**THE EFFECTIVENESS OF USING CARTOON PICTURE TO IMPROVE STUDENTS' WRITING ON NARRATIVE TEXT TO THE ELEVENTH GRADE AT SMA MUHAMMADIYAH LIMBUNG**

**(a Quasi Experimental Research)"**

**A THESIS**

*Submitted to the faculty of Teacher Training and Education*
*Makassar Muhammadiyah University in partial fulfillment of the requirement*
*For the degree of* **education** *in English department*

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**UNIVERSITAS MUHAMMADIYAH OF MAKASSAR**

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# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## UNIVERSITAS MUHAMMADIYAH MAKASSAR
### PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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# UNIVERSITAS MUHAMMADIYAH MAKASSAR
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### PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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*(A Quasi Experimental Research)"*

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# Motto and Dedication

*Sesungguhnya Sesudah Kesulitan Itu Ada Kemudahan, Maka Apabila Kamu Telah Selesai Dari Suatu Urusan,Kerjakanlah Dengan Sungguh-Sungguh Urusan Yang Lain, Dan Hanya Kepada Tuhanmulah Hendaknya Kamu Berharap*

*(Q.S Al Insyirah : 6-8)*

This study is dedicated for :

- ✓ My lovely Allah SWT and prophet Muhammad SAW who always guides and gives strength for me
- ✓ My beloved mother and father
- ✓ My brothers and sister
- ✓ My lovely friends, and
- ✓ All people that have helped, motivated and supported me, "thankyou so much".

# ABSTRACT

**MUTTIARA**. 2017. *The Effectiveness of Using Cartoon Picture to Improve the Students' Writing on Narrative Text to the Elevent Grade at SMA MUHAMMADIYAH LIMBUNG (A Quasi Experimental Research).* A Thesis of Engliah Education Departement Faculty of Teacher Treaning and Education, Universitas Muhammadiah of Makassar. (Supervised by Abd. Muin and Andi Asri Jumiaty).

The objective of the study is to find out whether the use of Cartoon Picture in writing narrative text is effective or not in terms of organization, logical development of idea and grammar.

This research applied Quasi Experimental method with focused on nonequivalent control group design since control group and experimental group was not chosen randomly. There are two variable, namely independent variable (independent variable was the use of Cartoon Picture) and dependent variable (the dependent variable was writing skill narrative text). The population of this research was the elevent grade of SMA Muhammadiyah Limbung in academic year 2017/2018. The samples of the research was IPA I a consists of 23 students as experimental class and IPA II consists of 23 students as control class.

The result of this research showed that pre-test and post-test of experimental got (pre-test: 48.60 and post-test: 81.34) and the pre-test and post-test of control got (pre-test: 41.86 and post-test: 70.69) the researcher conclude that the students in experimental class was better than the students in control class. It was also proven by the result of t-test value; the result of the t-test value in pre-test is lower than the table (2.86 > 2.015). Based on the t-test result, the researcher found that the use of Cartoon Picture strategy in improving the students' writing skill at the elevent grade of SMA Muhammadiyah Limbung, improve the students' writing skill and improve significanly.

# ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, researcher realize that this thesis is not yet perfect. However, researcher do hope that this thesis may give some contribution to the future investigation in the English teaching and learning process. Amen.

*Billahi Fi SabillilahHaqFastabiqulKhaerat*

wassalam

Makassar,    February 2018

The Researcher

Muttiara

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# CHAPTER I

# INTRODUCTION

## A. BACKGROUND

Liasari and Prastyo (2016: 1) states that Language was a tool to communication that used by people to communicate through spoken and written language. English as internasional language has been used by all people in the world. In other words, English has important role in people's communication. Through communication people can express their ideas, desires, thoughts, or whatever in their mind and to receive the others.

English is also has important role in education. It could be seen that language has been learned in any levels of education. For instance, in Indonesia, English has been taught from elementary level up to the university. English becomes one subject matter that has to be mastered by the students to improve the human resource quality.

In teaching learning English, there are four major skills that should be mastered by English language learners. The skills are listening, speaking, reading, and writing skills. But, this study focus on writing, because writing we can be vehicle to communicate our ideas and thought to other people so the skill of writing is very important for everyone who wants to interact to others and make them understand his purpose.

Teaching writing was very important, because through writing, students are hopped to be able to put their ideas into a piece of writing.

According to Meyers (2005: 2) Writing was a way to produce language, which you do naturally when you speak. Writing was communicating with others in a verbal way. Writing is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Based on those reasons, it is clear that writing skill is also important to be mastered in order to maintain a good communication with other people. Therefore, English teaching and learning process in the class should include teaching writing skill in a correct way in order to help the students to build their ability and competence in written language.

Writing includes learning that is difficult especially for students. many English language learners, especially second language learners, agree that writing is a difficult skill to be mastered (Richards and Renandya, 2002: 21). The reason was because writing is a mixture of our idea, vocabulary and also grammar into the text. According to Harmer (2007: 278) mastering productive skill especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea.

Writing has always formed part of the sllabus in teaching of English (Harmer, 2004: 31) in the syllabus writing helps students to learn how to write in various ganres using different register. Becouse of that, there are several genre that are presented. Many types of text are taught to the students, one of them is Narrative. A narrative is a story. A narrative text is a writing that tells about a story. According to (Wardiman, 2008: 93) Narrative text was an imaginative story to entertain people.

Based on my experience when teaching at MA Muallimin Muhammadiah Makassar, many students who don't like to learn English especially in writing text, almost every student is bored and not motivated when learning English, moreover, when they are given writing assignment, many of them only copy paste their friends' work. It's because they lost their idea, vocabulary, grammar and confidance in writing a text. Their ability to write is still low, becouse only some of them get a standart score.

Based on the problems above, the writer proposed cartoon pictures sequence to improve the students' writing skills especially in writing narrative text. According to Rachmadie (2002: 75) pictures are very useful and effective media in EFL teaching. cartoon pictures sequence is chosen because the English teacher never used picture in writing class before. In addition, cartoon pictures sequence also have many benefits such as to stimulate the ideas and to engage the students in learning. Furthermore, it is also easy to be prepared and relatively adjustable to be used for various ages of learners and purposes. As for those reasons, an effort to improve writing skills on narrative text using cartoon pictures sequence is necessary to be done.

To know implementation of cartoon picture in improving students' writting ability in narrative text, the researcher conducted a Quassy Experimental Research with under tittle "The Effectiveness of Using Cartoon Pictures to Improve Students' Writing on Narrative Text to The Elevent Grade at SMA Muhammadiah Limbung (a Quasi Experimental Research)."

## B. Research Question

Based on the above phenomena, this research is aimed at answering the following question : Does the use of cartoon picture improve students' writing skill on narrative text at the elevent grade students of SMA Muhammadiah Limbung?

