia Asih, *Developing Interactive Learning Multimedia to Teach Reading Narrative Text for the 8th Grade Students of SMPN PURING*. (Yogyakarta: Yogyakarta State University, 2013)

needed for students. And my product also will be assessed by experts.

B. Theoretical Basis

1. Learning Material

Learning material has advantages and disadvantages. There is not perfect learning material. Every instructional material has deficiencies. In some places, there are learning materials that not appropriate to be used. The learning material may be not suitable with the situation and condition of the student or existing learning facilities. The teacher is suggested to create their own learning material appropriate with the students' need. The contribution of teacher also needed in a learning process⁶

Learning material is a material that has an impact on students. The learning material has a significant influence on the learning process. By providing the information needed, the learning materials can be printed or non-printed items. The examples of learning material are a magazine, picture, video, etc.⁷

⁶ Y. M. Harsono, (2007). *Developing Learning Materials for Specific Purposes*. JAKARTA: Universitas Katolik Atma Jaya.

⁷ Effiong, Oji Ekpo, Igiri Charles E, (2015). *Impact of Instructional Materials in Teaching and Learning of Biology in Senior Secondary Schools in Yakurr LG. A. NIGERIA*: International Letters of Social and Humanistic Sciences.

The language of learning material has influence in the learning process. The language of learning material give influence to the level of students' understandin. Learning material has a very important effect on students. Using appropriate learning material can increase the interest of students and their motivation to study.⁸

Based on the statements above about learning material, it can be concluded that learning material is all tools that can be used to facilitate students in learning. Learning material has significant influence on students in learning process. The use of appropriate learning material can improve the interest of students and their motivation to study. Learning materials can be printed or non-printed items. Every material of learning has advantages and disadvantages, there is no perfect learning material for students. Learning material should be determined appropriately. The development of the learning material is needed to improve the quality of learning material that used in learning process.

⁸ Mehmet Ali SEVEN, Ali Osman ENGIN. *The Importance and Effect of Using AID Materials in Foreign Language Teaching*. TURKEY: School of Foreign Language Erizurum.

2. Characteristics of Effective Learning

Cheryll M. Adams and Rebecca Rebecca L. Pierce have mentioned some characteristics of effective learning. Basic knowledge that should be mastered for the learning process. Before doing learning activities, preparation is needed for the teacher as an educator to prepare the material, strategies and assessment for students in the learning process also should be prepared. The experience of teaching is also important. As an educator should have good experience to practice teaching effectively, the teacher should also be able to adapt to the learning environment.⁹

Effective learning has relation with educator and effective teaching. Educator has an important role to decrease many problems in the learning process. The primary features that should be owned an educator are good attitude ability, knowledge of pedagogical, knowledge of the material, and the quality of personality. To create effective learning educator should be combined four components well.¹⁰

⁹ Cheryll M. Adams and Rebecca Rebecca L. Pierce. *Characteristicis of Effective Teaching*.

¹⁰ The International Journal of Educational Researchers, *Common Characteristics of an Effective English Language Teacher*. (Educational Research Association, 2013)

Effective Learning is influenced by many aspects. Preparing before teaching in the class is something that important to create good teaching. Learning material that is used also give influence, and as a teacher should have good experience in the teaching process in the class. The teacher should also be able to adapt to the learning environment. Educator has a significant relation with effective learning. The educator should have four components, those are attitude ability, knowledge of pedagogical, knowledge about the material and good personality.

3. Effective English Language Learning

The effective and productive learning process is a learning process has been well organized, it will help students achieve two main objectives of learning, to achieve the goal of learning maximally and make students productive in conveying important ideas in learning. The success of the achievement of learning objectives is measured based on learning indicators that can be achieved maximally and the success of the conditioning productive learning is measured based on the real nature of students who are able to convey their ideas in learning.¹¹

¹¹ Suyono, *Effective and Productive Learning based on Literation: Analysis of Context, Principles, and Alternative Behavior of Implementation*

Effective teaching is influenced by the teacher. The teacher becomes an important key in improving the school. Teacher as compiler and regulator of learning method has an important role. There is a close relationship between teacher and learning method which need attention in the learning process.¹²

The definition of effective learning has a difference, that is influenced by time. Effective learning at this time is different with Effective learning in the old time, the need of students and media learning also gives influence in the learning process.¹³

Based on the explanations above can be concluded that the meaning of effective learning is meaningful learning for all students. The preparation and arranging of learning strategies should be considered well. The teacher also has an important role in the learning process. All these aspects must be maximized well, it will make students get a positive impact from the learning process. The needs of students and learning media should also be considered, an educator should be able to use the

Strategy in the school. (Malang: Malang State University, literacy faculty, 2009). P.203

¹² Pamela Sammons, Linda Bakkum. *Effective Teaching*. Oxford University Department of Education. P.5

¹³ Chris Watkins, Eileen Carnell and Caroline Lodge. *Effective Learning in Classroom*. (Paul Chapman Publishing, 2007) P.17-18

development of technology for success in the learning process.

4. The Importance of Technology in Education

The role of technology is important in education. The use of information and communication technology help students and teachers in the learning process. The use of various applications for education can improve the quality of education. The teacher and schools should be aware of the importance of technology.¹⁴

The progress of digital technology has opened up a lot of learning space. Technology has made information accessible or transmitted from anywhere and anyone. technology has an influence on education. The use of technology can make students and teachers easier to explore the various information needed.¹⁵

Technology has an important role in education. Technology help teachers and students obtain the required information easily. Technological development can be used to improve the quality of education.

¹⁴ Stosic, Lazar, International Journal of Cognitive Research in Science, Engineering and Education, *The Importance of Educational Technology in Teaching*, (2015), vol.3

¹⁵ Wikramanayake G.N, *Impact of Digital Technology on Education*, (University of Colombo School of Computing, 2005)

5. Video as a Learning Medium

A. Learning Medium

The medium of learning helps teacher in the learning process. The teacher can add variety used in the learning method, the variety of learning medium makes the learning process more effective. The purpose of learning can be achieved according to the learning target. The Students' motivation can be increased through learning medium.¹⁶

Learning medium based on technology give more effect to the learning process. The interest of students can be increased through Medium-based technology learning. The use of medium-based technology learning expected to increase students' knowledge of technological development.¹⁷

Learning medium is important and give significant influence in the learning process. The use of learning medium can help the teacher in designing the learning process. The medium of learning can increase students' interest in the material, and increase students' motivation to study.

¹⁶ Journal of Elementary Education, *Use of Media for Effective Instruction its Importance*. PAKISTAN: (University of the Punj, Lahore) vol. 38

¹⁷ Kasihara, Akihiro. *The Knowledge Medium: Designing Effective Computer Based Learning Environments*. (The Institute of Scientific and Industrial Reserach) Osaka University P.85

B. The Advantages and Disadvantages of video

The advantages of using video as a learning material made students more interested in the material being taught. Students more easily to understand the material. Students can remember the material of vocabulary contained in the video easily. Students can learn using video as a medium of learning, watching a film that used foreign language can increase students' vocabulary.¹⁸

The disadvantages of using video in e-learning, there are some disadvantages of using video. The video is part of the technological development. The use of technology needs a fee, this condition not suitable for people who are not rich. There are some people who can not afford to buy modern tools that are used to support the learning process.¹⁹

The use of video as a learning medium has advantages and disadvantages. Video can be one alternative that can be used by the teacher to make

¹⁸ Woottipong, Kretsai. *Effect of using Video Materials in the Teaching of Listening skills for University Students*. (Thailand: International Journal of Linguistics, 2014). p.209

¹⁹ O'Donoghue, John. *A comparison of the Advantages and Disadvantages of IT Based Education and the Implications Upon Students*. (Interactive Education Multimedia, 2004) p.72

students enthusiastic about the learning process. It can increase students' interest and students' motivation to study. The educator is not only always use the usual learning materials, such as books, magazines, and others, but can also use the video that has been designed itself, in accordance with the required materials. On the other side, the used video as a learning medium has disadvantages. This lack is felt by people who are not rich. They have difficulty buying equipment that supports the technology-based learning process.

6. Narrative Text

a) The Definition of Narrative Text

Narrative text is a text compiled in a sequence which contains a story that entertains the reader. Narrative text is arranged as attractive as possible to the reader, contain stories that interesting. The main purpose of the narrative text is to convey a story that entertains the reader.²⁰

Narrative text is not a real story, text that does not describe the true story. The main purpose of the text to make the reader entertained. Kinds of narrative

²⁰ Devigantari Agusta, *Improving students' ability in writing Narrative Text using short animated stories*. (Yogyakarta: State University of Yogyakarta, 2015), p. 23.

text there are a fable, fairy stories, mysteries, romance, legends, etc.²¹

Narrative text is a story containing many events, it is arranged in sequence. The purpose of this story is entertaining the reader. Kinds of narrative text it can be fiction or non-fiction story. The preparation of the story begins with the introduction, the peak of the problem and solution at the end of the story.²²

Based on the definitions mentioned above, can be concluded that Narrative text is a text that has the main purpose to entertain the reader. Narrative text is arranged interesting, it contains many events or many problems, and solution the end of story. It's not the only imaginative story, but also a factual story. There are some kinds of narrative text, such as fable, fairy stories, mysteries, romance, legends, etc.

b). The Generic Structure of Narrative Text

There is some generic structure of Narrative Text: First, orientation. It is the introduction to the story. Some actors will be mentioned, and setting place and

²¹ Mislaini, *Improving Students Reading Comprehension of Narrative Text by Using Fable at the Grade X SMAN 1 BONAI Darussalam*. (University of Pasir Pengaraian, 2015)

²² Nofitarina, *Teaching Reading Narrative Text by Using Literature Circles Strategy to The Tenth Grade Students of SMAN 1 Lempuing Jaya*. (Palembang: University of Raden Fatah) p.74

time also will be described in this section. A general description of the story can be known if the reader read in this part. This section is usually located at the beginning of the paragraph. Second, complication. In this part, some problems begin to appear in the story. The writer usually described many events and problems until mention the peak of the problem. Third, resolution. The last part of the story, the writer usually gives the solution to the problems in the story.

7. Powtoon Application

Powtoon Application Specifications

Powtoon application is learning medium of video and animation based. *Powtoon* application help students in creating interactive learning media that can improve students' motivation. The application appropriate to be used by students in the learning process. *Powtoon* can increase students' skill in sending information through audiovisual material. The *Powtoon* application contains tools that support the improvement of student learning activities.²³

Powtoon application gives positive effect for students in the learning process. The used video of

²³ Marcelo Humberto Rioseco Pais, *Incorporating Powtoon as a Learning Activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs*. (CHILE: Universidad Catolia del Maule) p.129.

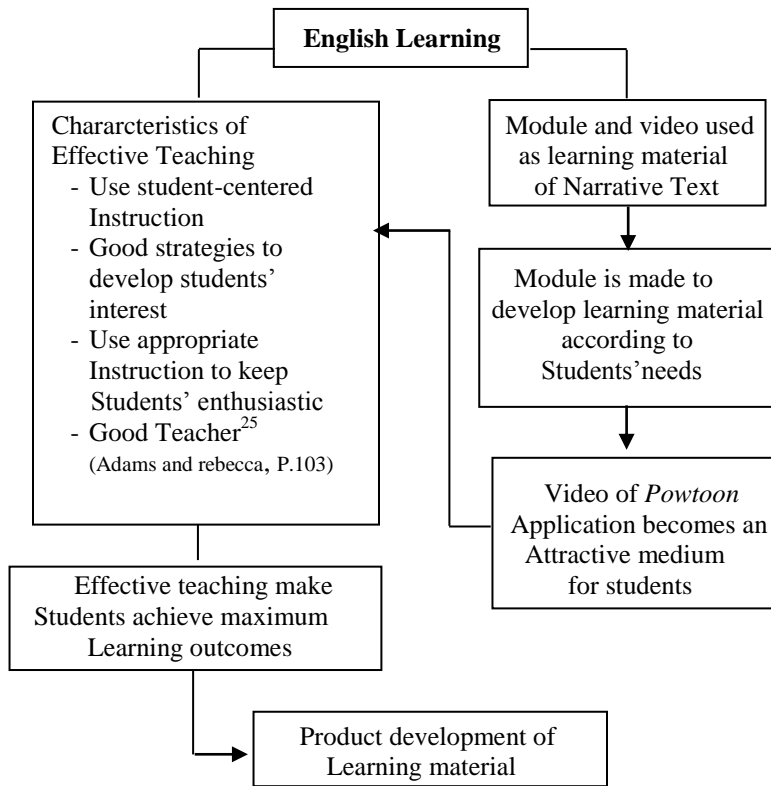
Powtoon application makes students focus on the learning material being taught. The application gives influence on students' understanding. Students also can make a video using *Powtoon* applications. They can share the video on YouTube Channel that can be accessible everyone.²⁴

Powtoon application is an application that helps students in the learning process. The application is used as the learning medium that can improve the students' interest to the material and students' motivation to study. *Powtoon* gives positive effect for students, the use of video from *Powtoon* application make students focus on learning material and increase students' understanding.

C. Framework of Thought

Good learning outcomes can be achieved by maximizing effective teaching. There are some characteristics of effective teaching. Developing learning material can increase students' interest and motivation to study in the learning process. The following is a framework of thought effective teaching process:

²⁴ Chabel Semaan and Nour Ismail, *The Effect of Using Powtoon on Learning English as A Foreign Language*. (LEBANON: Lebanese University)



The development of learning materials can be an alternative to making effective learning for students. Development of technology can be used to make good learning material. *Powtoon* is one application that can be used.

²⁵ Cheryl .Adams and Rebecca L.Pierce, *Characteristics of Effective Teaching*

D. Hypothesis of the Study

The hypothesis of this study is the product developed through *Powtoon* application is valid based on expert validation. English module based-local culture of Narrative text increase tudents' interest to the learning material. The video product of *Powtoon* application decrease students' boredmo. The product development is effective to teach the narrative text.

CHAPTER III

RESEARCH DESIGN

A. Research Design

a) Procedure of Research

This research is designed using research and development method. Research and Development is a research method used to produce a particular product and test the effectiveness of the product.¹

This study was limited only on the development of learning material, the form of the product was a learning module and video of *Powtoon* Application. This research did not make mass production, because the limited cost and the ability of the researcher. The following were the stages of research:

¹ Sugiyono, Educational Research Methods, (BANDUNG: ALFABETA, 2017) p.407

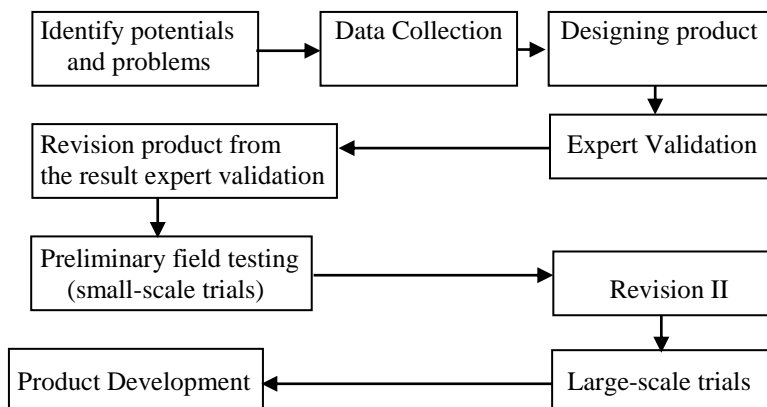


Table 3.1 Procedure of Development by *Sugiono*

This research was conducted through steps of *sugiyono*, those are:

1. Identify Potentials and Problems

Observation was conducted to know learning material in the school. The facilities were owned by the school also observed by the researcher, the facility has influence to the method and material that was used in the learning process. The writer also tried to analyze students' needs to create product development of learning material. The researcher gave the questionnaire to know students' needs of learning material. The result was analyzed and concluded descriptively.

2. Data Collection

The next step is data collection and literature review. This data was used to design the product of material development to teach the narrative text. The result of students' need analysis was considered to create new product development. The researcher analyzed the syllabus to determine the purpose of learning. Materials that related to the discussion was collected of many references.

3. Designing Product

The following are the stages in the manufacturing process of the product development:

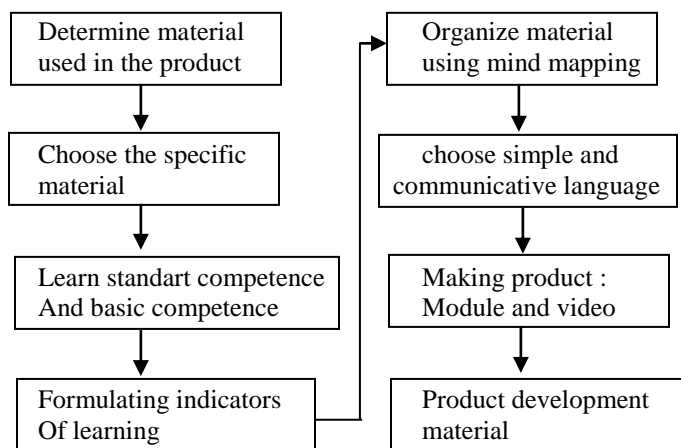


Table 3.2 Step of Designing Product

The first step was to determine material. The material that used was genre-based writing. The specific material of genre-based writing that selected was narrative text, kind of the text was folklore. The next step was learning standard competence and basic competence until formulating indicators of learning. The language that used was simple and communicative language to make students easy in understanding the material. The next step was making a module. The product video was made using *Powtoon application* to complete product development.

4. Expert Validation

This product was validated by three experts. Two experts were Khadrotun Naja, M.Pd and Drs. Solamul Huda, M.Pd. They were material experts in English, they graduated the master degree of English education from the University of Semarang, one of them also became a lecturer at IAIN Sunan Kudus. The third expert was Muchammad Abdul Aziz, M.Pd. He graduated from Universitas Islam Negeri Walisongo Semarang in major of English language education, he also graduated of the master degree from the University of Semarang on majoring of education evaluation, and he was studying educational

evaluation to get a doctorate at Yogyakarta State University. The product was validated to know the shortages of the product. The results of the assessment of expert judgment were calculated quantitatively based on the assessment criteria of BSNP.

5. Revision Product of the Result Expert Validation

The product was revised based on the result of expert validation. The result of expert validation for subject material was used to repair the content of the material, content material of learning module and video product that made using *Powtoon* application. The result of revision that given by expert validation was used in the small-scale trial.

6. Preliminary Field Testing (small-scale trial)

After the product was completed in the revision process, the product was implemented to students in the small-scale trial, there were 30 students. The instrument was tested before used in large-scale trial. The technique that used was content validity, reliability, difficulty level analysis and discriminating power analysis. There were some experts who have tested the validity of the instrument, revision was made if needed.

7. Revision II

In this step, the product was revised based on the result on a small-scale trial. If the instrument was valid, reliable, has a good discriminating strength and has medium level of difficulty, revision was not made to the instrument. The instrument ready to be used in large scale trial.

8. Main Field Testing (large-scale trials)

After the product revised, the product was tested on a large-scale trial. The object of this trial was one class in the second grade of Islamic senior high school 2 kodus, there were 37 students, and one class as control class. To know the effectiveness of the product was used pre-test and post-test. The result of students' pre-test and post-test was compared between students in treatment class that using the product in the learning process, and control class that did not the product in the learning process.

9. Final Product

Product development material to teach the narrative text had been revised in the previous research. The product was ready to be used in the English learning process of Narrative text.

B. Setting of the Research

The research was conducted in Islamic senior high school 2 kudos located on the street *Kadilangu Prambatan Kidul, Kaliwungu, Kudus regency*. The sample of this research was 30 students in the second grade of senior high school for small-scale trial, and 37 students of one class in the second grade of senior high school for large-scale trial. This research was conducted in the academic year 2017/2018

C. Data Collection

a. Data Collection Tehnique

The data was collected through observation, questionnaire, pre-test, and post-test. The questionnaire was given to the students and English teacher in Islamic State Senior High School 2 Kudus. Pre-test and post-test were given for students in treatment class and control class.

1. Questionnaire

The questionnaire was given to the student and teacher. It was consists of the questionnaire of students' need analysis to the product development, the questionnaire of student response to the product and questionnaire of the response of English teacher to the product.

First, the questionnaire was given to analyse students' need, whether the product was needed by students. The purpose of this questionnaire was to find information of students' need for the development product.

Second, the questionnaire for the teacher in Islamic State Senior High School 2 Kudus. The purpose was to know the teacher's response to the product.

Third, The questionnaire for expert validation. This step was conducted to know the validity of the product.

2. Pre-test and Post-test

Pre-test and post-test were conducted to collect the data of students. The pre-test and post-test was given in small-scale trial and large-scale trial. The small-scale trial consist of 30 students in one class. The large-scale trial consist of 74 students, 37 students in control class and 37 students in treatment class. Pre-test was given to the students before using the product and post-test was given after the students using the product in treatment class. Pre-test and post-test were conducted to know the effectiveness of product development. The result of pre-test and post-

test in control class and treatment class has been compared.

b. Validation

Validation was used to test the instrument that used in this research. The instrument tested to be used in research process. The techniques used were the content validity, Analysis of reliability, difficulty level analysis, and discriminating power analysis. The instrument had been assessed and calculated statistically.

D. Data Analysis technique

a. Qualitative Data

Qualitative data analysis was research method used to examine the condition of natural objects, the opposite of the experimental method. The researcher has functioned as a key instrument. The sampling of data sources was done purposive. Data collection technique use triangulation. Data analysis was inductive and the results of the study emphasize the meaning of generalization.

Analysis qualitative data of product development was analyzed using Miles and Huberman's model. Miles and Huberman have stated activity in qualitative data analysis was conducted interactively and continuously until complete, so the data was saturated. The size of data

saturation was indicated by no new data or information obtained. Activities in the analysis include data reduction, data presentation, and Conclusion drawing or verification. The steps of qualitative data analysis from Miles and Huberman's model are:

1. Data Collection

The first step was to collect the data at the research site by using some data collection techniques such as observation, interview, and documentation. The process of collecting data involves several teachers and students as a source of data collection. Researchers also conducted the observation to components in the classroom and analyzed the learning process of the student.

2. Data Reduction

In this stage began with data summarization, summarizing information from a person, event and situation at the research site, including selecting and summarizing relevant documents. Then encoding and making objective notes. The researcher need to record and classify and edit answers or situations as they were, factually or objectively-descriptive. Make a reflective note, write down what researchers think, continued with data storage and making a memo. The intended memo was a theoretical idea or

conceptualization of ideas, beginning with the development of opinion.

3. Presentation

The presentation of data was directed to make the data well organized, arranged in a relationship pattern, making it more easily understood. In this step, the researcher tried to arrange the relevant data so that the information can be concluded and have a certain meaning. The process can be done by displaying data, making the relationship between phenomena to interpret what really happened and what needs to be followed up to achieve research objectives.

4. Conclusion and Verification

The next step was the stage of drawing conclusions based on the findings and to verify the data. The preliminary conclusions were still temporary and will change if evidence was found for supporting the next data collection stage. The process of obtaining evidence was mentioned as data verification. If the conclusions raised in the early stages were supported by strong evidence with the conditions found when the researcher returns to the field then the conclusion obtained was a credible conclusion.

b. Quantitative Data

1. Instrumen Validity Test

Analysis quantitative data of developing material to teach narrative text through *Powtoon* application was tested through some steps, the technique used is Instrument Validity test, consist of validity analysis, reliability, difficulty level analysis, different of power analysis. Pre-requisite Test, consist of Normality Test, homogeneity, and hypothesis test

a. Analysis of Validity

A measurement instrument was valid if the instrument can measure something correctly, the instrument validity test was conducted to test the accuracy of each instrument item. The Aiken's V formula was used to calculate a content-validity coefficient based on the result of the assessment from the expert panel.

$$V = \sum s / [n(c-1)] \quad S = r - lo$$

Lo = the lowest validity rating
C = the highest validity rating

R = the score given by the appraiser

b. Analysis of Reliability

A measurement instrument was stated reliable if the measurement is consistent and

accurate. The instrument reliability test was conducted to determine the consistency of the instrument as a measuring instrument. So that the result of a measurement can be trusted. The formula used to test the reliability of the instrument in this study was possible with the Cronbach Alpha coefficient. The instrument reliability test in this study used the Alpha (α) alpha Cronbach coefficient.

c. Analysis of Difficulty Level

The quality of items of learning outcome can be known from the degree of difficulty or the level of difficulty of each item. The items of learning outcomes can be concluded to be a good item, if the items were not too difficult and not too easy, the degree of difficulty of the item was moderate or sufficient.

d. Analysis of Discriminating Power

Distinguishing power is the ability of a learning outcome test item to be able to distinguish between high-ability students with low-ability students

2. Pre-requisite Test

a. Normality Test

Normality test is useful for determining which data has been collected to be normally distributed or taken from the normal population. Test the normality of data presented in groups. Data is nominal or ordinal. The formula that is used in this research using test of Chi-square with the statistical hypothesis as follows:

H_0 : Normal distribution data

H_1 : Not normal distribution data

The formula is:

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

Information:

X^2 = Chi square

O_i = Frequency of observations

E_i = Expected frequency

k = Interval class

If $x^2 \leq x^2 \text{ table}$ = H_0 accepted, it means the data is normally distributed.

If $x^2 \geq x^2 \text{ table}$ = H_0 rejected, it means the data is not normally distributed with significant level 5% dan degree of freedom= $k-1$

b. Homogeneity

Homogeneity test is conducted to know whether the data that was gained is *homogen* or no. Testing of the equality of two distribution variances. Hypothesis used in this homogeneity test is:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

H_0 : Homogen data

H_1 : Not Homogen data

Information:

σ_1 = Variance of initial grade data values using product development to teach narrative text through *Powtoon* application.

σ_2 = Variance of initial grade data values without using product development to teach narrative text through *Powtoon* application.

Homogeneity of initial data is analyzed using statistics F, with the formula:

$$F_{\text{count}} = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

$$F_{\text{table}} = F \left(\frac{1}{2} v_1 \cdot v_2 \right)$$

$$F_{\text{count}} = F \text{ distribution}$$

3. Hypothesis Test

The t-test is used to know the influence of product development to teach narrative text through Powtoon application before and after used in the learning process. the data will be compared between the control class and the experimental class. The formula that used is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Information:

\bar{X}_1 = The average score of the experimental class

\bar{X}_2 = The average score of the control class

S_1^2 = variance of experimental class

S_2^2 = variance of control class

To know the value of *T count* is significant or not, need to be compared with *T table*. If the value of *T count* > *T table*, it means significant. If the value of *T count* < *T table*, it means not significant.

CHAPTER IV

RESEARCH FINDINGS

A. Need Analysis of Product Development to Teach Narrative Text through *Powtoon* Application

This research had produced a development product in form of learning module accompanied by a video. The video was made through *Powtoon* application. Content of product was made appropriate to the learning objectives of students, the product was designed according to the students' need.

1. Students' Need Analysis

Analysis of student needs was conducted by giving a questionnaire that contain students' need to the developing material of the narrative text. Needs analysis was used to arrange of product development. The results of the questionnaire can be seen in appendix 1.

The result of students' need analysis explained that students need the development of material for learning narrative text. Some students felt difficult to understand the material, because the language used was complicated. The development of product has been made using simple language, it can be a solution to students' problem. Students' interest in material was low. The product development was made using interesting material of narrative text, there was story that explained the history of

a place, the story was made based on local culture. The product was also consist of video that was made using *Powtoon* application. The video prodcut can be used as learning media. Learning media was important. Interesting learning media can decrease students' baredom in the learning process. The product video of *Powtoon* application has animation features, it was expected to increase students' enthusiasm. Students need a variety of learning material and need a good learning media to support learning process. Good combination between learning material and learning media can make the learning process effective.

Technology provided an important role in education. The use of technology helped students and teachers to get the required information easily. Innovation was needed to improve the quality of education. Powtoon was an application that can be used as a tool to develop learning material. The development of material that appropriate to students' needs increased students' interest to learning material.

2. Teacher's Need Analysis

The result of teacher's need analysis explained that teacher need the development of material for teaching narrative text. Analysis of teacher needs was conducted by giving a questionnaire. Based on the result of the

questionnaire found some problems in the learning process of narrative text. The teacher stated that students' motivation and students' ability to understand narrative text were lack. The students' vocabulary was limited, it made students difficult to understand the content of the story. In the product development there were several vocabulary, it can be used to increase students' vocabulary. In the product development had used simple language, it made the students easier to understand learning material. The results of the questionnaire can be seen in appendix 2

The product of *Powtoon* application can be used as learning media in the learning process. Learning media has an influence on student learning motivation. The teacher need appropriate learning media to be used in learning process. Learning media can reduce students' boredom in the learning process. *Powtoon* application was one application that can be used to produce video, and the video product can be used as learning media. The video has audio-visual content that can increase students' attention to subject matter, it can increase students' motivation to study. Student learning motivation was important for students because it can influence students learning outcome.

Based on the result of the needs of teacher can be concluded that innovation in learning material was needed. A good learning material can improve students' understanding of subject matter. The material that was used should make

students enthusiastic to learn, easy to be understood, using communicative and effective language. The teacher also need learning media to increase students' motivation to study, if the students' motivation was good, learning process can be conducted effectively.

B. The Validity of the Product Development to Teach Narrative Text through *Powtoon Application*

The product development was validated by some experts: They were English teacher at Islamic Senior High School 2 Kudus (Muhammad Khadrotun Naja, M.Pd and Drs. Solamul Huda, M.Pd) which was conducted at 5rd of November 2018. The third validation was done at 8th November 2018 by the expert (Muchammad Abdul Aziz, M.Pd).

There were four main components should be evaluated by the experts' validation, they were: 1) Feasibility aspect of content, 2) Service Feasibility aspect, 3) Language Feasibility aspect, 4) graphical Feasibility Aspect. Three experts validation showed in the table below:

Table 4.1 The Result of Experts' Validation

No	Component	V.1	V.2	V.3
FEASIBILITY ASPECT OF THE CONTENT				
1	Conformity with KI, KD	8	9	10
2	Material Accuracy	7	8	9
3	Update of the Material	5	4	5
4	Encourage curiosity	6	6	7
SERVICE FEASIBILITY ASPECT				
1	Techniques of the Presentation	2	4	4
2	The Support of the Presentation	7	6	7
3	Learning Presentation	12	14	15
4	Coherence of Thinking	5	4	6
LANGUAGE FEASIBILITY ASPECT				
1	Clear	6	5	6
2	Communicative	2	2	2
3	Dialogical and Interactive	2	2	3
4	Compatibility with Language Rule	8	7	6
GRAPHICAL FEASIBILITY ASPECT				
1	Feasibility of Integrity	7	7	8
2	Display Quality	8	9	7
TOTAL		85	87	95
AVERAGE		2.65	2.71	2.96
CRITERIA		Valid Enough	Valid Enough	Valid

The result of expert validation showed that product was valid. The product can be implemented in English learning process. However, the experts' validation gave some advices to revise the product of module and the video. Product revisions as follows:

- 1) Muhammad Khadrotun Naja, M.Pd
 - Re-arrangement the indicator of learning
 - The Change of Learning Aims
 - The Change of Framework content
 - The Additional of dialogue.
 - The change in Activity of Determining Generic structure.
- 2) Drs. Solamul Huda, M.Pd
 - The Additional Material of Past Tense
 - The Change in Reflection Activity
 - The Change Display of Video Product.
- 3) Muchammad Abdul Aziz, M.Pd

The results of the assessment at this stage get a better value than the previous assessment. The value achieved from the result of the third expert assessment of the product was 95, and the average of the value was 2.96. This assessment was included in the criteria VALID. The product did not need to be revised and ready to be used by students.

- a. The Revision of Product Development to Teach Narrative Text through *Powtoon* Application

Revision of product was needed to make the product better. The product development was revised based on the result of expert validation. The revisions were as follow:

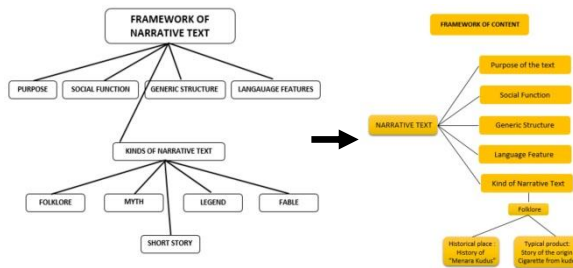
1). Re-arrangement the indicator of learning

Basic competence:	Indicators	Basic competence/kompetensi inti:	Indicators/indikator:
1.1 Memadukan kemampuan dapat menggunakan bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang disesuaikan dalam lingkungan belajar	1.1.1 siswa mengikuti proses pembelajaran dengan sungguh-sungguh	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Siswa dapat mengidentifikasi struktur teks dan language features pada narrative text. 3.8.2 Siswa dapat menentukan fungsi dan tujuan narrative text. 3.8.3 Siswa dapat mengetahui tentang cerita rakyat sederhana yang ada di daerahnya.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 siswa memiliki rasa tanggungjawab dengan pekerjaannya 2.3.2 siswa dapat bekerja sama dalam satu kelompok	4.8 Menganalisis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana	4.8.1 Siswa dapat mengetahui makna kata yang terdapat pada narrative text. 4.8.2 Siswa dapat mengetahui nilai-nilai moral yang terdapat pada cerita.
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.1.1 siswa dapat mengklasifikasi struktur teks naratif dan unsur kebahasaannya. 3.1.2 siswa dapat menyampaikan dan menanyakan tentang cerita legenda rakyat sederhana.		
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana	4.15.1 siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca 4.15.2 siswa dapat mengetahui makna kata kata yang terdapat dalam teks naratif berbentuk cerita legenda rakyat sederhana 4.15.3 siswa dapat mengetahui nilai-nilai moral yang terdapat pada cerita.		

2). The Change of Learning Aims



3). The Change of Framework Content



The Additional of dialogue.

OBSERVING & QUESTIONING

Teachers clarify the instructions that have been there in the video to students.

Exercise 1

After watching the video, There were several questions


- What are mr john and rudi talking about?
Mr. john and rudi talk about _____
- What do you know about narrative text?
Narrative text is _____
- What is the title of the story that has been shown by mr john?

Mr john and rudi talk about malin kundang stories. It is a very famous story from sumatra area. rudi never knew before about malin kundang story, he was curious and wanted to know about legend of malin kundang.


The following is the story of master kundang, identifying the purpose of the text, generic structure and language features, discuss with your group!

OBSERVING & IDENTIFICATION

Before we begin this lesson, please observations and conversation below. First observation from the picture and conversation.



Father: do you know that historical building?
Child: Yes dad, it is the tower of kundang?
Father: exactly, it is a historical building from our city.
Child: The building is beautiful and classic.
Father: do you want to know the history of "tower kundang"?
Child: yes, i really want to know about that.
Father: ok, let's find out together.



5). The change in Activity of Determining Generic structure.