## C. The Objectives of the Study

To find out whether or not effective the use of Cartoon Picture in writing narrative text at the second grade students of SMA Muhammadiah Limbung.

## D. Significance of the Research

The study had significant relations to English teaching learning process. In practical research expected to have some benefits. Practically, this research gave information to English teacher whether or not the use of cartoon picture improve students' writing skill. Thus theoretically of this research was interest in studying the technique of teaching writing using cartoon picture has a feedback to both students and teacher in helping students to improve their writing skill.

## E. The Scope of Researcherch

In order to avoid misinterpretation of the problems, the researcher would like to limit the scope of the study. The researcher wants to know that cartoon picture as the medium can improve the students' skill in writing narrative text. The cartoon picture limits with focus on writing Narrative Text. This study was conducted in the Second Grade students of SMA Muhammadiah Limbung.

# CHAPTER II

# REVIEW OF THE RELATED LITERATURE

## A. Preview of Related Literatures

The researcher reports the identification of using several study to enhance the students' writing skill, some researchers' findings are briefly cited.

Suprianti (2010) His thesis, "effectiveness of fairytale movies as medium in teaching narrative writing". He found that The result of the study show that after the treatment, there was a differrent in the students' achievement in writing narratieve text between students of experimental class and control class. The research show there were different impove between two clasees. The average score for the experimental class is 71,5 and 65,5 for the control class. This research is succes full becouse there is impovement of students achievement in writing narratieve text.

Romadoni (2010) in her thesis, "The Use Of Pinocchio Cartoon Film To Improve Students Narrative Text Writing". She found that The result of the study is that the students' progress during teaching and learning activities by using narrative film to improve writing is good. The students' achievement in writing improved. It is supported by the improvement of the result from the pre-test to the post-test. The average scores of the pre-test, first cycle, second cycle and post-test were subsequently 62.875, 72.125, 74.75 and post-test 79.35. It is suggested that teachers use cartoon film as an alternative media for teaching narratives.

In comparison, the researcher can explain that Suprianti and Romadoni are similar on their research to the researcher's research. This researcher has some concerns with the students' writing narrative text. However, this research is different from using media or technique in teaching English writing narrative text. The first research use Fairytale Movie as medium in teaching English writing narrative text and second research using Pinocchio Cartoon Film. But this research concerned in improving the students' writing on narrative text by using cartoon picture.

## B. Concept of Writing

### 1. Defintion of writing

Writing as one of four language skills is considered a difficult skill because the researcher should fulfill aspect of writing such as content, organization, purpose, vocabulary, punctuation and spelling in balance way. writing is considered as one of the most difficult language skill since it is a productive language skill (Feez, 2002: 103)

Writing is functional communication, making leaners possible to create magine world of their own design. It mean that throught writing, learners can express thought, feeling, idea, experiences, etc to convey a specific purpose. Harmer (2004: 31) states that " writing is a way to produce language and express idea, feeling, and opinion".

Meanwhile, Meyers (2005: 2)says that Writing is a way to produce language, which you do naturally when you speak. Writing is communicating with others in a verbal way. Writing is also an action-a

process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

Another statement about writing skill comes from Widdowson in Saleha (2008: 15) states that writing is a communicate activity and is carried out in accordance with certain general principal in which underline the use of language in communication.

Writing is also an action, a proces of discovering and organizing your ideas, putting them on paper and reshaping and revising them. According to Harmer (2004: 86) "Writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.

From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is also a process that what we write is influenced by the constraints of genre and have to be present in learning activities.

2. **The Important of Writing**

There are a lot of reason why writing is important written Hairston in Saleha (2008: 5)

a. Writing is a tool for discovery. We stimulate our thought process by the act writing into information and tab into information and image we have our unconscious mind.

b. Writing help us to organize our idea. We can arrange them in coherent form.

c. Writing generate new idea by helping us to make connection and see relationship

d. Writing down idea allows us to dictate ourselves from them

e. Writing help us to observe and proces information when we write a topic, we learn it better

f. Wviting enable us to solve the problem by putting the element of them into writing form: we can examine and manipulate them.

g. Wviting on a subject make us active rather then passive learn of information

3. **Writing Process**

According to Hedge in McDonough and Shaw (2003: 163), the writing process is represented by the stages as below:

Getting ideas together →planning and outlining →making notes →making a first draft →revising, redrafting →editing →final revision

Byrne in McDonough and Shaw (2003: 163) also mention that the writing process included: list ideas, make an outline, write a draft, correct and improve the draft, and write the final version. Furthermore, Richards and Renandya (2002: 316) state that there are fourstages of writing process. Those stages are planning, drafting, revising, and editing. Every stages of writing process can be explained as below:

1) Planning

Planning which is also called as pre-writing is an activity to prepare the students to write. In this stage, there are some activities that can be done to encourage the students to be able to write. Those

activities include brainstorming, clustering, rapid free writing, and by using WH questions.

2) Drafting

In this stage, the focused activity is on the fluency of writing. It means that the students must write fluently without taking the consideration of grammatical accuracy or the neatness of the sentences. In this stage, the students have the chance to write everything that comes into their mind according to the topic that they want to write.

3) Revising

In revising stage, the students recheck and reexamine what they have written in order to see how effectively they have communicated their idea to the readers. It is not merely checking for language errors but also to improve global content and the organization of ideas.

4) Editing

At this stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation. The activities done by the students at this stage are editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, etc.

On the other hand, there is also an expert who states that sometimes writing does not have to follow such an ordered sequence. This process of writing is often cyclical and sometimes disorderly. It can be said as disorderly because sometimes after the writers reach the next step, they have to repeat the previous step.

Hyland (2003: 11) also has the same ideas that planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. Harmer (2007: 326) states that in reality, the writing process is more complex and the stages of writing are done recursively. Thus at editing stage, sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written.

In summary, the process of writing consists of planning, drafting, revising and editing. These processes are done in a cycle but sometimes recursively, even disorderly. The important point is each stage of the writing process can help and guide the students to be able to write effectively.

4. **The component of writing**

Heaton (2001: 146) states that the components of writing into five area. They are follow:

a. Content

Content of writing should be clear for readers so that the reader can understand the message conveyed and get information from it in order to have a good content of writing. The content should be well unifed and completed. This term is usually known as unity and completeness which become the characacteristic of the good writing.

b. Form

In fom of the writing consern with the ways throught writer arvanges and organizes the ideas order message in the writing. There are many ways used by writers to organizes or arrange the writing. This form is mainly recognized as order.

c. Language use

Language use in writing description an other form of writing involves correct language and point of grammar. An adequated grammar should be one that is capable of producing grammar. We should not able to do anyting more than utter separate items of language function and also grammar can help the understand to improve the use of formal language.

d. Vocabulary

Vocabulary is an esential part of compose writing. The writes need vocabulary mastery well to express or write their idea. The effective using of words or vocabulary in writing must be relevant with the topic  to let the readers perseive and fell it. Someone who lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

e. Mechanic

It is related with the ability to use correctly words to the wvitten language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or recognize what the written means to express. The use of favorable mechanic in

writting will make the readers easy to the group to conveying ideas or message of writing.

5. **The Principle of Teaching Writing**

According to (Fauziati in Yatima, 2014: 17) the principles of writing process consist of two parts they are the product approach and the process approach.

a. The product approach

There are some approaches in the teaching of writing. Teachers must be able to decide which approach that they want to use. According to Nur Rahma (2008: 15), the product approach in teaching writing mainly focused on the logical development constructional and arrangement of discourse form. Paragraphing, for example, teach by empasizing the elements of topic sentences.

The product approach inhibited learners with its strict rules of accuracy and correctness. Therefore, they were afraid of making mistakes when expressing their ideas. Sometimes the product approach be obstacle freedom of the students when they are organizing their thoughs and ideas.

Based on explanation above, the writer stated that product approach in writing simple past tense can help the students to improve their writing ability, especially when using "Cartoon Picture sequences". The students learn how to make the sentences correctly based on grammatical and the coherence. So, it can produce a good sentences.

b. The process approach

According to Ferris and Hedgcock in Nur (2008: 18) the development of the process approach dates back to the 1980s, especially in USA educational institutions. The process approach places emphasis on "the writer as the creator of original discourse, focusing particular attention on his or her procedures for producing and revising text".

The process approach is a recusive process that involves several stages of rehearsing, drafting, editing and revising. In Nur (2008: 19), states that repeating this process until the meaning is right. He argues that meaning of his statement is writing involves much more than studying a particular grammar, analyzing and imitating rhetorical model, or outlining what one intend to say.

In teaching writing, the process approach commonly begins with prewriting, the students find any relevant supporting ideas for the topic has given by the teacher. The next process is drafting, it helps to explore any ideas at the initial stages of writing process. Another core feature of the process approach is editing. In this process, the teacher gives feedback to edit the paragraph. Sometimes, the students also give it another.

The process approach encourages students to perform an experiment with ideas through writing. The advantages of the process approach change the student's attitude toward writing simple past tense to be better . By using process approach, the students are responsible for making improvement in their writing ability.

## C. Concept of Narrative Text

### 1. Definition of narrative texts

According to (Wardiman, 2008: 93) Narrative text is an imaginative story to entertain people. It is a piece of the text which tells story and, in doing so, entertains or informs the reader or listener.

John (2002: 252) all Narrative involve characterization and a protagonist's perspective; they involve sequences of events, some events being out of the ordinary and requiring explanation, typically presented as a casual chaining of events.

Pumamawati (2011: 5) states that narrative text is an account of a sequence of events, usually in choronological order. Relating to kinds of text, which has students complete studying in high school narrative is a text which retells the story or previous the experiences.

According to Wiratno in Saleha (2008: 13), narrative is media to reconstruct the past experience about the events or heppenings with the sequence on how the event or heppening accuaraced in the past which is commonly used to amose and tell others by releving the past.

### 2. The Forms of Narrative Text

Pumamawati (2011: 6-8) states that the common form of narrative text are:

a. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human his story. Typically a legend, is a short, traditional and historicized narrative performed

in a conversational mode. Example: The Legend of Toba Lake, Sangkuriang, and Timun Mas.

b. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings. Example the Ants and Grasshopper, The smartest parrot, etc.

c. Fairy tale

A fairy tale typically features like flokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example Snow White, Cinderella, The story of Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C.Clarke.

3. **The Generic Structure of Narrative Text**

According to Wardiman (2002: 98) the steps for constructing a narrative text are:

a. Orientation

It is about the opening paragraph where the sets, the scane and the character of the story are introduced. It usually answer the questions Who? When? Where.

b. Complication

It is a series of complication or where the problems in the story developed

c. Resolution

Where the problems in the story is solved. The problem maybe resolved for better or worse happily or unhappily.

4. **Language Features of Narrative Texts**

According to Milan in Nurkamri (2014: 21) language features of narrative texts consist six, they are follow:

a. Sample past tense

Subject + verb II

b. The formula a simple past as follow

c. Use times conjunction (whwn, then, sudenly, next, and, then, after that) also tempoval conjunction like (once upon a time, one day, long time ago)

d. The firs person (I or We) or the third person (he, she or they)

e. The spesific nouns and use adjective and adverb

f. Use spesific time (one day, one afternoon) where the spesific time is use in the beginning of the narrative paragraph

**D. Concept of Cartoon picture Sequence**

1. **Definition of Picture**

   A picture is a two dimensional visual representation of person, places or things. Pictures have been used for centuries to help students understand various aspects of foreign languages. Pictures have motivated students, made the subject they are dealing with clearer, and illustrated the general idea and forms of an object or action which are particular to a culture. Pictures have a role to play in the teaching of meaning even in traditional grammar translation methods.

   Rachmadie (2002: 75) states pictures are very useful and effective media in EFL teaching. They can be used to teach all language skills such as listening, speaking, reading and writing. Pictures can also be used to teach structure, vocabulary and cultural content.

2. **Definition of Cartoon**

   Cartoons are images with funny appearances that present an event. People who make cartoons are called cartoonists. Some types of cartoons that are known today are editorial cartoons, gag cartoon, and comic strips. Editorial cartoons or political cartoons are usually aimed at expressing political or social views by means of sarcasm. Meanwhile, the cartoon gag to joke without insinuating. Comic cartoon drawing in comic. Cartoons can also be used as illustrations, for example in books, magazines, or greeting cards. In addition, cartoons also develop in other media, the film, and is known as animation.

E. **Cartoon picture as media teaching**

   Cameroon (2001: 2) says that cartoon as media are needed in teaching especially on writing process and one of them are picture. There are many

kinds of picture that used in teaching and on this case is cartoon picture. Tips foer cartoon are should be simple and not have details.

According to Cameroon (2001: 34) that cartoon is the one of the media that can be used in teaching proses. There are some adventages of cartoon as media in teaching, speciallyin teaching narrative text:

1. To increase the learners motivation

2. To avoid the learners bored

3. To make the learners easy to understand Narrative Text

4. To make the teaching learning process more systematic

5. More concert and reakistic to raise the point. When compered to verbal language

6. Can overcome the limitation the sapce and time, meaning that not all object or event can be brought to the object or event.