Exercise 2

Fill in the table based on the story of malin kundang

The beginning	
What happened?	
Climax	
How did the story end	
Moral values	

Activity 2

Fill in the table based on the story about the history of "Menara Kudus"

Orientation	
Complication	
Resolution	
Moral values	

6). The Additional Material of Past Tense

Before we learn more about narrative text, let's learn material of past tense first.

PAST TENSE

1. DEFINITION OF PAST TENSE

A statement that show the activity or event that have been done or happened in the past. For example, activity that happened yesterday, last week, last year, etc.

Example : I went to school yesterday
They studied english together last week

2. KINDS OF PAST TENSE

a. Simple Past Tense

(+) S + V2 + O
(-) S + Did + not + V2 + O
(?) Did + S + V1 + O

- Used to state events that happened in the past (certain time)
Example : I meet her two days ago
Johan played Tennis last week
- Used to state habits that done in the past
Example : we usually spoke english.
He always carried an umbrella

in the Simple Past, interrogative form and negative sentence always use **auxiliary verb (DID)** for all types of subjects.

Example : Did you play tennis yesterday?
We Did not study last night

b. Past Continuous

(+) S + was/were + V ing + O
(-) S + was/were + not + V ing + O
(?) Was/were + S + V ing + O

- Used to state activity that are happening in the past.
Example : My mother was cooking when it began to rain.
We were studying English while the music play
- Can be used without using time information, to show a progression slowly.
Example : The sun was rising
It was getting dark

c. Past Perfect

S + had + V3 + O

- Used to express past actions that have finished before other past events.
Example : When he came last night, the cake had run out.
I had already eaten breakfast by the time he picked me up.

d. Past Perfect Continuous

S + had been + V ing + O

- Used to declare events that happened in the past and the event is still ongoing when other events occur.
Example : Devi had been sleeping for two hours when I visited her last night.
When she arrived, I had been waiting for an hour.

3. TIME SIGNALS

Yesterday	Last Night	three day ago
Last week	Last Year	etc
Last month	An Hour ago	

7). The Change in Reflection Activity

STUDENTS REFLECTION

- What have you learned today
- What's the most important thing you learned today?
- What do you want to learn more about?
- What material is still difficult to understand?
- What kind of learning model do you like?

REFLECTION

1. Give a tick!

After you learnt this chapter, how is your mastery towards the following materials? Give a tick! To the box that you deem appropriate!

NO	Statements	Inadequate	Fair	Good	Excellent
1	Social Function of Narrative Text				
2	Generic Structure of Narrative Text				
3	Language Features of Narrative Text				
4	Past Tense				

2. Let's Think!

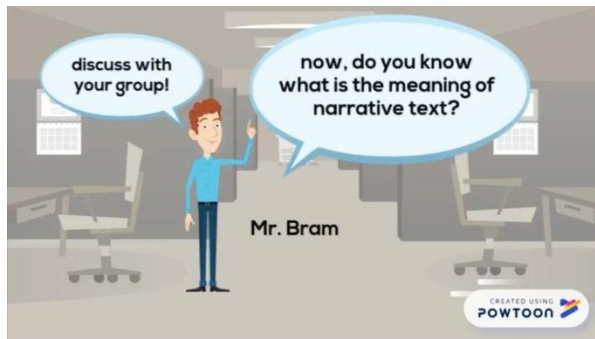
The function of Narrative text is to entertain the reader. Before learning this chapter, can you know about Narrative text? When learning this chapter, did you find any difficult? What are they? After learning this chapter, can you write Narrative text? Do you think it is difficult or not? Is interesting?

b. The Revision of *Powtoon* Application Video to Teach Narrative Text.

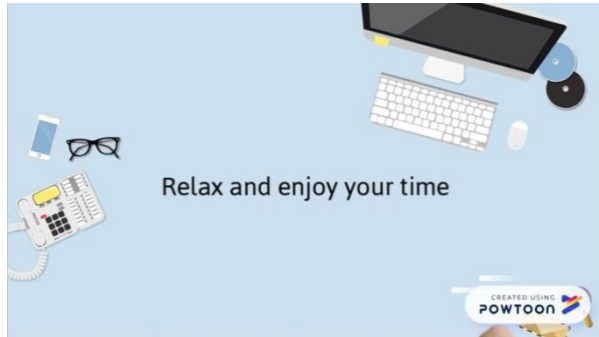
The result of the expert validation was used to revise product development, The revision was as follow:

1). Change the Content and Display of Product Development in the Video.





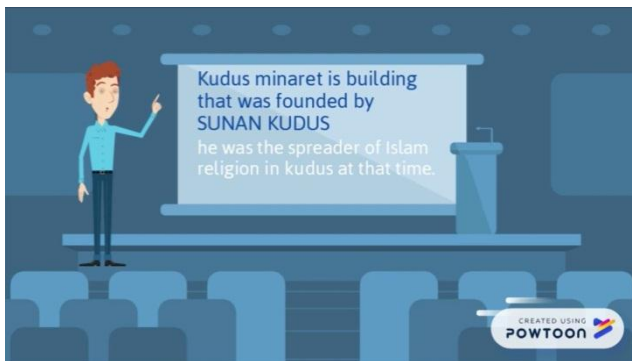
(a) Before revision



(b)



(b)



(b)After revision

After the product assessed by the expert and revised through some steps, the product development was ready to be implemented in the next step.

C. The Effectiveness of the Product

1. Analysis Test Instrument

Before the instrument was tested on the control class (XI KEAGAMAAN) and experimental class (XI IPS 1) students, the instrument trial was conducted in the small-scale class XI IPS 2. The trial was conducted to determine the quality of the item, whether the item has fulfilled the good quality question or not. The steps are as follow:

a. Content Validity

This test was conducted to test the accuracy of the instrument test. The instrument has been tested before being used to measure students' reading skill. The result of Content validity was explained as follows:

Table 4.2
The Result of Content Validity

Item	R1	R2	R3	R4	R5	s1	s2	s3	s4	s5	Σs	V	Ket
Q1	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q2	4	5	4	4	4	3	4	3	3	3	16	0,8	Valid
Q3	4	5	4	4	4	3	4	3	3	3	16	0,8	Valid
Q4	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q5	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q6	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid

Q7	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q8	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q9	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q10	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q11	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q12	4	5	4	4	4	3	4	3	3	3	16	0,8	Valid
Q13	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q14	4	5	4	4	4	3	4	3	3	3	16	0,8	Valid
Q15	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q16	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q17	4	5	4	5	4	3	4	3	4	3	17	0,85	Valid
Q18	5	5	4	4	4	4	4	3	3	3	17	0,85	Valid
Q19	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid
Q20	5	5	4	5	4	4	4	3	4	3	18	0,9	Valid

Based on the table above, it can be concluded that the validity of all items for the reading ability test instrument was valid, because the Aiken index of each item was more than or equal to 0.8. It was showed that all items can be used to measure students' reading skill.

b. Reliability Test

After testing the validity, the next step was to test the reliability of the instrument. Reliability test was used to determine the level of consistency of the instrument's answers. A good instrument accurately has a consistent answer for whenever the instrument was presented.

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2} \right)$$

$$r_{11} = \left(\frac{31}{31-1} \right) \left(1 - \frac{3.828}{15.261} \right)$$

$$r_{11} = 0.835$$

The results of the calculation of the reliability coefficient of the reading ability test instrument were obtained $r_{11} = 0.835$. Then it can be concluded that this questionnaire was a questionnaire that has high reliability because the correlation coefficient value was greater than 0.70.

c. Difficulty Level Analysis

Difficulty level test was used to determine whether the items in the instrument were classified as difficult, medium, or easy. The difficulty index is classified as follows;

Questions with P 0.00 to 0.30 are difficult questions

Questions with P 0.30 to 0.70 are medium questions

Questions with P 0.70 to 1.00 are easy questions

Based on the calculations contained in appendix 8 the results of the difficulty level are as follows;

Table 4.3
The Result of Difficulty Level Analysis

Question	Value of P	Criteria
1	0.600	Medium
2	0.633	Medium
3	0.600	Medium
4	0.633	Medium
5	0.700	Medium
6	0.567	Medium
7	0.633	Medium
8	0.700	Medium
9	0.567	Medium
10	0.833	Easy
11	0.667	Medium
12	0.700	Medium
13	0.667	Medium
14	0.633	Medium
15	0.833	Easy
16	0.467	Medium
17	0.833	Easy
18	0.600	Medium
19	0.800	Easy
20	0.700	Medium

The result of the calculation of the difficulty level analysis was the instrument test included in easy and medium criteria. A good test instrument was a test instrument that has a level of difficulty not too easy and not too difficult.

d. Discriminating Power Analysis

Discriminating power analysis was used to determine the ability of the question can distinguish between high-ability student and low-ability student.

Internal	Criteria
$D \leq 0,00$	Very Bad
$0,00 < D \leq 0,20$	Bad
$0,20 < D \leq 0,40$	Enough
$0,40 < D \leq 0,70$	Good
$0,70 < D \leq 1,00$	Very Good

Based on the calculations in appendix 8, the results of different power are obtained as follows:

Table 4.4
The Result of Discriminating Power Analysis

Question	Value of D	Criteria
1	0.600	Good
2	0.633	Good
3	0.600	Good

4	0.633	Good
5	0.700	Good
6	0.567	Good
7	0.633	Good
8	0.700	Good
9	0.567	Good
10	0.833	Good
11	0.667	Very Good
12	0.700	Very Good
13	0.667	Very Good
14	0.633	Good
15	0.833	Good
16	0.467	Good
17	0.833	Good
18	0.600	Good
19	0.800	Good
20	0.700	Good

The questions was tested, it was included in the criteria of good and very good. The question can distinguish between high-ability student and low-ability student. The question was ready to be used as an assessment instrument.

2. Preliminary Data Analysis

Preliminary trial was conducted in the small-scale class. This trial was conducted to determine the effect of product in small scale class.

a. Normality Test

The result calculated using Chi-square (X^2_{count}) then was compared with table of Chi-square (X^2_{table}) by using 5% alpha of significance and $df = k - 1$.

1. If $X^2_{\text{count}} < X^2_{\text{table}}$ meant the data of the research distributed normally.

Table 4.5
Normality Test of Pre-test and Post-Test in Small-Scale Trial (XI IPS 2)

	X^2_{count}	X^2_{table}	Criteria
Pre-test	4.54	7.81	Normal
Post-test	5.32	7.81	Normal

Based on the analysis above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{\text{count}} < X^2_{\text{table}}$), so H_0 accepted. The distribution data of pre-test and post-test were normal.

b. Homogeneity Test

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

Table 4.6
The Homogeneity Result of Pre-Test and Post-Test

	Variance	N	Df	F _{count}	F _{table}	Criteria
Pre-Test	69.94	30	29	1.66	1.86	Homogeneous
Post-Test	116.05	30	29			

Based on the data above, it is obtained that:

$$F_{\text{count}} = \frac{vb}{vk}$$

$$F_{\text{count}} = \frac{116,05}{69,94}$$

$$F_{\text{count}} = 1.66$$

By using $\alpha = 5\%$ and df numerator = $30 - 1 = 29$, and df denominator $30 - 1 = 29$, it was found $F_{\text{table}} = 1.86$. Since, the $F_{\text{count}} (1.66) < F_{\text{table}} (1.86)$ so H_0 was accepted, meant that the data of the pre-test and post-test had similar variances or homogeneous.

c. Hypothesis Test

This test is used to know whether there is a difference of average on pre-test and post-test. The data which is used to test the hypothesis is pre-test and post-test score. To calculate the difference of average used t-test.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

μ_1 : Average data of post-test

μ_2 : Average data of pre-test

The researcher used standard deviation and t-test formula to calculate t_{count} . The formula are:

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$S = 9.64$$

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

$$t = \frac{83,7 - 66}{9,64 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t_{\text{count}} = 7.16$$

With $\alpha = 5\%$ and $df = 30 + 30 - 2 = 58$, obtained $t_{table} = 2,00$. From the result of calculation t -test, $t_{count} = 7,16$. Because t_{count} was higher than t_{table} ($7,16 > 2,00$), it can be concluded that there was significant difference between pre-test and post-test.

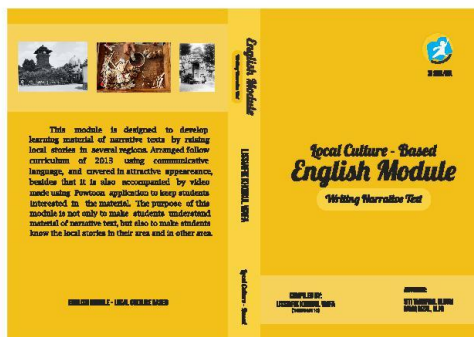
Table 4.7
The Result of Calculation of T-Test

	N	X	(S ²)	S	t_{table}	t_{count}	Criteria
Pre-test	30	83,70	69,94	8,36	2,00	7,16	Ha Accepted
Post-Test	30	65,87	116,05	10,77			

3. Product Revision of Small Scale Test Result

Product revision was conducted to improve the quality of the product, the product was revised based on the results of the small-scale trial, the result of product revisions are as follows:

a. Change of Module Cover Design



b. The Change of Module Page Design

Instructions

- Teacher begins the lesson by praying together
- Teacher explains the material to be presented
- Teacher convey the purpose of learning
- Teacher divide students into several groups
- Teacher play a video that has been prepared
- Students pay attention the video shown on the slide
- Students analyze the contents of the video that have been displayed on the slide with the group.

OBSERVING & QUESTIONING

Teachers clarify the instructions that have been there in the video to students.

Exercise 1

After watching the video, There were several questions

- What are Mr John and Rudi talking about?
- Mr John and Rudi talk about _____
- What do you know about narrative text?
- Narrative text is _____
- What is the title of the story that has been shown by Mr John?

Mr John and Rudi talk about malin kundang stories. It is a very famous story from sumatra area. Rudi never know before about malin kundang story, he was curious and wanted to know about legend of malin kundang.

The following is the story of master kundang, identifying the purpose of the text, generic structure and language features, discuss with your group!

CHAPTER 1
"HISTORICAL PLACE"

"HISTORY OF KUDUS MINARET"

D:\new.png

What will you learn here?

You will learn story of historical place in Kudus city, the story is history of Kudus minaret. Do you know that?

Let's learn together!

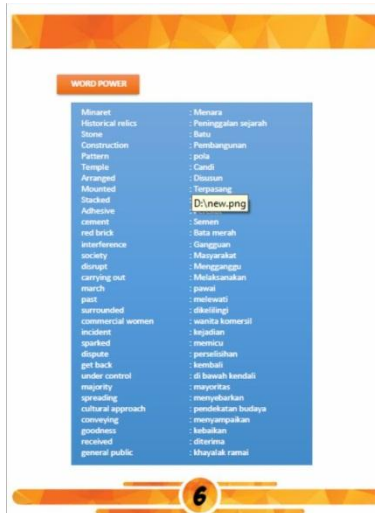
1

c. The Additional of Vocabulary in the English Module

WORD POWER

kretek cigarette	: rokok kretek
successful	: sukses
sold	: terjual
felt	: merasa
applied	: diterapkan
dove oil	: minyakcengkeh
chest	: dada
back	: punggung
concoction	: ramuan
comfortable	: nyaman
mixed	: campuran
dried	: kering
tobacco leaf	: daun tembakau
slices	: irisan
rolled	: digulung
corn leaves	: daun jagung
tip	: ujung
burned	: dibakar
appeared	: muncul
birth	: lahir
founded	: didirikan
reached	: tercapai
peak	: puncak
company	: perusahaan
employ	: mempekerjakan
employees	: karyawan-karyawan
spread	: penyebaran
various regions	: berbagai daerah

D:\new.png



4. Large-scale Trial Results

This step was the last stage of the product test. The product was used as learning material for students. The module was used as learning resource by students in the learning process, video was also used as learning media. The control class was XI KEAGAMAAN and the experimental class was XI IPS 1. The following were the results of the student's pre-test and post-test:

a. Analysis of Pre-test

The result of pre-test was used to know the class was normal or not, and the class was homogeneous or not. These were called by normality test and homogeneity test. The completed data was follows:

1) Normality Test

Normality test was used to find out whether data of control and experimental class which had been collected from the research have normal distribution or not. The normality test calculated using Chi-square (X^2_{count}) then was compared with table of Chi-square (X^2_{table}) by using 5% alpha of significance and $df = k-1$. If $X^2_{\text{count}} < X^2_{\text{table}}$ meant the data of the research distributed normally.

Table 4.8
The Normally of Pre-Test of Control Class and Experimental Class

Class	X^2_{count}	X^2_{table}	Criteria
Control	8.9404	11.0705	Normal
Eksperimen	10.0759	11.0705	Normal

Based on the table above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{\text{count}} < X^2_{\text{table}}$), so H_0 accepted. The distribution data of experimental and control classes were normal.

2) Homogeneity Test

Homogeneity test was done to know whether sample in the research come from population that had same variance or not. In this research, the homogeneity test was measured by comparing the obtained score (F_{count}) with F_{table} . The variance is homogeneous if the obtained score (F_{count}) is lower than F_{table} . The analysis of homogeneity test could be seen in table 4.3

Table 4.9
The Homogeneity Result of Pre-Test of Experimental
Class and Control Class

Class	Variance	N	df	F _{count}	F _{table}	Criteria
Control	72.81	37	36	1.13	1.74	Homogeneous
Experimental	70.73	37	36			

Based on the data above, it is obtained that:

$$F_{\text{count}} = \frac{vb}{vk}$$

$$F_{\text{count}} = \frac{89,48}{79,38}$$

$$F_{\text{count}} = 1.13$$

By using $\alpha = 5\%$ and df numerator = $37 - 1 = 36$, and df denominator $37 - 1 = 36$, it was found $F_{\text{table}} = 1.74$. Since, the $F_{\text{count}} (1.13) < F_{\text{table}} (1.74)$ so H_0 was accepted, meant that the data of the pre-test of experimental (XI IPS 1) and control class (XI KEAGAMAAN) had similar variances or homogeneous.

3) Hypothesis Test

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

The reseacher used t-test to measure the difference of average.

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

μ_1 : Average data of experimental class

μ_2 : Average data of control class

The researcher calculated the standard deviation and t_{count} with t-test formula.

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

$$S = 9.19$$

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

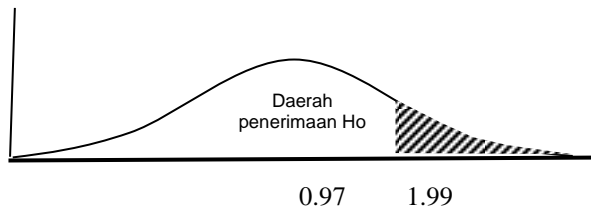
$$t = \frac{72,81 - 71}{9,19 \sqrt{\frac{1}{37} + \frac{1}{37}}}$$

$$t_{\text{count}} = 0.97$$

With $\alpha = 5\%$ and $df = 37 + 37 - 2 = 72$, obtained $t_{\text{table}} = 1.99$. From the result of calculation t-test, $t_{\text{count}} = 0.97$. Because t_{count} was lower than t_{table} ($1.99 < 0.97$), it can be concluded that there was similarity of pre-test average between two classes, so H_0 is accepted.

Table 4.10
The Average Similarity Test of Pre-test in
Experimental Class and Control Class

Class	N	X	(S ²)	S	t _{table}	t _{count}	Criteria
Control	37	72.81	79.38	8.90	1.99	0.97	Ho Accepted
Experiment	37	70.73	89.48	9.45			



e. Analysis of Post-test

The result of post-test was used to know the class was normal or not, and the class was homogeneous or not. These were called by normality test and homogeneity test. The completed data was follows:

1) Normality Test

It was same to test of normality in the pre-test. The result calculated using Chi-square (X^2_{count}) then was compared with table of Chi-square (X^2_{table}) by using 5% alpha of significance and $df = k-1$. If $X^2_{\text{count}} < X^2_{\text{table}}$ meant the data of the research distributed normally.

Table 4.11

Normality Test of Post-Test of Experimental Class and Control Class

Class	X^2_{count}	X^2_{table}	Criteria
Control	5,96	11,07	Normal
Experimental	7,91	11,07	Normal

Based on the analysis above, it can be concluded that X^2_{count} was lower than X^2_{table} ($X^2_{\text{count}} < X^2_{\text{table}}$), so H_0 accepted. The distribution data of experimental and control classes were normal.

2) Homogeneity Test

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

Table 4.12
The Homogeneity Result of Post-Test of Control Class and Experimental Class

Class	Variance	N	Df	F_{count}	F_{table}	Criteria
Control	43.55	37	36	1.06	1.74	Homogeneous
Experiment	46.10	37	36			

Based on the data above, it is obtained that:

$$F_{\text{count}} = \frac{vb}{vk}$$

$$F_{\text{count}} = \frac{46,10}{43,55}$$

$$F_{\text{count}} = 1.06$$

By using $\alpha = 5\%$ and df numerator = $37 - 1 = 36$, and df denominator $37 - 1 = 36$, it was found $F_{\text{table}} = 1.74$. Since, the $F_{\text{count}} (1.06) < F_{\text{table}} (1.74)$ so H_0 was accepted, meant that the data of the post-test of experimental (XI IPS 1) and control class (XI KEAGAMAAN) had similar variances or homogeneous.

3) Hypothesis Test

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

$$H_0: \mu_1 = \mu_2$$

$$H_a: \mu_1 \neq \mu_2$$

Where:

μ_1 : Average data of experimental class

μ_2 : Average data of control class

The researcher used standard deviation and t-test formula to calculate t_{count} . The formula are:

$$S = \sqrt{\frac{(n1 - 1)S_1^2 + (n2 - 1)s_2^2}{n1 + n2 - 2}}$$

$$S = 6.70$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

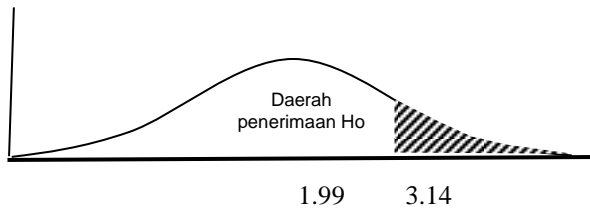
$$t = \frac{80,19 - 75}{6,70 \sqrt{\frac{1}{37} + \frac{1}{37}}}$$

$$t_{\text{count}} = 3.14$$

With $\alpha = 5\%$ and $df = 37 + 37 - 2 = 72$, obtained $t_{\text{table}} = 1.99$. From the result of calculation t-test, $t_{\text{count}} = 3.14$. Because t_{count} was higher than t_{table} ($3.14 > 1.99$), it can be concluded that there was significant difference between the experimental class and control class. It meant that experimental group was better than control group after getting treatments.

Table 4.13
The Result of Calculation of T-Test

Class	N	X	(S ²)	S	t _{table}	t _{count}	Criteria
Control	37	75.3	43.55	6.6	1.99	3.14	Ha Accepted
Experiment	37	80.19	46.1	6.8			



CHAPTER V

CONCLUSION AND SUGGESTION

Conclusions and suggestions of this research are needed as the end of this research.

A. Conclusion

Based on the result of findings and analysis, it can be concluded in three main topics as follow:

The development product is needed by students. Based on the result of the questionnaire of students' need, the development product had increased students' interest in the learning material. The students need the material that uses simple language, they felt difficult to understand learning material that uses complex language. The development product was designed using simple language. The language used was important points of material, the aim was to make students remember the material easily, the students more easily understand the material being studied. The video product of *Powtoon* application also made to increase students' interest to the material. Many students felt bored when they studied the material without learning medium. The video product of *Powtoon* application was made to improve student' learning motivation if the students' learning motivation was high, student learning outcomes also increased.

The product development is valid based expert validation. The validation result of module developed get a score of 85 for the first expert, the average is 2.65 include valid enough criteria. In the second expert get a score of 87, the average is 2.71, include in valid enough criteria. In the third expert get a score of 95, the average is 2.96, include in valid criteria.

The product is effective based on the result of pre-test and post-test in control class and treatment class. The effectiveness of the product is proven by the result of $t_{\text{count}} = 3.14$. It is higher than $t_{\text{table}} = 1.99$, there is a significant difference between the control class and the treatment class. It means that experimental group was better than control group after getting treatment.

B. Suggestion

This research is intended to develop new English material which can facilitate students in learning process. Based on the research, the reader is suggested as follow:

1. The development product is expected can help the students in the learning process of narrative text, the development product can help students to understand the material presented.
2. The product development is expected can help the teacher in the learning process, the product can be used as English learning material in teaching narrative text.

3. This product development still has shortages in the content of video, for the next researcher is expected can develop the content material to teach narrative text through *Powtoon* application.

REFERENCES

- Chabel Semaan and Nour Ismail, *The effect of Using Powtoon on Learning English as A Foreign Language*. (LEBANON: Lebanese University)
- Cheryll M. Adams and Rebecca Rebecca L. Pierce. *Characteristics of effective teaching*.
- Chris Watkins, Eileen Carnell and Caroline Lodge. *Effective Learning in Classroom*. (Paul Chapman Publishing, 2007) P.17-18
- Devigantari Agusta, *Improving students' ability in writing Narrative Text using short animated stories*. (Yogyakarta: State University of Yogyakarta, 2015), p. 23.
- Effiong, Oji Ekpo, Igiri Charles E, (2015). *Impact of Instructional Materials in Teaching and Learning of Biology in Senior Secondary Schools in Yakurr LG. A. NIGERIA*: International Letters of Social and Humanistic Sciences.
- European Journal of Contemporary Education, *Material Development to Rasie Awareness of Using Smart Boards*. (Turkey: Balikesir University, 2016)
- Jeng, Y.-L., Wu, T.-T., Huang, Y.-M., Tan, Q., & Yang, S. J. H. (2010). The Add-on Impact of Mobile Applications in Learning Strategies: A Review Study. *Educational Technology & Society*, 13 (3), 3–11.
- Journal of Elementary Education, *Use of Media for Effective Instruction its Importance*. PAKISTAN: (University of the Punj, Lahore) vol. 38
- Kasihara, Akihiro. *The Knowledge Medium: Designing Effective Computer Based Learning Environments*. (The Institute of Scientific and Industrial Reserach) Osaka University P.85

- Liani, dkk, *The Development of Learning Media Based Powtoon on the Subject of Hydrocarbon at Second Grade Senior High School*. (RIAU: University of Riau)
- Liberante, Lauren. (2012). *The Importance of Teacher-Students Relationship, as explored through the lens of the NSW Quality Teaching Model. Volume 2*. Australia. University of Wollongong.
- Marta Dwi Pangestu, Achmad Ali Wafa. *Powtoon Interactive Multimedia Development on Lesson economic Learning of monetary policy*. (Faculty of Economics, State University Malang, 2018) p.71
- Marcelo Humberto Rioseco Pais, *Incorporating Powtoon as a learning activity into a Course on Technological Innovations as Didactic Resources for Pedagogy Programs*. (CHILE: Universidad Catolia del Maule) p.129.
- Midika Devi Satriani, *Developing Writing materials by Using A Genre-Based Approach for the Eight Grade Students of SMPN 4 PLAYEN GUNUNGKIDUL*. (Yogyakarta: STATE UNIVERSITY OF YOGYAKARTA, 2012)
- Mehmet Ali SEVEN, Ali Osman ENGIN. *The Importance and Effect of Using AID Materials in Foreign Language Teaching*. TURKEY: School of Foreign Language Erizurum.
- Mislaini, *Improving Students Reading Comprehension of Narrative Text by Using Fable at the Grade X SMAN 1 BONAI Darussalam*. (University of Pasir Pengaraian, 2015)
- Nofitarina, *Teaching Reading Narrative Text by Using Literature Circles Strategy to The Tenth Grade Students of SMAN 1 Lempuing Jaya*. (Palembang: University of Raden Fatah) p.74
- O'Donoghue, John. *A comparison of the Advantages and Disadvantages of IT based education and the Implications upon students*. (Interactive Education Multimedia, 2004) p.72

- Pamela Sammons, Linda Bakkum. *Effective Teaching*. Oxford University Department of Education. P.5
- Stosic, Lazar. (2015). *The Importance of Educational Technology in Teaching*. Aleksinac Serbia. Vol 3 No 1
- Sugiyono, Educational Research Methods, (BANDUNG: ALFABETA, 2017)
- Suyono, *Effective and Productive Learning based on Literation: Analysis of Context, Principles, and Alternative Behavior of Implementation Strategy in the school*. (Malang: Malang State University, literacy faculty, 2009). P.203
- Sun, Zhuomin. (2010). *Language Teaching Materials and learner motivation*. Harbin. Manufactured in Finland.
- The International Journal of Educational Researchers, *Common Characteristics of an Effective English Language Teacher*. (Educational Research Association, 2013)
- Wiji Kurnia Asih, *Developing Interactive Learning Multimedia to Teach Reading Narrative Text for the 8th Grade Students of SMPN PURING*. (Yogyakarta: Yogyakarta State University, 2013)
- Wikramanayake G.N, *Impact of Digital Technology on Education*, (University of Colombo School of Computing, 2005)
- Woottipong, Kretsai. Effect of using video materials in the teaching of listening skills for University students. (Thailand: International Journal of Linguistics, 2014)
- Yanuari Dwi Puspitarini and Muhammad Akhyar, *Developing Powtoon-Based Video Learning Media for Five Grade Students of Elementary School*. (Solo: Educational Technology, Universitas Sebelas Maret, 2018)
- Y. M. Harsono, (2007). *Developing Learning Materials for Specific Purposes*. JAKARTA: Universitas Katolik Atma Jaya

Appendix 1

ANALISIS KEBUTUHAN SISWA

Sekolah : MAN 2 KUDUS
Kelas : XI - IPS 1
Jumlah Siswa : 37 SISWA

Ketentuan jawaban:

- a) SS = Sangat setuju
- b) ST = Setuju
- c) RG = Ragu-ragu
- d) TS = Tidak setuju
- e) STS = Sangat tidak setuju

No	Pernyataan	Penilaian				
		SS	ST	RG	TS	STS
1	Pengembangan materi pembelajaran diperlukan untuk meningkatkan hasil belajar siswa	2	20	10	3	2
2	Perkembangan teknologi tepat digunakan untuk membantu dalam mengembangkan materi pembelajaran.	11	9	11	4	2
3	Teknologi memudahkan siswa dalam belajar dan mendapatkan berbagai informasi.	8	13	9	2	5
4	Penggunaan media pembelajaran berbasis teknologi lebih disukai siswa	2	6	21	7	1
5	Penggunaan media pembelajaran audio-visual lebih menarik dalam proses pembelajaran.	11	9	13	2	2
6	Media pembelajaran berupa video mampu mengurangi rasa bosan siswa	2	17	8	7	3

	ketika belajar					
7	Penggunaan media pembelajaran yang mengandung unsur animasi lebih menarik bagi siswa.	5	13	12	4	3
8	Materi pembelajaran dibuat sendiri oleh guru menyesuaikan dengan kebutuhan siswa.	15	14	5	2	1
9	Materi pembelajaran dikemas dengan bahasa yang sederhana dan tidak terlalu panjang.	10	9	14	2	2
10	Materi pembelajaran yang mengandung terlalu banyak kalimat tidak disukai siswa	5	13	13	3	3
11.	Penggunaan materi pembelajaran berupa buku saja membuat siswa merasa bosan.	1	12	17	6	1
12.	Materi pembelajaran yang berkaitan dengan budaya local perlu diketahui siswa.	2	16	10	7	2
13.	Media pembelajaran memberi pengaruh terhadap minat belajar siswa.	12	13	10	1	1
14.	Ice-breaking diperlukan dalam proses pembelajaran	10	12	7	6	2
15.	Inovasi dalam dunia pendidikan diperlukan untuk meningkatkan kualitas pendidikan	20	9	5	2	1

ANALISIS KEBUTUHAN SISWA

Sekolah : MAN 2 KUDUS
 Kelas : XI - KEAGAMAAN
 Jumlah Siswa : 37 SISWA

Ketentuan jawaban:

- a) SS = Sangat setuju
- b) ST = Setuju
- c) RG = Ragu-ragu
- d) TS = Tidak setuju
- e) STS = Sangat tidak setuju

No	Pernyataan	Penilaian				
		SS	ST	RG	TS	STS
1	Pengembangan materi pembelajaran diperlukan untuk meningkatkan hasil belajar siswa	5	17	11	3	1
2	Perkembangan teknologi tepat digunakan untuk membantu dalam mengembangkan materi pembelajaran.	10	9	11	5	2
3	Teknologi memudahkan siswa dalam belajar dan mendapatkan berbagai informasi.	6	15	8	2	6
4	Penggunaan media pembelajaran berbasis teknologi lebih disukai siswa	3	5	24	4	1
5	Penggunaan media pembelajaran audio-visual lebih menarik dalam proses pembelajaran.	9	11	14	1	2
6	Media pembelajaran berupa video mampu mengurangi rasa bosan siswa ketika belajar	1	18	10	5	3

7	Penggunaan media pembelajaran yang mengandung unsur animasi lebih menarik bagi siswa.	2	16	13	5	1
8	Materi pembelajaran dibuat sendiri oleh guru menyesuaikan dengan kebutuhan siswa.	13	16	5	1	2
9	Materi pembelajaran dikemas dengan bahasa yang sederhana dan tidak terlalu panjang.	9	10	15	1	2
10	Materi pembelajaran yang mengandung terlalu banyak kalimat tidak disukai siswa	3	15	12	4	3
11.	Penggunaan materi pembelajaran berupa buku saja membuat siswa merasa bosan.	1	9	20	6	1
12.	Materi pembelajaran yang berkaitan dengan budaya local perlu diketahui siswa.	4	14	10	7	2
13.	Media pembelajaran memberi pengaruh terhadap minat belajar siswa.	12	13	11	1	-
14.	Ice-breaking diperlukan dalam proses pembelajaran	10	12	7	6	2
15.	Inovasi dalam dunia pendidikan diperlukan untuk meningkatkan kualitas pendidikan	21	8	5	3	-

Appendix 2

ANALISIS KEBUTUHAN GURU

Nama : Muhammad Khadrotun Naja, M.Pd
Sekolah : MAN 2 KUDUS

Ketentuan jawaban:

- a) ST = Setuju
b) TS = Tidak setuju

No	Pernyataan	Penilaian	
		ST	TS
1.	Bagaimana pendapat anda, bila materi pembelajaran yang digunakan siswa dikembangkan?	v	
2.	Materi pembelajaran yang digunakan siswa cukup hanya menggunakan buku		v
3.	Buku menjadi sumber utama yang digunakan siswa untuk belajar		v
4.	Siswa tidak membutuhkan sumber materi lain selain dari buku		v
5.	Buku adalah sumber belajar yang efektif digunakan siswa	v	
6.	Media pembelajaran tidak memberi pengaruh yang besar terhadap hasil belajar siswa		v
7.	Media pembelajaran diperlukan oleh siswa dalam proses pembelajaran	v	
8.	Media pembelajaran berbasis teknologi tepat digunakan bagi siswa dalam proses pembelajaran	v	
9.	Media pembelajaran berupa video bisa meningkatkan konsentrasi siswa dalam proses pembelajaran	v	
10.	Media pembelajaran berupa animasi mampu meningkatkan antusias belajar	v	

	siswa		
11.	Hasil belajar siswa dipengaruhi oleh guru yang mengajarnya	v	
12.	Hubungan baik guru dengan siswa mempengaruhi hasil belajar siswa	v	
13.	Tugas diberikan untuk siswa agar tetap belajar dirumah	v	
14.	Siswa selalu diberikan tugas di setiap pertemuan		v
15.	Inovasi dalam pendidikan diperlukan untuk meningkatkan kualitas dari pendidikan	v	

Appendix 3

ANGKET VALIDASI Modul Bahasa Inggris Berbasis Budaya Lokal Pada Materi Teks Naratif untuk SMA/MA

Judul Penelitian : Pengembangan Materi untuk Pengajaran
Teks Naratif melalui Aplikasi *Powtoon*
untuk kelas 2 MAN 2 KUDUS tahun
Pelajaran 2017/2018.
Penyusun : Lissiafik Khoirul Wafa
Instansi : FITK / Pendidikan Bahasa Inggris / UIN
Walisongo Semarang

Sehubungan dengan adanya Modul Bahasa Inggris berbasis Budaya Lokal pada Materi Teks Naratif untuk kelas 2 SMA/MA. Maka melalui instrumen ini, kami mohon bapak untuk bisa memberikan penilaian terhadap modul yang telah dibuat tersebut. Penilaian dari Bapak akan digunakan sebagai validasi dan masukan untuk memperbaiki dan meningkatkan kualitas modul ini sehingga bisa diketahui layak atau tidaknya modul tersebut digunakan dalam pembelajaran Bahasa Inggris. Aspek penilaian modul ini diadaptasi dari komponen penilaian aspek kelayakan isi, kelayakan penyajian, kelayakan bahasa dan kelayakan kegrafikan dari Badan Standar Nasional Pendidikan (BNSP).