7. Can overcome that limitation of our observation. Students' mind will be more focused, concentrated attention easily, teacher not be difficult to explain, becouse assisted means the concrete image

8. Clarify the issues in different areas, in different age level

9. Cheap price and easy to use

## F. Conseptual of Framework

The process of this research can be seen by the following conceptual framework:
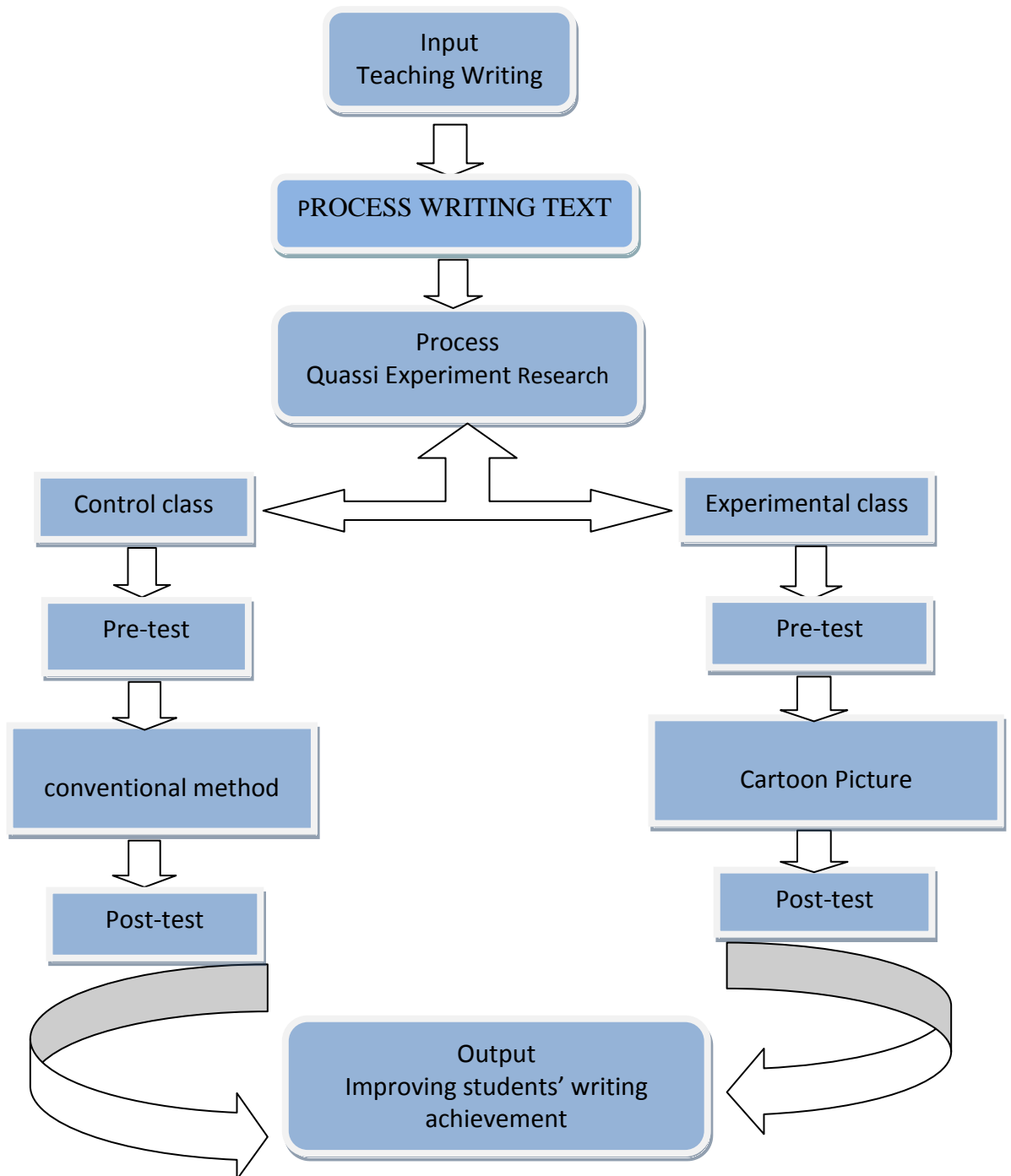


**Figure 4.1 conceptual of framework**

Based on previous explanation, writing is important skill to be mastering. Teaching writing skill with using cartoon picture sequence. Cartoon picture sequence is one of alternative teaching media. This media help the students to make writing text. For this concept, the students engaged in excited class situation. It is included in a process which conducted by deviding the students inti two class, control class and experimental class.

The conceptual of this research is the first, prepare writing material about narrative text and then take process quassi experimental research. In process of quassi exprimental, researcher take two class to use. They are experimen class and control class. In control class will be giving pre-test, treatment (conventional method) and post test. While the experimental class giving pre-test, treatment (using cartoon picture) and post-test. In this research, the researcher be know the score of improving students' writing achievement after treatment (using cartoon picture). And the score after treatment is:

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Research Design

The research employed quassi experimental reseach. The reseacher used the experimental and control class, where the experimental classwas treated by using Cartoon Picture and control classwas treated without using Cartoon Picture.

**Table 3.1: Research Design of Quassi Experimental**

| Group | Pre-test | Treatment | Post-test |
|---|---|---|---|
| Experimental | $O_1$ | $X_1$ | $O_2$ |
| Control | $O_1$ | $X_2$ | $O_2$ |

$O_1$     = Pre-test

$O_2$     = Post-test

$X_1$     = Using Cartoon Picture

$X_2$     = without using Cartoon Picture, (Gay in Hamidah; 2010: 26).

The method of this researcher was quantitative method. The design of this study was quasi – experimental design. The writer used quasi – experimental design of this study to see the effectiveness of cartoon pictures towards students' writing skill in narrative text. The purpose of quasi experimental designis to determine cause and effect between independent and dependent variable. A con 23 situation for implementing quasi-

experimental study involves several classes or school that can be used to determine the effect of curricular materials or teaching methods. In this study, Cartoon pictures was the independent variable which may cause/influence students' writing skill in narrative text as the dependent variable.

**B. Variables and Indicators**

1. Variable

The research consists of two variables, namely:

a. The independent variable: cartoon picture

b. The dependent variable: writing narrative text

2. Indicator

The indicator of this research was the use cartoon picture to improve students' writing skill.

**C. Population and Sample**

1. Population

According to Arikunto (2010: 173), the population was all members of the research subject. The researcher takes population in the second grade students of SMAMuhammadiah Limbung. The population of the students in the second grade of SMA Muhammadiah Limbung

2. Sample

Sample is a part of population representative which is researched Arikunto (2010: 174). In this research, the researcher applying purposive

sampling technique. The researcher chose  two classes, they are IPA 1 as

an experiment group that  consist of 23 students and IPA 2  as a control

group that consists of 23 students. the reason for taking this class as the

sample is based on researcer experience in SMA Muhammadiah Limbung,

that the students of this classes can representative the general characteristic

of studentsat the second year students of SMA Muhammadiah Limbung.

**D. Research Instrument**

The  instrument  of  this  research  was  written  test.  The  researcher

applied  two kinds of test, there are pre-test and post-test. Pre-test was given

before treatment to find out the skill of the students  in writing narrative text.