PETUNJUK PENGISIAN ANGKET

Bapak kami mohon memberikan tanda *check list* (✓) pada kolom yang sesuai pada setiap butir penilaian dengan keterangan sebagai berikut:

Skor 4 : Sangat Baik

Skor 3 : Baik

Skor 2 : Kurang

Skor 1 : Sangat Kurang

Sebelum melakukan penilaian, Bapak kami mohon identitas secara lengkap terlebih dahulu.

IDENTITAS

Nama : Muhammad Khadrotun Naja, M.Pd

Instansi : MAN 2 KUDUS

I. ASPEK KELAYAKAN ISI

Indikator Penilaian	Butir Penilaian	Penilaian			
		1	2	3	4
		SK	K	B	SB
A. Kesesuaian dengan KI, KD	1. Memuat tujuan pembelajaran yang jelas, dan dapat menggambarkan pencapaian Kompetensi Inti dan Kompetensi Dasar			v	
	2. Semua KD tersaji secara lengkap dalam materi			v	
	3. Tersedia soal-soal latihan, tugas dan sejenisnya yang memungkinkan untuk mengukur penguasaan peserta didik		v		
B. Keakuratan Materi	4. Materi yang disajikan sesuai dengan kenyataan mampu meningkatkan pemahaman peserta didik			v	
	5. Contoh dan latihan soal sesuai dengan konsep materi		v		
	6. Gambar dan ilustrasi sesuai dengan kenyataan dan mampu meningkatkan pemahaman peserta didik		v		
C. Kemutakhir an Materi	7. Materi yang disajikan sesuai dengan budaya lokal di		v		

	lingkungan siswa tinggal				
	8. Materi yang disajikan sesuai dengan materi Bahasa Inggris yang saling terkait			v	
D. Mendorong Keingintahuan	9. Materi yang disajikan mendorong rasa ingin tahu siswa			v	
	10. Menciptakan kemampuan bertanya siswa			v	

II. ASPEK KELAYAKAN PENYAJIAN

Indikator Penilaian	Butir Penilaian	Penilaian			
		1	2	3	4
		SK	K	B	SB
A. Teknik Penyajian	1. Keruntutan konsep penyajian		v		
B. Pendukung Penyajian	2. Terdapat dialog yang menambah ketertarikan siswa terhadap materi			v	
	3. Terdapat kosakata yang disusun secara alfabetis				v
C. Penyajian Pembelajaran	4. Terdapat soal latihan pada setiap akhir kegiatan belajar			v	
	5. Penyajian materi bersifat mengajak peserta didik untuk berpartisipasi aktif dalam proses pembelajaran		v		
	6. Konsistensi sistematika dalam penyajian materi		v		
	7. Bahasa yang digunakan sederhana dan mudah dipahami			v	
	8. Kalimat yang digunakan sesuai dengan kaidah dalam Bahasa Inggris		v		

D. Koherensi dan Keruntutan Alur Pikir	9. Keteraturan antar kegiatan belajar satu dengan kegiatan belajar lainnya		v		
	10. Keutuhan makna dalam setiap kegiatan belajar.			v	

III. ASPEK KELAYAKAN BAHASA

Indikator Penilaian	Butir Penilaian	Penilaian			
		1	2	3	4
		SK	K	B	SB
A. Lugas	1. Ketepatan struktur kalimat			v	
	2. Keefektifan kalimat			v	
B. Komunikatif	3. Pemahaman terhadap pesan dan informasi yang disampaikan		v		
C. Dialogis dan Interaktif	4. Kemampuan memotivasi peserta didik		v		
D. Kesesuaian dengan kaidah Bahasa	5. Penggunaan ejaan bahasa Inggris sesuai dengan ejaan yang disepakati			v	
	6. Pemilihan diksi yang tepat		v		
	7. Penggunaan tanda baca yang benar			v	

IV. ASPEK KELAYAKAN KEGRAFIKAN

Indikator Penilaian	Butir Penilaian	Penilaian			
		1	2	3	4
		SK	K	B	SB
A. Kelayakan Kegrampilan	1. Bahasa dan gambar yang digunakan seimbang, ditinjau dari aspek ukuran				v
	2. Penempatan ilustrasi atau hiasan pada setiap halaman			v	

	tidak mengganggu kejelasan informasi pada teks				
B. Kualitas Tampilan	3. Desain menarik			v	
	4. Tampilan judul menarik			v	
	5. Tata letak memudahkan pembaca dalam memahami materi		v		

PENILAIAN

No	Komponen	Jumlah Nilai			
		SK	K	B	SB
		1	2	3	4
ASPEK KELAYAKAN ISI					
1	Kesesuaian dengan KI, KD		2	6	
2	Keakurata Materi		4	3	
3	Kemutakhiran Materi		2	3	
4	Mendorong Keingintahuan			6	
ASPEK KELAYAKAN PENYAJIAN					
1	Teknik Penyajian		2		
2	Pendukung Penyajian			3	4
3	Penyajian Pembelajaran		6	6	
4	Koherensi dan Keruntutan Alur Pikir		2	3	
ASPEK KELAYAKAN BAHASA					
1	Lugas			6	
2	Komunikatif		2		
3	Dialogis dan Interaktif		2		
4	Kesesuaian dengan kaidah Bahasa		2	6	
ASPEK KELAYAKAN KEGRAFIKAN					
1	Kelayakan Kefrafikan			3	4
2	Kualitas Tampilan		2	6	
JUMLAH		85			
RATA-RATA		2,65			

KESIMPULAN

Modul Pengembangan Materi untuk Pengajaran Teks Naratif melalui Aplikasi *Powtoon* untuk kelas 2 MAN 2 KUDUS Tahun Pelajaran 2017/2018

1. Layak digunakan di lapangan tanpa revisi jika rata-rata skor = 2,75%
2. Layak digunakan di lapangan dengan revisi jika rata-rata skor = 2,50 %
3. Tidak layak digunakan di lapangan jika rata-rata skor = 1 %

Appendix 4

The Score of Pre-Test and Post-test in Small-scale Trial
(XI IPS 2)

PRE-TEST			POST-TEST		
NO	CODE	SCORE	NO	CODE	SCORE
1	PRE	50	1	POST	85
2	PRE	85	2	POST	79
3	PRE	50	3	POST	92
4	PRE	85	4	POST	91
5	PRE	50	5	POST	92
6	PRE	50	6	POST	86
7	PRE	65	7	POST	89
8	PRE	71	8	POST	90
9	PRE	85	9	POST	85
10	PRE	69	10	POST	91
11	PRE	79	11	POST	87
12	PRE	67	12	POST	83
13	PRE	61	13	POST	83
14	PRE	61	14	POST	77
15	PRE	68	15	POST	89
16	PRE	67	16	POST	76
17	PRE	61	17	POST	79
18	PRE	61	18	POST	77
19	PRE	50	19	POST	79
20	PRE	69	20	POST	91
21	PRE	75	21	POST	83
22	PRE	69	22	POST	67
23	PRE	67	23	POST	92
24	PRE	60	24	POST	87
5	PRE	50	25	POST	90

26	PRE	69	26	POST	91
27	PRE	73	27	POST	82
28	PRE	79	28	POST	60
29	PRE	71	29	POST	66
30	PRE	59	30	POST	92
Sum		1976	Sum		2511
Average		65,87	Average		83,70
MIN		50	MIN		60
MAX		85	MAX		92
Varians (S^2)		116,0506	Varians (S^2)		69,94138
S		10,77	S		8,36

Appendix 5

The Score of Pre-test of
the Control and the Experimental Class

CONTROL CLASS			EXPERIMENTAL CLASS		
NO	CODE	SCORE	NO	CODE	SCORE
1	C1	60	1	E1	70
2	C2	83	2	E2	80
3	C3	55	3	E3	60
4	C4	85	4	E4	75
5	C5	78	5	E5	63
6	C6	63	6	E6	75
7	C7	58	7	E7	80
8	C8	80	8	E8	80
9	C9	70	9	E9	85
10	C10	63	10	E10	75
11	C11	78	11	E11	80
12	C12	68	12	E12	60
13	C13	70	13	E13	78
14	C14	75	14	E14	65
15	C15	85	15	E15	63
16	C16	73	16	E16	80
17	C17	60	17	E17	65
18	C18	80	18	E18	68
19	C19	73	19	E19	80
20	C20	70	20	E20	78
21	C21	83	21	E21	60
22	C22	78	22	E22	60
23	C23	75	23	E23	70
24	C24	80	24	E24	75
25	C25	70	25	E25	63
26	C26	58	26	E26	58

27	C27	76	27	E27	90
28	C28	73	28	E28	85
29	C29	63	29	E29	60
30	C30	68	30	E30	70
31	C31	80	31	E31	58
32	C32	78	32	E32	55
33	C33	80	33	E33	65
34	C34	75	34	E34	75
35	C35	80	35	E35	63
36	C36	90	36	E36	65
37	C37	60	37	E37	85
Sum		2694	Sum		2617
Average		37	Average		37
MIN		72,81	MIN		70,73
MAX		79,38	MAX		89,48
Varians (S^2)		8,91	Varians		9,46
S		2694	S		2617

Appendix 6

The Score of Post-test of
the Control and the Experimental Class

CONTROL CLASS			EXPERIMENTAL CLASS		
NO	CODE	SCORE	NO	CODE	SCORE
1	C1	60	1	E1	70
2	C2	83	2	E2	80
3	C3	55	3	E3	60
4	C4	85	4	E4	75
5	C5	78	5	E5	63
6	C6	63	6	E6	75
7	C7	58	7	E7	80
8	C8	80	8	E8	80
9	C9	70	9	E9	85
10	C10	63	10	E10	75
11	C11	78	11	E11	80
12	C12	68	12	E12	60
13	C13	70	13	E13	78
14	C14	75	14	E14	65
15	C15	85	15	E15	63
16	C16	73	16	E16	80
17	C17	60	17	E17	65
18	C18	80	18	E18	68
19	C19	73	19	E19	80
20	C20	70	20	E20	78
21	C21	83	21	E21	60
22	C22	78	22	E22	60
23	C23	75	23	E23	70
24	C24	80	24	E24	75
25	C25	70	25	E25	63
26	C26	58	26	E26	58

27	C27	76	27	E27	90
28	C28	73	28	E28	85
29	C29	63	29	E29	60
30	C30	68	30	E30	70
31	C31	80	31	E31	58
32	C32	78	32	E32	55
33	C33	80	33	E33	65
34	C34	75	34	E34	75
35	C35	80	35	E35	63
36	C36	90	36	E36	65
37	C37	60	37	E37	85
Sum		2694	Sum		2617
Average		37	Average		37
MIN		72,81	MIN		70,73
MAX		79,38	MAX		89,48
Varians (S^2)		8,91	Varians		9,46
S		2694	S		2617

Appendix 7

List of Students' Name Control Class (XI-KEAGAMAAN)

NO	NAMA
1	ABDUL KHOLIQ
2	AHMAD FARCHAN M
3	AL MAR'ATU AULIA AFADA F
4	AMALIA AFIFAH
5	ANGGIA FRISKA D
6	ART VALE ARRAFA A
7	BAHA SHOFA MIJDAL
8	CHAFIDH HASANUDDIN
9	DELLA ARYANA W
10	EKO FUJI LESTARI
11	FAJAR PUTRI S
12	FATKHUR RISQI AF
13	FINA DZURRIYATUS S
14	FIRDA LUTFIA NADA
15	FITROH UNALISA
16	HILAL BAGUS IRAWAN
17	IQBAL AHSANUL AULIA
18	IZZADHEVA RATU H
19	KHILDA VERLANI A
20	LAILA AGUSTINA
21	M. FARHAN HALIMI
22	M. ARFAIN HASAN
23	M. AMRUL MA'RUF
24	M. FAHMI ISNAINI
25	M. LUTHFI MUBAROK
26	M. RIZKI LISTIAWAN
27	M. YOGGI AQSAL D
28	NILA IZZATURROHMAN
29	NUR ROSYIDA AMALIA
30	NURUL AZIZAH
31	NURUL ZULFATUN NI'MAH

32	PUTRI ISMI RAHMA A
33	RIMA NASHRINA F
34	SHERLY MARTINA D
35	SHOFWATUN NIDA A
36	SITI NUR ISTIANAH
37	WIDIA MALIHATUL M

List of Students' Name
Experimental Class (XI-IPS 1)

NO	NAMA
1	AGYSTA ARTRICIA APRILIANI
2	AHMAD WAHIB LUTHFI
3	AHSAN KAMAL
4	ANA SAFIRA SALSABILA
5	AZZA TSURAYYA
6	BAGUS MUHAMMAD FIRDAUS
7	BAGUS TRENGGINAS
8	DAISY AZALIA
9	DWI WARDATUL HAYATI
10	FATHIMATUS SA'DIYAH
11	FINA MAULINA AULIA
12	FITRIA MAULYDA
13	HAYDAR HILMI MAULANA
14	ILMA ARDALIA
15	INTAN MAHDIATUN NISA
16	INTAN NIKHAYATUN NIMALIA
17	ITYANA ZENA MUMTAZA
18	IZZATUL LAILA
19	MIFTAHUL JANNAH
20	M. RIZQI AL MUBARROK
21	M. ARJUN FANANI
22	M. HASAN MU'ID
23	M. KHOIRUL ANAM
24	NAJELA AINUS SHALMA
25	NANDA TYAS WARDANI
26	NAQIFATUS SALMA
27	NIHLAH NOVIANA
28	NIKO ARDIYANSAH
29	NUR AINI
30	NURIL IKHA MIR'ATUN NISA
31	PUTRI ZAIDA ZULFA
32	SALSABILA NIDA'

33	SHABRINA ADILA ZHARFA
34	SOFYAN FAHMI
35	SYILVIA MILDIANA NINGRUM
36	WAHID ABDURROZAQ
37	YUSRIANA SAIRA RIZQIYA


Appendix 8

Result of Instrument Validity Test

No	Kode	No Soal										
		1	2	3	4	5	6	7	8	9	10	
1	UC-1	1	1	1	1	1	1	1	1	1	1	
2	UC-2	1	1	1	1	1	1	1	1	1	1	
3	UC-3	1	1	0	1	1	1	1	1	1	1	
4	UC-4	0	0	1	0	1	0	1	0	0	1	
5	UC-5	1	1	1	1	1	1	1	0	1	1	
6	UC-6	0	0	1	1	1	1	1	1	0	1	
7	UC-7	1	1	0	1	1	1	1	1	1	1	
8	UC-8	0	0	1	0	1	1	0	1	1	1	
9	UC-9	1	1	0	0	1	0	1	1	1	1	
10	UC-10	1	1	1	1	0	1	0	1	0	1	
11	UC-11	1	1	1	1	0	0	1	1	1	1	
12	UC-12	0	0	1	1	1	0	1	1	1	1	
13	UC-13	1	1	0	0	1	1	0	0	1	1	
14	UC-14	1	1	1	1	1	1	1	1	0	1	
15	UC-15	1	1	1	1	1	1	1	1	0	1	
16	UC-16	1	1	1	1	0	1	0	0	0	1	
17	UC-17	1	1	1	1	0	0	0	1	0	1	
18	UC-18	1	1	0	1	1	1	0	1	0	1	
19	UC-19	0	1	1	1	1	0	0	0	1	1	
20	UC-20	1	0	1	0	1	1	0	1	1	1	
21	UC-21	0	1	1	1	0	1	0	1	0	1	
22	UC-22	0	0	0	0	1	0	1	0	1	0	
23	UC-23	1	0	1	1	0	0	1	1	0	1	
24	UC-24	1	1	0	1	1	1	0	0	0	1	
25	UC-25	1	1	1	0	1	0	1	1	1	1	
26	UC-26	0	1	0	1	1	0	1	1	1	0	
27	UC-27	0	0	0	0	0	0	0	0	0	0	
28	UC-28	0	0	0	0	1	0	1	1	0	0	
29	UC-29	0	0	0	0	0	0	1	1	1	1	
30	UC-30	0	0	0	0	0	1	0	0	1	0	

Appendix 9

The Result of Lab test



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG
STATUS : TERAKREDITASI
 Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017
 Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185
 Telp. (024) 7608786 Fax (024) 7619177 - [website : aismuh.ac.id](http://website.aismuh.ac.id)

PENELITI : Lissiafik Khoirul Wafa
NIM : 1403046110
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : DEVELOPING MATERIAL TO TEACH NARRATIVE TEXT THROUGH
 POWTOON APPLICATION TO THE SECOND GRADE OF MAN 2
 KUDUS IN THE ACADEMIC YEAR OF 2017/2018

HIPOTESIS:

- Hipotesis Uji Homogenitas Data Tahap Awal**
 $H_0: \sigma_1^2 = \sigma_2^2$
 $H_1: \sigma_1^2 \neq \sigma_2^2$
- Hipotesis Uji Homogenitas Data Tahap Akhir**
 $H_0: \sigma_1^2 = \sigma_2^2$
 $H_1: \sigma_1^2 \neq \sigma_2^2$
- Hipotesis Perbedaan Rata-Rata Data Tahap Awal**
 $H_0: \mu_1 \leq \mu_2$
 $H_1: \mu_1 > \mu_2$
- Hipotesis Perbedaan Rata-Rata Data Tahap Akhir**
 $H_0: \mu_1 \leq \mu_2$
 $H_1: \mu_1 > \mu_2$

HASIL DAN ANALISIS DATA

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kontrol_Pre	37	55	90	72.81	8.910	79.380
Eksperimen_Pre	37	55	90	70.73	9.459	89.480
Valid N (listwise)	37					

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Kontrol_Post	37	60	95	75.30	6.599	43.548
Eksperimen_Post	37	70	90	80.19	6.790	46.102
Valid N (listwise)	37					



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngali km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	70.72972973	72.81081081
Variance	89.48048048	79.37987988
Observations	37	37
df	36	36
F	1.127243838	
P(F<=f) one-tail	0.360645273	
F Critical one-tail	1.742973165	

Keterangan:

Sig. = 0.360 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen).

Uji Homogenitas Data Tahap Akhir

F-Test Two-Sample for Variances

	Variable 1	Variable 2
Mean	80.18918919	75.2972973
Variance	46.1021021	43.54804805
Observations	37	37
df	36	36
F	1.058649105	
P(F<=f) one-tail	0.432589027	
F Critical one-tail	1.742973165	

Keterangan:

Sig. = 0.432 \geq 0.05, maka H_0 diterima artinya kedua kelas tersebut memiliki varians yang sama (Homogen)



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 3579/SK/BAN-PT/Akred/PT/X/2017

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_Pre	Equal variances assumed	.776	.381	.974	72	.333	2.081	2.136	-2.178	6.340
	Equal variances not assumed			.974	71.743	.333	2.081	2.136	-2.178	6.340

Keterangan:

Sig. = 0.333 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan (Identik) rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai_Post	Equal variances assumed	.385	.537	3.143	72	.002	4.892	1.557	1.789	7.995
	Equal variances not assumed			3.143	71.942	.002	4.892	1.557	1.789	7.995

Keterangan:

Sig. = 0.002 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen dan Kelas Kontrol

Semarang, 08 Januari 2019

Kepala Laboratorium

Deden Istiawan, S.Si.,M.Kom

Appendix 10

LESSON PLAN

School : MAN 2 KUDUS
Subject/Skill : English/Reading
Class/Semester : XI / II
Time Allocation : 2 x 45 Minutes
Material : Narrative Text

A. Core competence:

KI-3 (Knowledge)

Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and applying procedural knowledge to the field of study specific ones according to their talents and interests to solve problems.

KI-4 (Skill)

Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, and being able to use methods according to scientific rules.

B. Basic Competence and Indicators

Basic competence	Indicators
3.8 Distinguish social functions, structure text, and language features of several oral and written narrative texts by giving and asking for information	3.8.1 Students can identify structure and language features in narrative text.
	3.8.2 Students can determine

regarding simple folklore, in accordance with the context of the use.	3.8.3	The function and purpose of the narrative text. Students can know about folklore in them area.
4.8 Capturing contextually meaning related to social functions, structure text, and language features of simple narrative, oral and written texts related to folk legend.	4.8.1 4.8.2	Students can know the meaning of vocabulary contained in narrative text Students can know moral values contained in narrative text.

C. Learning Aims

1. Identify social function of Narrative Text
2. Identify the structure of Narrative Text
3. Identify the language feature of Narrative Text
4. Identify the Moral value of Narrative Text Story
5. Write story of Narrative text correctly

D. Media

- a. Tools and Media : Blackboard, Board marker, video of *Powtoon* Application, laptop, projector, speaker
- b. Book : English Module Local culture – Based

E. Material

1. DEFINITION OF PAST TENSE

A statement that show the activity or event that have been done or happened in the past. For example, activity that happened yesterday, last week, last year, etc.

Example: I **went** to school **yesterday**

They **studied** English together **last week**

2. KINDS OF PAST TENSE

a. Simple Past Tense

(+) S + V2 + O
(-) S + Did + not + V1 + O
(?) Did + S + V1 + O

- Used to state events that happened in the past (certain time)

Example : I **meet** her two days ago

Johan **played** Tennis last week

- Used to state habits that done in the past

Example : we usually **spoke** english

He always **carried** an umbrella

In the *Simple Past*, Interrogative form and negative sentence always use **auxiliary verb** (DID) for all types of

Example : **Did** you play tennis yesterday?

We **Did** not study last night

b. Past Continuous

(+) S + was/were + V ing + O
(-) S + was/were + not + V ing + O
(?) Was/were + S + V ing + O

- Used to state activity that are happening in the past.

Example: My mother **was cooking** when it began to rain

We **were studying** English while the music playe

- Can be used without using time information, to show a progression slowly.

Example : The sun **was rising**
It **was getting** dark

c. Past Perfect

S + had + V3 + O

- Used to express past actions that have finished before other past events

Example : When he came last night, the cake
had run out.

I **had** already **eaten** breakfast by the
time he picked me up.

d. Past Perfect Continuous

S + had been + V ing + O

- used to declare events that happened in the past and the event is still ongoing when other events occur.

Example: Devi **had been sleeping** for two
hours when I visited her last night.

When she arrived, I **had been**
waiting for an hour.

3. TIME SIGNALS

Yesterday	Last Night
Last week	Last Year
Last month	An Hour ago
Three day ago	

4. NARRATIVE TEXT

A. DEFINITION AND SOCIAL FUNCTION

Type of text in the form of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a series of chronologically connected events. The purpose of narrative text is to entertain the reader.

B. GENERIC STRUCTURE

1. Orientation

Introduction of the story, where and when the story was happening delivered in this section, the characters involved in the story are also introduced.

2. Complication

Development of conflict, problems in the story began to be shown.

3. Resolution

Conflict resolution or steps taken to respond to a problem.

4. Re-orientation

Closing expressions that show the end of a story. Re-orientation is optional or not always in narrative text.

C. LANGUAGE FEATURES

- Using Past Tense
- Adverb of Time
- Time Conjunction
- Specific Character
- Action Verb
- Direct Speech

THE TOWER OF KUDUS

The tower of kudos was one of the historical relic of Islam that was built hundreds of years ago. The building located in the kudos city. One of the important buildings was Al Aqso Mosque. The mosque was special because the first stone placed during construction was Baitul Maqdis stone from Palestine, the building was founded by Syech Ja'far Shodiq which we often know as Sunan Kudus. The minaret which has a pattern like a temple that became special characteristic of the mosque building and the building was built only with red brick material that was arranged and mounted stacked without adhesive cement.

In the construction process, not all without interference. There were some society that disrupt the development process. The climax was when an event was called "huru hara kudos city". At that time, when the process of building the minaret of kudos, there were a group of people who were non-Muslims carrying out the march past the place, and there were some of them who wore clothes like Muslim surrounded by commercial women, suddenly the incident sparked a dispute, but the event can finally get back under control.

The tower of kudos was a building that became a symbol of "Islamic tolerance". Because at that time the majority of the people were Hindus and Buddhists. It was a strategy of Sunan kudos in spreading the teachings of Islam in the kudos city by using a cultural approach, by using that way make the purpose of conveying the goodness of success and the religion of Islam can be well received by the general public, especially people in the kudos city until now.

F. Learning Method

Approach : Scientific approach
Method : Small Group Discussion

G. Learning Activities

<i>First meeting</i>	
i. Preface <ul style="list-style-type: none">✓ Greeting✓ Motivating the students and describing the material which are going to be discussed generally	5 minutes
ii. Core Activities <ul style="list-style-type: none">• Observing In Observing activities:<ul style="list-style-type: none">☞ Students listen the explanation and instruction from teacher.☞ Teacher teach use Learning Module that was prepared for students☞ Teacher show video that was made using <i>Powtoon</i> Application of Narrative Text☞ Students and watch and analyze content of the video.• Questioning In Questioning activities:<ul style="list-style-type: none">☞ Teacher ask to students about content of the video.• Exploring In Exploring activities:<ul style="list-style-type: none">☞ Teacher give explanation about material that contained in learning module.☞ Teacher divide students into some	<div>15 minutes</div> <div>10 minutes</div> <div>15 minutes</div>

<p>groups.</p> <ul style="list-style-type: none"> • Associating <ul style="list-style-type: none"> ☞ Teacher instructs students to discuss stories in their regions to their friends. ☞ Teacher control their activity well • Creating <ul style="list-style-type: none"> ☞ Student write story about historical place in their regions correctly. ☞ Teacher control their activity well • Communicating <ul style="list-style-type: none"> ☞ Teacher instructs student to share their project in other groups. 	<p>15 minutes</p> <p>15 minutes</p> <p>10 minutes</p>
<p>iii. Closing</p> <ul style="list-style-type: none"> ☞ Teacher review the material that was learned and create good reflection in the class. ☞ Students can make the conclusion. ☞ Close the learning process well. 	<p>5 minutes</p>

H. Source

Mas'ud, Fuad. 2005. *Essentials of English Grammar*.
Yogyakarta : BPFE

<http://plat-kudus.blogspot.com/2012/12/sejarah-menara-kudus.html>

<https://tempatwisataindonesia.id/menara-kudus/>

<https://www.dosenpendidikan.com/sejarah-menara-kudus-dan-konstruksi-bangunan-serta-motif-hiasanya/>

<http://property-kudus.blogspot.com/2017/04/asal-usul-menara-kudus-dan-mitos.html>

<http://www.ridwanaz.com/2011/12/sejarah-rokok-kretek-dari-ternyata-kota-kudus.html>

<https://www.rappler.com/indonesia/gaya-hidup/170201-melacak-jejak-sejarah-museum-rokok-kretek-kudus>

<https://sausrokokblog.wordpress.com/2016/04/29/sejarah-perusahaan-rokok-kretek-kudus/>

<https://www.quipper.com/id/blog/mapel/bahasa-inggris/yuk-latihan-soal-narrative-text-ini-biar-lebih-semangat/>

<https://www.nurdiono.com/kumpulan-soal-un-bahasa-inggris-narrative-text.html>

Appendix 11

Teaching Learning Process

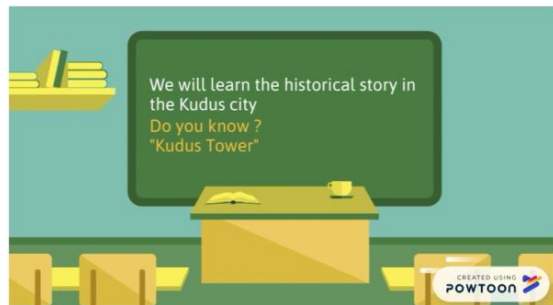
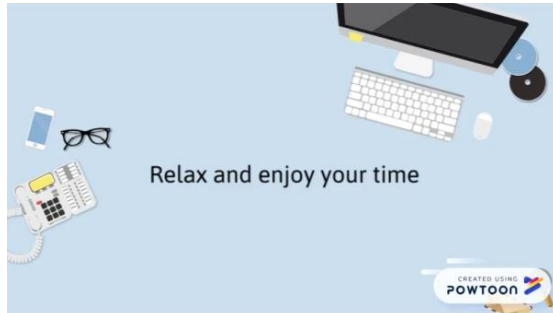


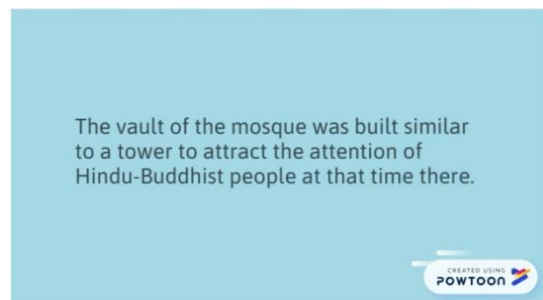
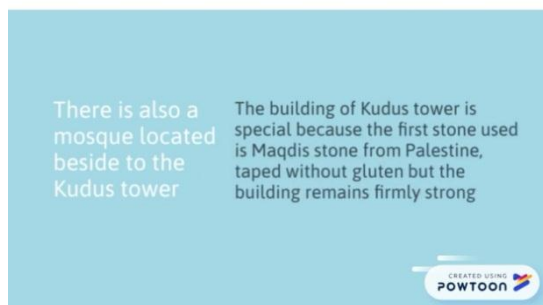


Appendix 12

Picture of Video from *Powtoon* Application

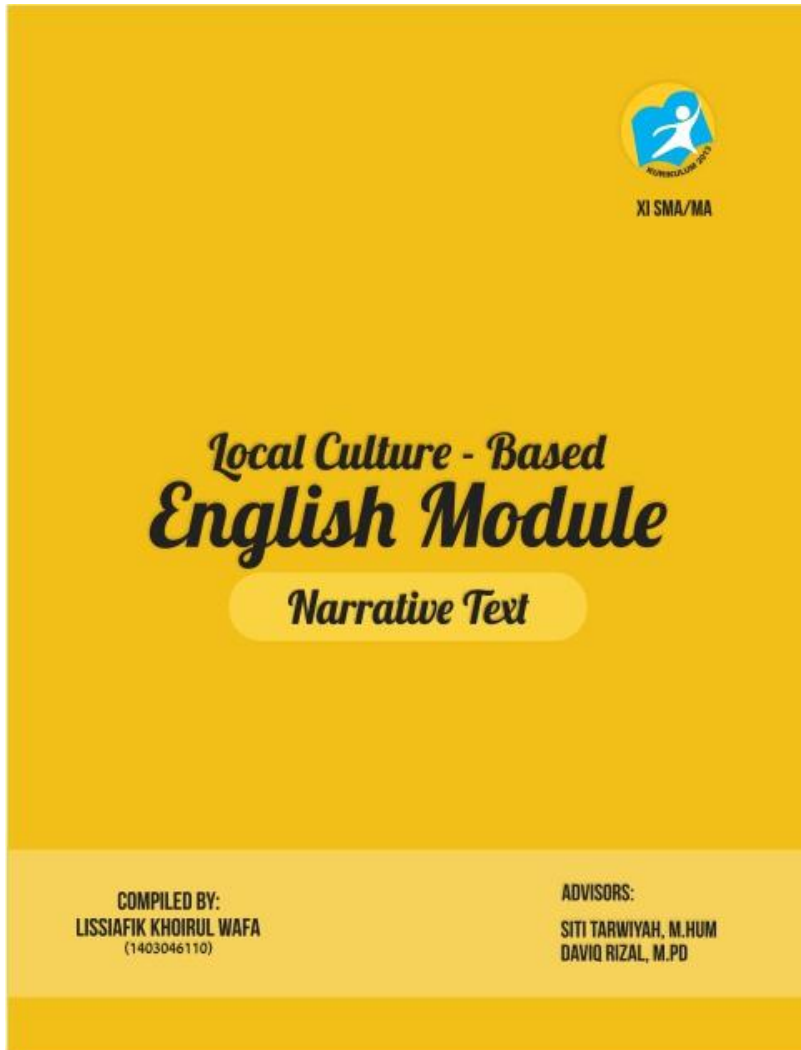








Appendix 13



PREFACE

Assalamu'alaikum Wr. Wb,

Alhamdulillahirabbil'alamiin... All prayers be to Allah who has given us help and convenience so that this module can be completed properly. Sholawat and salutation Always be given to our Prophet Muhammad SAW who has guide and taught us about Islam, religion of peace and safety.

This modul is arranged for students of senior high school focusing on narrative text learning material. the writer develops material from narrative text by raising local stories in various regions with the aim that students are more interested in learning the material being taught, students are also expected to be able to know the stories that become history in their respective regions.

The story raised is the story of a place that has become a history in the area, and the story of the origin of a product, for example in kudu city there is "clove cigarettes". The story of the origin of kretek cigarettes will be written into a story by following the structure of the correct narrative text.

This module is also equipped with a video about the story narrative text created using powtoon application containing interesting animations, to keep students interested in learning and students do not get tired of seeing the literature in the book. The writer hope this module can be accepted and useful for many people, especially in the world of English education.

The writer would like to thank everyone who give support and help in the process of making this module. The writer realizes that there are many errors and deficiencies in this module. Criticism and suggestions are needed to make this module better.