While post-test was give after treatment to find out the improvement of the

skill students' in writing after write the material.

**E.  Procedure of Data Collection**

The procedure of collecting data as follows:

1. The first, the researcher gave pre-test to the students

2. The second, the researcher gave treat five meetings with using Cartoon
   Picture. It spent 2 x 40 minutes or two hours according to  the english
   program scherdule.

3. After treatment, post-test is given to the students

4. Then, the researcher compare the result of those test; pre test and post-test

5. After that, the researcher  scores by using the following criteria:

Scoring and classifying the students' skill with the following criteria:

| Aspek | Score | Competency/Ability |
|---|---|---|
| **Oganization** | 5 | • Appropriate title, good introduction, body and |

| | | |
|---|---|---|
| | | conclution. |
| | 4 | • Adequate title, introdution, and conclution. |
| | 3 | • Mediocre or scant inroduction or conclution, problem with the ideas in body. |
| | 2 | • Shaky or minamaly recognizable introduction lack supporting evidance, conclution weak. |
| | 1 | • Absence of introduction ov conclution, no appavent ovganization of body |
| **Logical development of ideas** | 5 | • Essay addresed the assigned topic |
| | 4 | • Essay addressed the issue but misses some point |
| | 3 | • Essay is somewhat off the topic |
| | 2 | • Essay does not veflect carefull thinking |
| | 1 | • Essay is completely inadequate and does not reflect  junior hight school-level work |
| **Grammar** | 5 | • Native like fluency in English Gvammar |
| | 4 | • Advanced proficiency in English grammar |
| | 3 | • Grammar problems are apparent  and have a negative effect on communication |
| | 2 | • Numerous serious grammar problem interfere with communication of the writer's idea |
| | 1 | • Severe grammar problem interfere greatly with the message |

(Brown in Ibrahim, 2017: 31)

The score was become a more meaningful numerical data if they are converted to numerical data, which was being process to the scale of 0 to 100. Then the process scores usesequently from the highest to the lowest. It is esier to know the psition  of a students in hes/her group.

## F.  Technique of the data analysis

The data was collected through the test and analyzed quantitative.

1. To classify the students' score, there are five  standard categories of evaluated as follows:

| No | Score | Criteria |
|----|-------|----------|
| 1 | 90-100 | Classified as very good |
| 2 | 80-89 | Classified as good |
| 3 | 70-79 | Classified as fair |
| 4 | 60-69 | Classified as poor |
| 5 | 50-59 | Classified as very poor |

(Jacobs in Ismawati, 2014: 36)

2. Calculating the mean score by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$    : Mean score

$\sum X$    : The sum of all score

N    : The number of student (Gay in Martini, 2010: 14).

3. Scoring the students correct answer of pre-test and post-test

Students Score=$\frac{the student\ s^{'}\ correct\ answers}{total number\ r\ of\ items} \times 100$  (Puskur in Astria, 2015: 34).

The data from the students is collected in the mean score to find out the students' writing skill.

4. Data Analysis on Pre-test and post-test

The pre-test score was statistically analyzed by using the formula of normality distribution and t-test. Data analysis on post-test employed exacly the same steps as in the pre-test data analysis.

First determine the independent t-test. The steps in calculating independent t-test is: setting the hypotesis, $H_1$: there was a significant difference of means between the control and experimental class. The formula in calculating independent t-test is :

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 1}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where $ss_1 = \Sigma\chi_1 - \frac{(\Sigma\chi_1)^2}{n_1}$ and $ss_1 = \Sigma x_2^2 - \frac{(\Sigma x_2)}{n_2}$

t　　　　= Test of significant differences

$X_1$　　　= Score of experimental group

$X_2$　　　= Score of control group

$\overline{x_1}$　　　= Mean of experimental group

$\overline{x_2}$　　　= Mean of control group

$n_1$　　　= Number of subject of experimental group

$n_2$　　　= Number of subject of control group

$SS_1$　　　= Sum Squares of experimental class

SS2　　= Sum square of controlled class

2　　　　= Number of groups involved

1　　　　= Constant number (Gay in Darmayanti, 2012:32).

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

**A. FINDINGS**

The findings of the research deal with the result of cartoon picture in improve students' writing skill at the second grade at SMA Muhammadiyah Limbung.

**a. The Improvement of Students' Writing Skill through Cartoon Picture**

The researcher gave treatment by using cartoon picture in experimental group to see the improvement of students' in writing narrative text method as follow

**Table 4.1**

The improvement students' who are taught by using cartoon picture in Experiment Class

| Indicator | Organization, development of Idea, and grammar | | Improvement % |
|---|---|---|---|
| | **Pre-test** | **Post -test** | |
| Mean Score | 48.60 | 81,34 | 67.36% |

Table 4.1 above showes that there was improvement of students' mean score in writing skill of organization, development of idea, and grammar. The mean score of pre-test was lower 48.60 and post-test was 81.34. so the improvement from pre-test to post-test was 48.11%.

The impvovement of the students' writing achievement that are taught by using cartoon picture above also can be seen at the graphic below:

**Figure 4.1**

The use of cartoon picture as a medium for developing students' of narrative text
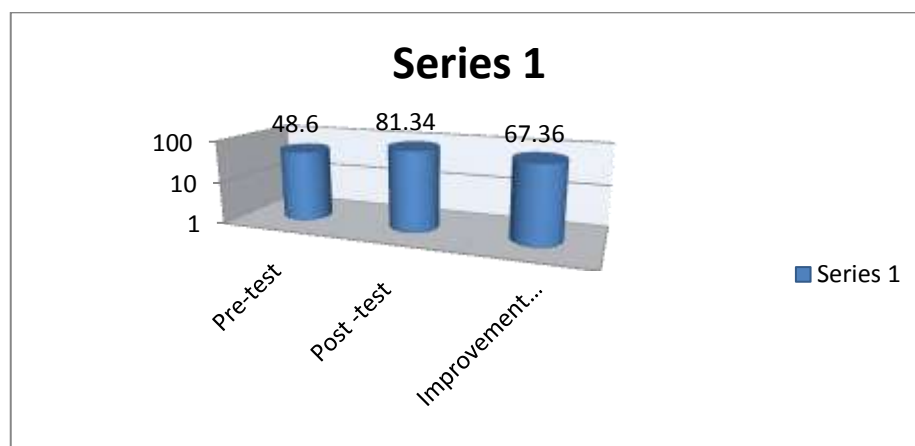
**Series 1**

The figure above showes that the students' writing mean score of pre-test and post-test has significant improvement from writing narrative text. Mean score of pre-test was 48.60 and post-test was 81.34. the improvement of pre-test to the post-test was 67.36%. it indicates that the target to improve the students' organization, development of idea, and grammar has been reached.

b. **The improvement of students' writing skill without using cartoon picture**

The researcher gave treatment without cartoon picture in class control to saw the improvement of students' in writing narrative text method as follow

**Table 4.2**
The improvement students' who without using cartoon picture in Control Class

| Indicator | Organization, development of Idea, and grammar | | Improvement % |
|-----------|-----------|-----------|-----------|
| | Pre-test | Post -test | |
| Mean Score | 41,86 | 70,69 | 68.87% |

Table 4.5 above showes that there was improvement of students' mean score in writing skill of organization, development of idea, and grammar. the mean score of pre-test was lower 41,86 and post-test was 70,69. so the improvement from pre-test to post-test was 68.87%.

The improvement of the students' writing achievemnet that are taught without using cartoon picture above also can be seen at the graphic below:

**Figure 4. 2**
The use of cartoon picture as a medium for developing students' of narrative text
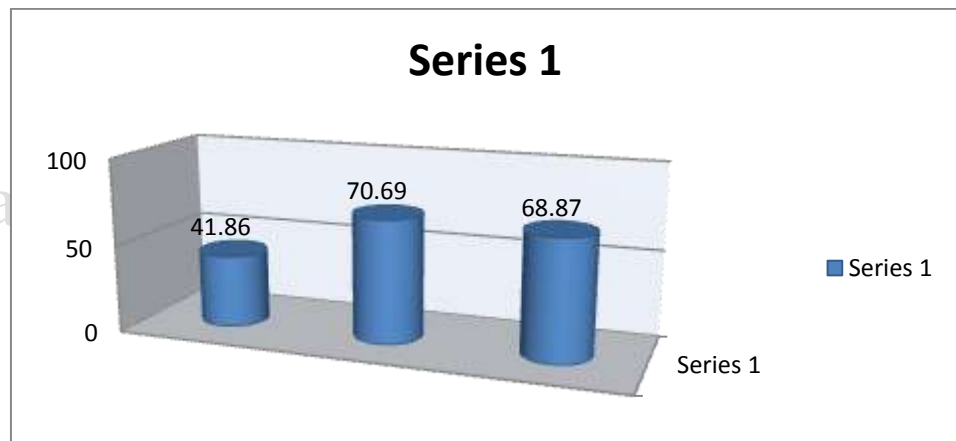


The figure above showes that the students' writing mean score of pre-test and post-test has significant improvement from writing narrative text. Mean score of pre-test was 41,86 and post-test was 70.69. the improvement of pre-test to the post-test was 68.87%. it indicates that the target to improve the students' organization, development of idea, and grammar has been reached.

c. **Test of Significance (T-Test)**

The significance score between experimental and control class can known by using t-test.

1. The Result of Pre-Test Between Experimental Class and Control Class

**Table 4.5** test of significant

| Variable | t-test value | t-table value | Remark |
|---|---|---|---|
| **Organization, Development of Idea, and Grammar** | 2.02 | 2.015 | Not significanly different |

The table above showes that  t-test value was low than t-table. The result of the test showes there was not significant difference between t-table and t-test (2.02 > 2.86), it mean that t-test was lower than t-table at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (23+23) - 2 = 44$

2. The result of Post-test Between Experimental Class and Control Class

**Table 4.6** test of significant

| Variable | t-test value | t-table value | Remark |
|---|---|---|---|
| **Organization, development of Idea, and grammar** | 2.86 | 2.015 | significanly different |

The table above showes that t-test value was greated than t-table. The result of the test showes there was significant different  between t-table and t-test  (2.015 < 2.86), it mean that t-test was lower than t-table at the level of significance 0.05 and the degree of freedom $(N_1 + N_2) - 2 = (23+23) - 2 = 44$.

## B. DISCUSSION

This section deals with the interpretation of the findings and also the description of the data from the students' score percentage of pre-test and

post-test result on writing narrative text in terms of organization, development of idea and grammar.

In first meeting when researcher gave pre-test in experiment class, researcher looked most of students did not know to organize their idea in good peace of writing. It could be seen in the table 4.1 that the students' writing achievement in pre-test mean score was very poor. After the students had givig treatment by using cartoon picture, mean score of students in post-test had improved. It was higher than pre-test score. Pre-test to post-test score, there was achievement score of students from low to high by using cartoon picture.

In treatments, the researcher applied cartoon picture as media in English teaching and learning process specially in writing narrative text. After giving some treatments by using cartoon picture, the students' writing narrative text especially in term of organization, development of idea, and grammar was improved. It was suitable with Cameroon (2001: 2) says that cartoon as media are needed in teaching especially on writing process and one of them are picture. It makes lessons more fun. It can also be used to create situation for writing classes more clearly, that the students have big enthusiasm in teaching learning process in writing class. By using cartoon picture as media to facilitate students' learning process because the cartoon picture is suitable for young learner to increase their ability in mastering the material. It is supported by Rachmadie (2002: 75) pictures are very useful and effective media in EFL teaching.

The impovement of organization, development of idea and grammar also can be seen from their writing product. The experimental class score in

organization, development of idea, and grammar aspect increase significanly. In regard with the improvement generic structure of narrative text (using simple past tense, using adjective, and using conjunction).

The data on the table 4.1 showed that the score of organization, development of idea and grammar in Experimental class improve from 48.60 in pre-test mean score to 81.34 in post-test score. It was good improvement becouse they could use appropriate organization, development of idea and grammar in writing narrative text. In Control class the data on the table 4.2 showed that the score of organization, development of idea and grammar improve from 41.86 in pre-test mean score to 70.69 in post-test score.

After calculating of score between pre-test and post-test score in Experimental class, the researcher found that writing skill of students improved to become 67.36%, and in Control class found that writing skill of students improved become 68.87% it mean that implementasion of cartoon picture in treatment of students SMA Muhammadiah Limbung success to make students understand about writing in terms of organization, development of idea, and grammar.

The result of all analysis in Quassi Experimental, especially in experimental and control class showes that there is difference value between both of classes. The score is taken throught pre-test and post-test.

The result statistical analysis showed that there was signifant difference between the experimental class who got treatment by using cartoon picture with control group who got treatment by conventional method, eventhought different both of them was not enough high. The steatment is proved by the t-

test value (2.86) higher than t-table value (2.015), at the level of significance 0,05 and the degree of freedom (n1 + n2) − 2 = (23+23) − 2 = 44.

Seein the result, the researcher assumes that the use of cartoon picture helfull to  improve the students' writing skill becouse there was significant writing achievement of the students after the treatment was conducted.

**CHAPTER V**

**CONCLUSING AND SUGGESTING**

This chapter consists of two sections, the first section deals with the conclution of the finding of the research and the other one deal with suggestion.