Wassalamu'alaikum, Wr. Wb

Semarang, Oktober 2018

Writer

TABLE OF CONTENT

COVER	i
PREFACE	ii
TABLE OF CONTENT.....	iii
INTRODUCTION	
1. Core Competence And Basic Competence	iv
2. Learning Aim	v
3. Contents Framework	vi
CONTENT	
1. Historical Place.....	
a. History of <i>Menara Kudus</i>	1
b. Past Tense	4
c. Narrative Text, social function, generic structure and language features	6
d. Activity 1, Identify story of Narrative Text in the video	7
e. Activity 2, Fill in the table based on the story	9
f. Activity 3, Classify the vocabulary.....	11
g. Activity 4, Match the following kinds of narrative text.....	12
h. Activity 5, fill questions based on the information.....	13
i. Activity 6, sort paragraphs to be right story.....	14
j. Activity 7, write story of historical place in your city.....	16
k. Reflection and self - Assesment.....	17
1. Typical Product	
a. The origin of “Rokok Kretek” from kudus.....	18
b. Activity 8, Answer question based the conversation.....	20
c. write a story of the origin “ <i>Rokok Kretek</i> ”	22
d. Activity 9, Matching picture	25
e. Activity 10, Sorting paragraphs.....	27
f. Activity 11, Write your story.....	29
g. Reflection and self - Assesment.....	30
LET’S PRACTICE	
REFERENCE	

Before you learn the material, let's see the Core Competence and Basic competence.

Core competence/Kompetensi Inti:

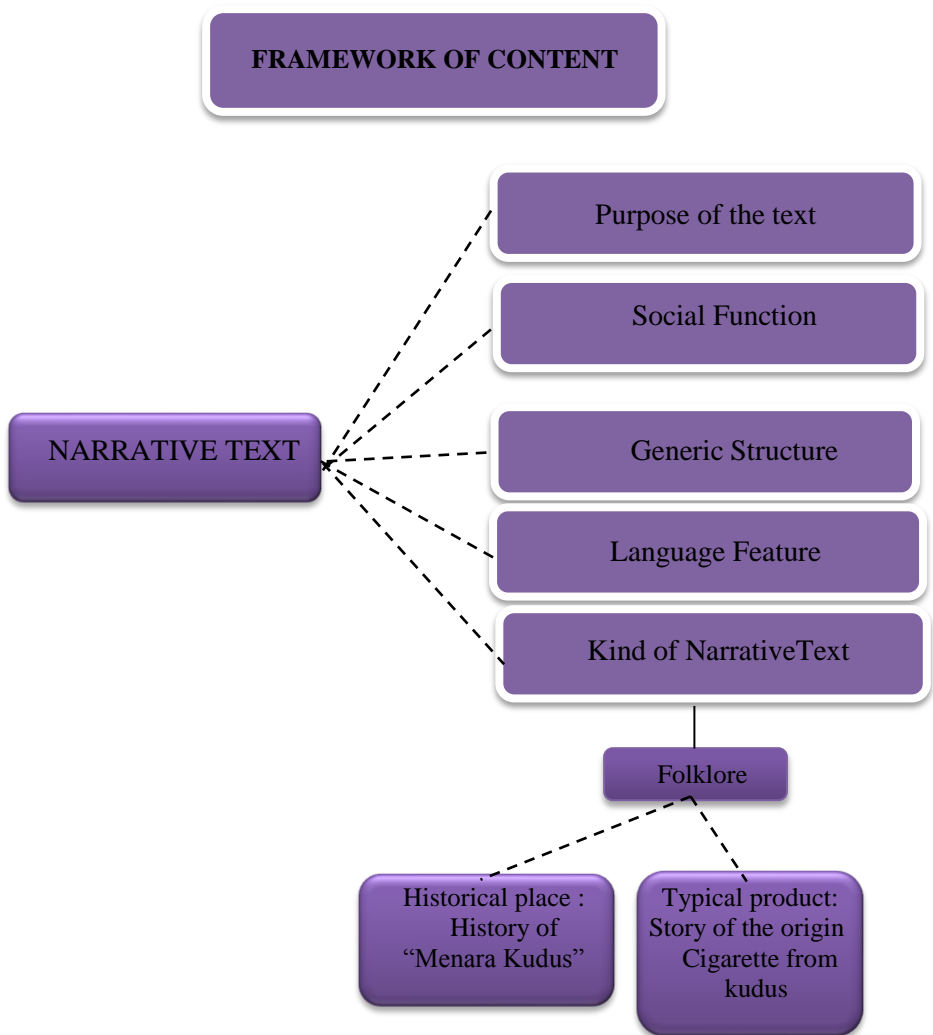
KI-3 (Pengetahuan)

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 (Keterampilan)

Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic competence/kompetensi inti:	Indicators/Indikator:
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Siswa dapat mengidentifikasi struktur text dan language features pada narrative text. 3.8.2 Siswa dapat menentukan fungsi dan tujuan narrative text. 3.8.3 Siswa dapat mengetahui tentang cerita rakyat sederhana yang ada didaerahnya.



THE LEARNING AIMS

By the end of the lesson, students will able to:

Identify the social function of Narrative Text

Identify the Structure of Narrative Text

Identify the Language Feature of Narrative Text

Identify the moral value of Narrative Text story

Write story of Narrative Text correctly

CHAPTER 1

“HISTORICAL PLACE”

“HISTORY OF *MENARA KUDUS*”



What will you learn here?

You will learn story of historical place in
kudus city, the story is history of “*Menara Kudus*”
Do you know that?

Let’s learn together!

OBSERVING AND QUESTIONING



Before we begin this lesson,
please observe picture and
conversation below. Find
information from the picture
and conversation

Father : do you know that historical
building?
Child : Yes dad, it is the tower of kodus?
Father : Exactly, it is a historical building
from our city.
Child : The building is beautiful and classic
Building, I like it
Father : Do you want to know the history of
“kodus tower”?
Child : yes, I really want to know about that.
Father : ok, let’s find out together.



After reading the dialog above, what information do you get?



The child and his father are talking about “*Menara Kudus*”. “*Menara Kudus*” is a very famous historical building from kudus city, The building become the first destination for visitor when they go to kudus city. The child as kudus people is curious and want to know about history of “*Menara Kudus*”.



PAST TENSE

1. DEFINITION OF PAST TENSE

A statement that show the activity or event that have been done or happened in the past. For example, activity that happened yesterday, last week, last year, etc.

Example : I **went** to school **yesterday**
They **studied** english together **last week**

2. KINDS OF PAST TENSE

a. Simple Past Tense

(+) S + V2 + O
(-) S + Did + not + V1 + O
(?) Did + S + V1 + O

- Used to state events that happened in the past (certain time)

Example : I **meet** her two days ago
Johan **played** Tennis last week

- Used to state habits that done in the past

Example : we usually **spoke** english
He always **carried** an umbrella

In the *Simple Past*, Interrogative form and negative sentence always use **auxiliary verb** (DID) for all types of subjects.

Example : **Did** you play tennis yesterday?
We **Did** not study last night

b. Past Continuous

(+) S + was/were + V ing + O
(-) S + was/were + not + V ing + O
(?) Was/were + S + V ing + O

- Used to state activity that are happening in the past.
Example : My mother **was cooking** when it began to rain
 We **were studying** English while the music played
- Can be used without using time information, to show a progression slowly.
Example : The sun **was rising**
 It **was getting** dark

c. Past Perfect

S + had + V3 + O

- Used to express past actions that have finished before other past events
Example : When he came last night, the cake **had run out**.
 I **had** already **eaten** breakfast by the time he picked me up.

d. Past Perfect Continuous

S + had been + V ing + O

- used to declare events that happened in the past and the event is still ongoing when other events occur.
Example : Devi **had been sleeping** for two hours when I visited her last night.
 When she arrived, I **had been waiting** for an hour.

3. TIME SIGNALS

Yesterday	Last Night	three day ago
Last week	Last Year	etc
Last month	An Hour ago	

A. DEFINITION AND SOCIAL FUNCTION

Type of text in the form of imaginary stories, engineered real stories, or fairy tales. Narrative text tells a story that has a series of chronologically connected events. The purpose of narrative text is to entertain the reader.

B. GENERIC STRUCTURE

1. **Orientation**

Introduction of the story, where and when the story was happening delivered in this section, the characters involved in the story are also introduced.

2. **Complication**

Development of conflict, problems in the story began to be shown.

3. **Resolution**

Conflict resolution or steps taken to respond to a problem.

4. **Re-orientation**

Closing expressions that show the end of a story. Re-orientation is optional or not always in narrative text.

C. LANGUAGE FEATURES

- Using Past Tense
- Adverb of Time
- Time Conjunction
- Specific Character
- Action Verb
- Direct Speech

You have studied past tense material and narrative text in the previous part. Now, there is a video that contains a story from narrative text, watch and analyze the following video !



Activity 1

After watching the video, There are several questions.

- What information do you get from the video?
- What building is explained in the video?
- What do you know about historical buildings in kodus city?
- What is interesting from a historic building in kodus city?

The following is story of “*Menara Kudus*” Identify the purpose of the text, generic structure and language features are used in the

The tower of kudos

The tower of kudos was one of the historical relic of Islam that was built hundreds of years ago. The building located in the Kudus city. One of the important buildings was Al Aqso Mosque. The mosque was special because the first stone placed during construction was Baitul Maqdis stone from Palestine, the building was founded by Syech Ja'far Shodiq which we often know as Sunan Kudus. The minaret which has a pattern like a temple that became a special characteristic of the mosque building and the building was built only with red brick material that was arranged and mounted stacked without adhesive cement.

In the construction process, not all without interference. There was some society that disrupts the development process. The climax was when an event was called "huru-hara Kudus city". At that time, when the process of building the minaret of kudos, there was a group of people who were non-Muslims carrying out the march past the place, and there were some of them who wore clothes like Muslim surrounded by commercial women, suddenly the incident sparked a dispute, but the event can finally get back under control.

The tower of kudos was a building that became a symbol of "Islamic tolerance". Because at that time the majority of the people were Hindus and Buddhists. It was a strategy of Sunan kudos in spreading the teachings of Islam in the Kudus city by using a cultural approach, by using that way make the purpose of conveying the best of success and the religion of Islam can be well received by the general public, especially people in the kudos city until now.

Activity 2

Fill in the table based on the story about the history of “*Menara Kudus*”

Orientation	
Complication	
Resolution	
Moral values	

WORD POWER

Tower	: Menara
Historical relic	: Peninggalan sejarah
Stone	: Batu
Construction	: Pembangunan
Pattern	: pola
Temple	: Candi
Arranged	: Disusun
Mounted	: Terpasang
Stacked	: ditumpuk
Adhesive	: Perekat
cement	: Semen
red brick	: Bata merah
interference	: Gangguan
society	: Masyarakat
disrupt	: Mengganggu
carrying out	: Melaksanakan
march	: pawai
past	: melewati
surrounded	: dikelilingi
commercial women	: wanita komersil
incident	: kejadian
sparked	: memicu
dispute	: perselisihan
get back	: kembali
under control	: di bawah kendali
majority	: mayoritas
spreading	: menyebarkan
cultural approach	: pendekatan budaya
conveying	: menyampaikan
goodness	: kebaikan
received	: diterima
general public	: khayalak ramai

Activity 3

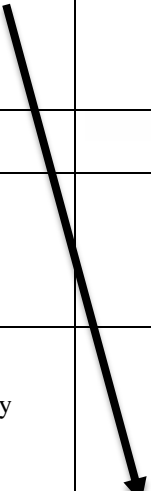
Classify the vocabulary above in the appropriate column

Pronoun	Adjective	Noun	Conjunction
		Stone	
Adverb	Verb	Interjection	Preposition
	Arranged		

Activity 4

Match the following kinds of narrative text correctly!

Folklore	It is a type of story that uses animal figures in it.
Legend	It Is a type of narrative associated with the occult, telling the origin of a culture, which is usually associated with supernatural beings like gods and so forth.
Myth	It is a fictitious or imaginary story
Fabel	It is a story of trust that has long existed in the community. Derived from the ancestors and delivered from mouth to mouth until kept telling until now.
Short story	It is a story that has long been widespread in society and is believed to be a history or believed to be true in the past, usually due to the existence of evidence of the remaining legacy.



EXPLORING

Have you identified the history of “*Menara Kudus*”? What do you find from the history kudus tower? Try to fill some questions below based on the information you get. The paragraph on the Activity 5 below will guide your group to find out information from the history of “*Menara Kudus*”

Activity 5

Last time I got information about historical place in my city. The information gives us new knowledge. It tell us about
1)_____ “*Menara Kudus*”. The story was a kind of
2)_____. The purpose of the text was
3)_____. It usually consist of three
structures, _____ they _____ were
4)_____,5)_____,6)_____
_____.

We can recognize this text by identifying the language features were used in the text. Some language features were used in this text were:
7)_____,8)_____,
9)_____,10)_____,11)_____
_____.

- | | |
|----------------------------------|-----------------------------|
| - The history | - Using past tense |
| - Narrative text | - Action verb |
| - To entertain the reader | - Time conjunction |
| - Orientation | - Adverb of time |
| - Complication | - Specific Character |
| - Resolution | |

ASSOCIATING

Below is a story about the history of Toba Lake in Indonesia, try to sort a few paragraphs below in order to be a appropriate story.

Activity 6

Arrange the following sentences to be a sequential and appropriate story

1. Someday, the daughter was so hungry and she ate his father's lunch. The father saw and got furious, and shouted; "You damned daughter of a fish".
2. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.
3. **Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.**
4. The man made the deal and they got married, lived happily and had a daughter.
5. Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed.
6. One day, while the man was do fishing, he caught a big golden fish in his trap.
7. One day, the daughter help bringing lunch to her father in the fields.
8. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster".
9. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.
10. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife.

THE HISTORY OF TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

CREATING

Now, try to get information about historical storie in your city, write in sequence by observing the correct sentence structure!

Activity 7

Write your story!

REFLECTION

1. Give a tick!

After you learnt this chapter, how is your mastery towards the following materials? Give a tick! To the box that you deem appropriate!

NO	Statements	Inadequate	Fair	Good	Excellent
1	Social function of Narrative text				
2	Generic Structure of Narrative Text				
3	Language features of Narrative Text				
4	Past Tense				

2. Let's Think!

The function of Narrative text is to entertain the reader. Before learning this chapter, can you know about Narrative text? When learning this chapter, did you find any difficult? What are they? After learning this chapter, can you write Narrative text? Do you think it is difficult or not? Is interesting?

CHAPTER 2

TYPICAL PRODUCT

STORY OF THE ORIGIN “*ROKOK KRETEK*” FROM KUDUS



What will you learn here?

Last time, you have learnt story about history of “*Menara Kudus*”. Did you understand about it? Now, you will learn story of the origin “*kretek cigarette*”, Do you know that?

Let’s learn together!

OBSERVING & QUESTIONING



Before we begin this lesson,
please observe picture and
conversation below. Find
information based on picture
and conversation.

Conversation between two students in the library

Andi : What are you reading?

Johny : I'm reading about typical products
in various areas

Andi : it sounds interesting, can I join with
you?

Johny : Of course, you can take relaxed
position first.

Andi : Yes, what is the typical product
that come from your city?

Johny : Do you know "*Rokok kretek*"?

Andi : it doesn't sound strange.

Johny : "*rokok kretek*" is a product
from my city.

Andi : Really? I want to know the story
about "*rokok kretek*" from your
city, can you tell it for me?

Johny : Of course, Let's learn together.



Activity 8

After analyzing the conversation, Try to answer several questions below!

- What was discussed between two students in the library?
- Where do the "*Kretek cigarette*" come from?
- Is andi interested in the typical product from kudas city?

Johny and Andi were talking about "*typical product*". Johny tell a story about *the origin of "Rokok kretek"* to Andi. "*Rokok kretek*" is a product from kudas city, product that has spread to some regions in Indonesia. cigarettes used to as medicine and have a good effect on the body long time ago.



"Kretek cigarette" is the original product from kudu city. Do you want to know the story about the origin of "kretek cigarette"?

let's see the next video to learn the next material !

After watching the video, answer several questions below!

- What topic is explained in the video?
- What is the typical product that explained in the video?
- What is interesting about the product described in the video?

Now, try to write a story of the origin “*Rokok Kretek*” from kudu completely. Discuss with your group !

STORY OF THE ORIGIN “*ROKOK KRETEK*” FROM KUDUS

A few years ago *kretek* cigarette was a very successful product sold in Indonesia. *kretek* cigarette was product that come from kudu city

Nitisemito who was founded a *kretek* industry company called *Bal Tiga*, in the era of kudu *kretek* industry reached the peak.

Currently there were many cigarette factories in the kudu city. Among them were *Sukun* companies and also *Djarum*. _____

WORD POWER

<i>kretek</i> cigarette	: rokok kretek
successful	: sukses
sold	: terjual
felt	: merasa
applied	: diterapkan
clove oil	: minyakcengkeh
chest	: dada
back	: punggung
concoction	: ramuan
comfortable	: nyaman
mixed	: campuran
dried	: kering
tobacco leaf	: daun tembakau
slices	: irisan
rolled	: digulung
corn leaves	: daun jagung
tip	: ujung
burned	: dibakar
appeared	: muncul
birth	: lahir
founded	: didirikan
reached	: tercapai
peak	: puncak
company	: perusahaan
employ	: mempekerjakan
employees	: karyawan-karyawan
spread	: penyebaran
various regions	: berbagai daerah

Currently	: saat ini
cigarette factories	: pabrik rokok
<i>Sukun</i> companies	: perusahaan sukun
Owner	: pemilik
Richest	: terkaya
<i>Djarum</i> company	: perusahaan <i>Djarum</i>
Established	: mendirikan
sports coaching	: pelatihan olahraga
famous	: terkenal
scored	: mencetak
initiative	: Inisiatif
Governor	: Gubernur

EXPLORING

In this stage, we will study traditional products in various regions. Here, you should match the image on your left side with the phrase on your right side by drawing a line. Look at the example !