**A. CONCLUSION**

Based on the analysis result of this research, showed that in experimental class, the mean result of the students' writing on narrative text in pre-test is 48.86 and post test 81.34. while in control class the mean result of students' writing on narrative text in pre-test is 41.86 and post-test is 70.69. and the improvement of both classes are 67.36 % in experimental class and 68.87 % in conrol class. After conducting the research, the writer conclude that the result of the value of t-test in experimental class is higher than the value of t-table (value of the test 2.86 > value of t-table 2.015 ). These score also prove that the used of Cartoon Picture Sequence improve the students' writing skill more significantly at the second grade of SMA Muhammadiyah Limbung.

**B. SUGGESTION**

Based on the conclution above, the writer proposes suggestion as follow:

The teachers should make the learning become interesting, enjoyble, give the familiar material for the students, the teacher should be more creative to enrich their teaching material. The teacher can use Cartoon Picture to motivate students' on learning English especially in writing narrative text.

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# APPENDIXES

# APPENDIX 6.A

**Data Of Pretest And Post-Test Of Control Group**

1. **Data Row Score Of Students' pre-Test In Contolling Group**

| Name | WRITING ASPECT organization Logical development of idea Grammar | Classifying |
|---|---|---|
| Jumanto | 40 | Very poor |
| Muh Aqil Fitradana | 47 | Very poor |
| Muh Yusuf | 40 | Very poor |
| Multazam | 47 | Very poor |
| Nur Fadil | 40 | Very poor |
| Nurheni | 47 | Very poor |
| Nurhidaatullah | 40 | Very poor |
| Rizkayani | 60 | Very poor |
| Sri Wahyudi | 47 | Very poor |
| Syahrul Sabri | 40 | Very poor |
| Syamsudar | 40 | Very poor |
| Syamsualam | 40 | Very poor |
| Nirwana | 27 | Very poor |
| Amri Ansar | 47 | Very poor |
| Irfan Rianto | 27 | Very poor |
| Irmayanti | 47 | Very poor |
| Juniati | 43 | Very poor |
| Mifta Nurin Amalin | 40 | Very poor |
| Muh. Mifta Sadiq | 40 | Very poor |
| Suhardi | 40 | Very poor |
| Syahrul | 47 | Very poor |
| St Nuriyah | 40 | Very poor |
| Taufik Hidayat | 47 | Very poor |
| $\sum X$ | **963** | |
| $\overline{X}$ | 41,86 | |

## 2. Data Row Score Of Students' post-Test In controlling Group

| Name | WRITING ASPECT<br>organization<br>Logical development of idea<br>Grammar | Classifying |
|---|---|---|
| Jumanto | 53 | Very poor |
| Muh Aqil Fitradana | 73 | Fair |
| Muh Yusuf | 67 | Poor |
| Multazam | 67 | Poor |
| Nur Fadil | 73 | Fair |
| Nurheni | 67 | Poor |
| Nurhidaatullah | 87 | Good |
| Rizkayani | 80 | Good |
| Sri Wahyudi | 73 | Fair |
| Syahrul Sabri | 53 | Very poor |
| Syamsudar | 80 | Good |
| Syamsualam | 80 | Good |
| Nirwana | 47 | Very poor |
| Amri Ansar | 80 | Good |
| Irfan Rianto | 60 | Poor |
| Irmayanti | 60 | Poor |
| Juniati | 73 | Fair |
| Mifta Nurin Amalin | 60 | Poor |
| Muh. Mifta Sadiq | 87 | Good |
| Suhardi | 73 | Fair |
| Syahrul | 80 | Good |
| St Nuriyah | 80 | Good |
| Taufik Hidayat | 73 | Fair |
| $\sum X$ | 1626 | |
| $\overline{X}$ | 70,69 | |

**APPENDIX 6.B**

**Data Of Pretest And Post-Test Of Experimental Group**

1.  **Data Row Score Of Students' pre-Test In Experimental Group**

| Name | WRITING ASPECT organization Logical development of idea Grammar | Classifying |
|---|---|---|
| Magfirah Irmawani | 67 | Poor |
| Arisman Nur Hakim | 53 | Very poor |
| Syahrul Gunawan | 33 | Very poor |
| Zul Fadli Kamaruddin | 33 | Very poor |
| Alif Fajri | 47 | Very poor |
| Yuniar Harun | 73 | Fair |
| Fitri Ramdani | 53 | Very poor |
| Ihsan | 73 | Fair |
| Haris | 47 | Very poor |
| Muh.Nur Sandi | 47 | Very poor |
| Muh Akbar | 47 | Very poor |
| Kharul Anwar | 33 | Very poor |
| Jabal Rahmat | 45 | Very poor |
| Andika Reza | 53 | Very poor |
| Nurcahaya Sukma | 47 | Very poor |
| Nur Anggi Safitri | 53 | Very poor |
| Nanda Panvita | 47 | Very poor |
| Supandi | 47 | Very poor |
| Alwi Raga | 33 | Very poor |
| Muallim Hamzah | 33 | Very poor |
| Rizaldi | 47 | Very poor |
| Muh fajar | 47 | Very poor |
| Heri Supriadi | 60 | Poor |
| $\sum X$ | 1118 | |
| $\overline{X}$ | 48.60 | |

## 2. Data Row Score Of Students' post-Test In Experimental Group

| Name | WRITING ASPECT organization Logical development of idea Grammar | Classifying |
|---|---|---|
| Magfirah Irmawani | 93 | Very good |
| Arisman Nur Hakim | 80 | Good |
| Syahrul Gunawan | 73 | Fair |
| Zul Fadli Kamaruddin | 87 | Good |
| Alif Fajri | 80 | Good |
| Yuniar Harun | 87 | Good |
| Fitri Ramdani | 73 | Fair |
| Ihsan | 93 | Very good |
| Haris | 80 | Good |
| Muh.Nur Sandi | 73 | Fair |
| Muh Akbar | 87 | Good |
| Kharul Anwar | 60 | Poor |
| Jabal Rahmat | 67 | Poor |
| Andika Reza | 93 | Very good |
| Nurcahaya Sukma | 80 | Good |
| Nur Anggi Safitri | 73 | Fair |
| Nanda Panvita | 93 | Very good |
| Supandi | 67 | Poor |
| Alwi Raga | 67 | Poor |
| Muallim Hamzah | 80 | Good |
| Rizaldi | 93 | Very good |
| Muh fajar | 93 | Very good |
| Heri Supriadi | 87 | Good |
| $\sum X$ | 1871 | |
| $\overline{X}$ | 81,34 | |