Activity 9

1. <i>Carving</i>	a.	
2. <i>Kretek Cigarette</i>	b.	
3. <i>Crocodile bread</i>	c.	
4. <i>Weaving</i>	d.	
5. <i>Apple chips</i>	e.	
6. <i>Salted egg</i>	f.	
7. <i>Jenang</i>	g.	
8. <i>Angklung</i>	h.	
9. <i>Kuda lumping</i>	i.	
10. <i>Batik</i>	j.	

Have you finished doing Activity 9? What did you get from the activity? have you known the names of these products? Now, you also should know where the product came from

No	Name	City
1.	Carving	
2.	Kretek cigarette	Kudus
3.	Crocodile bread	
4.	Weaving	
5.	Apple chips	
6.	Salted egg	
7.	Jenang	
8.	Angklung	
9.	Kuda lumping	
10.	Batik	

Pekalongan
Brebes
Jepara

Madura
Malang

Bandung
Surabaya

ASSOCIATING

After we know about the history of “*Rokok Kretek*”, now try to sort a few paragraphs below in order to be a appropriate story.

Activity 10

Arrange the following sentences to be a sequential and appropriate story

1. **A few years ago *kretek* cigarette was a very successful product sold in Indonesia. *kretek* cigarette was product that come from kodus city.**
2. The *Djarum* company also established a place for sports coaching, which was famous for badminton clubs that have scored national athletes who were able to make the nation's name at the world level.
3. Then Haji Jumhari mixed clove oil into dried tobacco leaf slices, and rolled using corn leaves, when the tip was burned, then smoked, appeared the sound of “*kretek-kretek*”.
4. After the creation of Haji Jamhari’s creation, a local businessman from kodus city, named Nitisemito who was founded a *kretek* industry company called *Bal Tiga*.
5. His company was able to employ thousands of employees and the cigarette products have been spread in various regions.
6. Nitisemito was the person who started the history of the Kudus city as the City of *Kretek*.
7. Currently there were many cigarette factories in the kodus city. Among them were *Sukun* companies and also *Djarum*
8. it became the beginning of the birth of *kretek* cigarette and this was known as the first generation of *kretek* cigarette.
9. The history of the cigarette industry's journey from klobot to filters can be seen in the *Kretek Cigarette Museum* in Kudus.
10. The origin of *kretek* cigarette came from Haji Jumhari who often felt sick in the chest, one day he applied clove oil to his chest and back, the concoction worked and made him comfortable.
11. Currently there were many cigarette factories in the kodus city. Among them were *Sukun* companies and also *Djarum*

THE HISTORY OF “*ROKOK KRETEK*”

**A few years ago *kretek* cigarette was a very successful product
sold in Indonesia. kretek cigarette was product that come
from kudu city**

CREATING

Now, try to get information about typical product in other area, ask some information to your friend about typical product in their area and write to narrative text correctly!

Activity 11

Write your story!

REFLECTION

1. Give a tick!

After you learnt this chapter, how is your mastery towards the following materials? Give a tick! To the box that you deem appropriate!

NO	Statements	Inadequate	Fair	Good	Excellent
1	Write story of narrative text correctly.				
2	Determine generic structure from a story.				
3	Determine moral value from a story.				

2. Let's Think!

The generic structure of narrative text is orientation, complication and resolution. If you want to write narrative text you should follow the structure. When learning this chapter, did you find any difficult? What are they? After learning this chapter, can you write Narrative text? Do you think it is difficult or not? Is interesting?

LET'S PRACTICE

Choose one of the most correct answers a, b, c, d or e!

Question 1 – 3

The Legend of Lake Toba

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

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

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

1. What is the main idea of the first paragraph?
 - a. Batara Guru find fish that can talk
 - b. Batara guru fall in love with a beautiful woman
 - c. Batara guru take a bath in the lake
 - d. Batara guru married to a beautiful woman
 - e. Batara guru deny their promises
2. After reading the story, we know that batara guru was. . .
 - a. Brave man
 - b. Careless man
 - c. Clever man
 - d. Lazy man
 - e. Arrogant man

3. What is the moral value of the text above. . .
- a. Be the brave man for woman
 - b. Don't be careless
 - c. Don't make a woman angry
 - d. Don't be lazy to work
 - e. Be the man who keeps the promise

Question 4 – 6

The History of Menara Kudus

The tower of kudus was one of the historical relic of Islam that was built hundreds of years ago. The building located in the Kudus city. One of the important buildings was Al Aqso Mosque. The mosque was special because the first stone placed during construction was Baitul Maqdis stone from Palestine, the building was founded by Syech Ja'far Shodiq which we often know as Sunan Kudus. The minaret which has a pattern like a temple that became special characteristic of the mosque building and the building was built only with red brick material that was arranged and mounted stacked without adhesive cement.

In the construction process, not all without interference. There were some society that disrupt the development process. The climax was when an event was called "huru hara Kudus city". At that time, when the process of building the minaret of kudus, there were a group of people who were non-Muslims carrying out the march past the place, and there were some of them who wore clothes like Muslim surrounded by commercial women, suddenly the incident sparked a dispute, but the event can finally get back under control.

The tower of kudus was a building that became a symbol of "Islamic tolerance". Because at that time the majority of the people were Hindus and Buddhists. It was a strategy of Sunan kudus in spreading the teachings of Islam in the Kudus city by using a cultural approach, by using that way make the purpose of conveying the goodness of success and the religion of Islam can be well received by the general public, especially people in the Kudus city until now.

4. What is the main idea of the first paragraph?
 - a. The process of building Menara Kudus
 - b. The disruptions in the building process
 - c. History the founder of Menara Kudus
 - d. The spread of Islam in the Kudus city
 - e. The beginning of Islam religion in the Kudus city
5. Who is the founder of Menara Kudus?
 - a. Raden Umar Said
 - b. Syech Ja'far Shodiq
 - c. Sunan Muria
 - d. Sunan Gunung Jati
 - e. Sunan Bonang
6. Islam can be well **received** by the general public, especially people in the Kudus city until now. Synonym of the underlined word is. . .
 - a. Accepted
 - b. Send
 - c. Opened
 - d. Rejected
 - e. Arranged

Question 7 – 11

Complete the sentence in the story!

Once upon a time, two friends (7) _____ walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they (8) _____ each other that they would remain united in case of danger.

Suddenly, they (9) _____ a large bear approaching. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear (10) _____ near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and (11) _____ his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

7.
 - a. Is
 - b. Are
 - c. Was
 - d. Were

- e. Has
- 8. a. Promised
b. Promise
c. Promises
d. Is Promising
e. Are Promising
- 9. a. Are seeing
b. Is seeing
c. See
d. Saw
e. Has seen
- 10. a. Is coming
b. Come
c. Came
d. Are coming
e. Comes
- 11. a. Kicked
b. Talked
c. Ask
d. Given
e. Asked

Question 12 – 16

The Legend of Prambanan Temple

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

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

Meanwhile, Princess Rara Jonggrang felt sad due to her dead father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building

the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

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

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

12. What is the purpose of the text above?
 - a. To entertain the reader
 - b. To describe Prambanan temple
 - c. To explain process of making Prambanan temple
 - d. To give information about Prambanan temple
 - e. To retell events that have happened
13. Where is the story happened?
 - a. In the sky
 - b. In the garden
 - c. In the village
 - d. In the palace
 - e. In the building
14. What is the climax of the story above?
 - a. Bandung Bondowoso was angry because lied by Roro Jonggrang
 - b. Bandung Bondowoso built temples overnight
 - c. Prabu Baka was killed by Bandung Bondowoso
 - d. Roro Jonggrang became the thousandth temple
 - e. Bandung wanted to marry Roro Jonggrang
15. What is the type of the text?
 - a. Myth
 - b. Legend
 - c. Fable
 - d. Short story
 - e. Fiction
16. What is the moral value of the text?
 - a. Don't be arrogant
 - b. Don't trust anyone

- c. Be brave anywhere
 - d. Act quickly and courageously
 - e. Think first before doing something
17. The purpose of Narrative text is. . .
- a. To describe thing or place
 - b. To entertain the reader
 - c. To know new information
 - d. To retell events that have happened
 - e. To give instructions for doing something.
18. What is the generic structure of narrative text?
- a. Orientation, complication, resolution
 - b. Orientation, event, resolution
 - c. General statement, sequenced of explanantion
 - d. Identification, description
 - e. Thesis, arguments, recomendation
19. What is the content of orientation section?
- a. Introduction of story
 - b. Beginning of problems
 - c. Peak of problems
 - d. Description of problems
 - e. Explain the problems in the story
20. Below are the language features of the narrative text, except....
- a. Using past tense
 - b. Direct speech
 - c. Action verb
 - d. Using simple present tense
 - e. Time conjunction

Appendix 14

ANGKET RESPON SISWA TERHADAP PRODUK PENGEMBANGAN MATERI UNTUK PENGAJARAN TEKS NARATIF MELALUI APLIKASI *POWTOON*

Sekolah : MAN 2 KUDUS

Kelas : XI IPS 2

Jumlah Siswa : 30

Ketentuan jawaban:

- a) SS = Sangat Setuju
- b) ST = Setuju
- c) TS = Tidak Setuju
- d) RG = Ragu-ragu
- e) STS = Sangat Tidak Setuju

No	Pernyataan	Penilaian				
		SS	ST	RG	TS	STS
1	Pengembangan materi pembelajaran diperlukan untuk meningkatkan hasil belajar siswa	5	15	6	3	1
2	Produk pengembangan membantu siswa dalam memahami materi yang dipelajari	4	13	5	3	5
3	Modul pembelajaran membantu siswa dalam memahami materi teks naratif	7	13	5	2	3
4	Modul pembelajaran meningkatkan kemampuan membaca teks naratif siswa	8	14	1	2	5

5	Modul pembelajaran meningkatkan penguasaan vocabulary siswa	5	10	9	3	3
6	Media pembelajaran berupa video dari aplikasi <i>Powtoon</i> mampu mengurangi rasa bosan siswa ketika belajar	8	9	3	5	5
7	Penggunaan video produk sebagai media pembelajaran menarik dan disukai siswa	2	13	5	5	5
8	Video produk mengandung unsur animasi yang menarik	7	9	3	7	4
9	Video produk meningkatkan konsentrasi belajar siswa	4	9	2	10	5
10	Materi pembelajaran yang terkandung dalam video produk membantu dalam memahami isi dari sebuah cerita	10	8	2	6	4
11.	Bahasa yang digunakan dalam produk padat dan jelas	3	12	7	3	5
12.	Desain dari produk pengembangan baik dan menarik	7	10	3	9	1
13.	Penggunaan materi pembelajaran berupa buku saja membuat siswa merasa bosan	5	11	7	4	3
14.	Ice-breaking diperlukan dalam proses pembelajaran	8	9	3	5	5
15.	Inovasi dalam dunia pendidikan diperlukan untuk meningkatkan kualitas pendidikan	10	12	5	2	1

Appendix 15

POST-TEST

Name :
Class :
School :

Choose one of the most correct answers a, b, c, d or e!

Question 1 - 5

The Legend of Lake Toba

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

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

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

1. What is the main idea of the first paragraph?
 - a. Batara Guru find fish that can talk
 - b. Batara guru fall in love with a beautiful woman
 - c. Batara guru take a bath in the lake
 - d. Batara guru marry a beautiful woman
 - e. Batara guru deny his promise
2. How many children are owned by Batara Guru?
 - a. One children
 - b. Two children
 - c. Three children
 - d. Four children
 - e. Five children
3. What is the promise of Batara Guru to the fish?
 - a. Batara Guru will marry the beautiful girl
 - b. Batara Guru will keep the fish well
 - c. Batara Guru will keep the secret of fish
 - d. Batara Guru will not make his wife sad
 - e. Batara Guru will be an honest man
4. After reading the story, we know that Batara Guru was. . .
 - a. Brave man
 - b. Careless man
 - c. Clever man
 - d. Lazy man
 - e. Arrogant man
5. What is the moral value of the text above?
 - a. Be the brave man for woman
 - b. Don't be careless
 - c. Don't make a woman angry
 - d. Don't be lazy to work
 - e. Be the man who keeps his promise

Question 6 – 10

The History of Menara Kudus

The tower of kodus was one of the historical relic of Islam that was built hundreds of years ago. The building located in the Kudus city. One of the important buildings was

Al Aqso Mosque. The mosque was special because the first stone placed during construction was Baitul Maqdis stone from Palestine, the building was founded by Syech Ja'far Shodiq which we often know as Sunan Kudus. The minaret which has a pattern like a temple that became special characteristic of the mosque building and the building was built only with red brick material that was arranged and mounted stacked without adhesive cement.

In the construction process, not all without interference. There were some society that disrupt the development process. The climax was when an event was called "huru hara Kudus city". At that time, when the process of building the minaret of kudus, there were a group of people who were non-Muslims carrying out the march past the place, and there were some of them who wore clothes like Muslim surrounded by commercial women, suddenly the incident sparked a dispute, but the event can finally get back under control.

The tower of kudus was a building that became a symbol of "Islamic tolerance". Because at that time the majority of the people were Hindus and Buddhists. It was a strategy of Sunan kudus in spreading the teachings of Islam in the Kudus city by using a cultural approach, by using that way make the purpose of conveying the goodness of success and the religion of Islam can be well received by the general public, especially people in the Kudus city until now.

6. What is the main idea of the first paragraph?
 - a. The process of building Menara Kudus
 - b. The disruptions in the building process
 - c. History the of Menara Kudus
 - d. The spread of Islam in the Kudus city
 - e. The beginning of Islam religion in the Kudus city
7. Who is the founder of Menara Kudus?
 - a. Raden Umar Said
 - b. Syech Ja'far Shodiq

- c. Sunan Muria
 - d. Sunan Gunung Jati
 - e. Sunan Bonang
8. Sunan Kudus built Menara Kudus using Baitul Maqdis stone, Baitul Maqdis stone is a stone from...
- a. Palestine
 - b. Egypt
 - c. Mecca
 - d. Medina
 - e. Indonesia
9. What is the strategy of Sunan Kudus in spreading Islam in Kudus City?
- a. Sunan Kudus spread Islam region by forcing the society
 - b. Sunan Kudus spread Islam region using a cultural approach
 - c. Sunan Kudus never force people to become Muslim
 - d. Sunan Kudus built a big mosque in Kudus City
 - e. Sunan Kudus spread Islam with war
10. Islam can be **received** by the general public, especially people in the Kudus city until now. Synonym of the underlined word is. . .
- a. Accepted
 - b. Send
 - c. Opened
 - d. Rejected
 - e. Arranged

Question 11 – 15

Complete the sentence in the story!

Once upon a time, two friends (7) walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they (8) each other that they would remain united in case of danger.

Suddenly, they (9) a large bear approaching. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common

sense, he lay down on the ground breathless, pretending to be a dead man.

The bear (10) near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and (11) his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

11. a. Is
b. Are
c. Was
d. Were
e. Has
 12. a. Promised
b. Promise
c. Promises
d. Is Promising
e. Are Promising
 13. a. Are seeing
b. Is seeing
c. See
d. Saw
e. Has seen
 14. a. Is coming
b. Come
c. Came
d. Are coming
e. Comes
 15. a. Kicked
b. Talked
c. Ask
d. Given
e. Asked
- Question 16 – 20

The Legend of Prambanan Temple

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

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

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

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

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

16. What is the main idea of the fourth paragraph?
 - a. Planning of Roro Jonggrang to deceive Bandung Bondowoso
 - b. The construction process of Prambanan Temple
 - c. Bandung Bondowoso killed Prabu Baka

- d. War between king of prabu baka and Bandung Bondowoso
 - e. Bandung built prambanan temple completely
17. Where is the story happened?
- a. In the sky
 - b. In the garden
 - c. In the village
 - d. In the palace
 - e. In the building
18. What is the climax of the story above?
- a. Bandung Bondowoso was angry because lied by Roro Jonggrang
 - b. Bandung Bondowoso built temples overnight
 - c. Prabu Baka was killed by Bandung Bondowoso
 - d. Roro Jonggrang became the thousandth temple
 - e. Bandung wanted to marry Roro Jonggrang
19. Who is killed Prabu Baka?
- a. Roro Jonggrang
 - b. Bandung Bondowoso
 - c. Soldier
 - d. Prabu Panulung
 - e. Sultan Kemal
20. What is the moral value of the text?
- a. Don't be arrogant
 - b. Don't trust anyone
 - c. Be brave anywhere
 - d. Act quickly and courageously
 - e. Think first before doing something

Essay

1. Mention and explain generic structure of Narrative Text!
2. Mention language features of Narrative Text!
3. What is the generic structure of the story of Menara Kudus above?
4. Explain the construction process of Menara Kudus!
5. What is the moral value of the History of Menara Kudus?

CURRICULUM VITAE

Name : Lissiafik Khoirul Wafa

Place. Date of Birth : Kudus, June 26th 1996

Address : Krajan Kedungdowo RT 05/RW I,
kec. Kaliwungu, kab. Kudus

Phone Number : 085741893781

Email Address : wafakhoirul26@gmail.com

Educational background

1. MI NU Tarbiyatus Shibyan
2. MTS NU Nurul Huda
3. MAN 2 KUDUS
4. ELT Department at UIN Walisongo Semarang

Semarang, January 9th 2019
The Researcher

Lissiafik Khoirul Wafa
NIM: 1403046110