# APPENDIX 7

## Calculation of Test

1. **The Mean Score Of Experimental Group And Control Group**
   a. **Experimental group**

   a) Pre-test

   $$\overline{X} = \frac{\sum X}{N}$$

   $$\overline{X} = \frac{1118}{23}$$

   $$\overline{X} = 48.60$$

   b) post-test

   $$\overline{X} = \frac{\sum X}{N}$$

   $$\overline{X} = \frac{1871}{23}$$

   $$\overline{X} = 81.34$$

   b. **Control group**

   a) Pre-test

   $$\overline{X} = \frac{\sum X}{N}$$

   $$\overline{X} = \frac{963}{23}$$

   $$\overline{X} = 41.86$$

   b) post-test

   $$\overline{X} = \frac{\sum X}{N}$$

   $$\overline{X} = \frac{1626}{23}$$

   $$\overline{X} = 70.69$$

2. The improvement of standart writing skill organization, Logical development of ideas, and grammar
   a. **Experimental group**

   $$P = \frac{X2 - X1}{X1} \times 100$$

   $$P = \frac{81.34 - 48.60}{48.60} \times 100$$

   $$P = \frac{32.74}{48.60} \times 100$$

$$P = 67.36\%$$

### b. Control group

$$P = \frac{X2 - X1}{X1} \times 100$$

$$P = \frac{70.69 - 41.86}{41.86} \times 100$$

$$P = \frac{28.83}{41.86} \times 100$$

$$P = 68.87\%$$

**4. Standar Deviation Of Experimental Group And Control Group**

a. experimental group

b. Controlled group

**Pre-test**

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

Where : $SS_1 = \sum X_1^2 \frac{(\sum X_1)^2}{n}$

$$SS^1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$= 5664700 - \frac{(11180)^2}{23}$$

$$= 5664700 - \frac{124992400}{23}$$

$$= 5664700 - 5434452$$

$$= 210248$$

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

**Pre-test**

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

Where : $SS_1 = \sum X_1^2 \frac{(\sum X_1)^2}{n}$

$$SS^1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$= 4429900 - \frac{(9630)^2}{23}$$

$$= 4429900 - \frac{92736900}{23}$$

$$= 4429900 - 4032039$$

$$= 397861$$

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

$$SD = \frac{\sqrt{210248}}{23-1}$$

$$SD = \frac{\sqrt{397861}}{23-1}$$

$$SD = \frac{\sqrt{210248}}{22}$$

$$SD = \frac{\sqrt{397861}}{22}$$

$$SD = \sqrt{9556,72}$$

$$SD = \sqrt{18084,59}$$

$$SD = 97,75$$

$$SD = 134,47$$

**Post-test**

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

$$\text{Where :} SS_1 = \sum X_1^2 \frac{(\sum X_1)^2}{n}$$

$$SS^1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$= 15447300 - \frac{(18710)^2}{23}$$

$$= 15447300 - \frac{350064100}{23}$$

$$= 15447300 - 15220178$$

$$= 227122$$

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

$$SD = \frac{\sqrt{227122}}{23-1}$$

$$SD = \frac{\sqrt{227122}}{22}$$

**Post-test**

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

$$\text{Where :} SS_1 = \sum X_1^2 \frac{(\sum X_1)^2}{n}$$

$$SS^1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$= 12027300 - \frac{(16260)^2}{23}$$

$$= 12027300 - \frac{264387600}{23}$$

$$= 12027300 - 11495113$$

$$= 532187$$

$$SD = \frac{\sqrt{SS_1}}{N-1}$$

$$SD = \frac{\sqrt{532187}}{23-1}$$

$$SD = \frac{532187}{22}$$

$$SD = \sqrt{10323{,}72} \qquad\qquad SD = \sqrt{24190}$$

$$SD = 101{,}60 \qquad\qquad\qquad SD = 155{,}53$$

The significant different (t-test value on pre-test)

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 1}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{486{,}08 - 418{,}69}{\sqrt{\left(\frac{210248 + 397861}{23 + 23 - 2}\right)\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$= \frac{67{,}39}{\sqrt{\left(\frac{608109}{44}\right)\left(\frac{2}{23}\right)}}$$

$$= \frac{67{,}39}{\sqrt{(13820)(0{,}08)}}$$

$$= \frac{67{,}39}{\sqrt{1105{,}65}}$$

$$= \frac{67{,}39}{33{,}25}$$

$$= 2{,}02$$

The value of t-table

$$\alpha = 0{,}05$$

$$df = n_1 + n_2 - 2$$

$$= 24 + 24 - 2$$

=44

Df = 46 (see of "t" value at the degree of significance of 5%) at the degree significance 5% = 2.01

The result is $2{,}02 > 2.015$

The significant different (t-test value on post-test)

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{ss\,1 + ss\,2}{n_1 + n_2 - 1}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{813{,}47 - 706{,}95}{\sqrt{\left(\frac{227122 + 532187}{23 + 23 - 2}\right)\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$= \frac{106{,}52}{\sqrt{\left(\frac{759309}{44}\right)\left(\frac{2}{23}\right)}}$$

$$= \frac{106{,}52}{\sqrt{(17257{,}02)\,(0{,}08)}}$$

$$= \frac{106{,}52}{\sqrt{1380{,}56}}$$

$$= \frac{106{,}52}{37{,}15}$$

$$= 2{,}86$$

The value of t-table

$\alpha = 0{,}05$

$df = n_1 + n_2 - 2$

=24+24-2

=44

Df = 46 (see of "t" value at the degree of significance of 5%) at the degree significance 5% = 2.01

The result is 2.86 > 2.015

# APPENDIX 6.C

## THE DATA OF T-TEST

1. The data of pre-test
   a. **Organization**

| SAMPLE | ORGANIZATION | | D ($X_1$-$X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|--------|------|------|------|------|------|------|
| | X1 | X2 | | | | |
| S-1 | 25 | 15 | 10 | 625 | 225 | 100 |
| S-2 | 20 | 20 | - | 400 | 400 | - |
| S-3 | 13 | 15 | -2 | 169 | 225 | -4 |
| S-4 | 13 | 17 | -4 | 169 | 289 | -16 |
| S-5 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-6 | 30 | 20 | 10 | 900 | 400 | 100 |
| S-7 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-8 | 30 | 20 | 10 | 900 | 400 | 100 |
| S-9 | 20 | 17 | 3 | 400 | 289 | 9 |
| S-10 | 15 | 15 | - | 225 | 225 | - |
| S-11 | 15 | 15 | - | 225 | 225 | - |
| S-12 | 13 | 15 | -2 | 169 | 225 | -4 |
| S-13 | 15 | 10 | 5 | 225 | 100 | 25 |
| S-14 | 20 | 17 | 3 | 400 | 289 | 9 |
| S-15 | 20 | 10 | 10 | 400 | 100 | 100 |
| S-16 | 20 | 20 | - | 400 | 400 | - |
| S-17 | 15 | 15 | - | 225 | 225 | - |
| S-18 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-19 | 13 | 15 | -2 | 169 | 225 | -4 |
| S-20 | 13 | 15 | -2 | 169 | 225 | -4 |
| S-21 | 20 | 20 | - | 400 | 400 | - |
| S-22 | 15 | 15 | - | 225 | 225 | - |
| S-23 | 20 | 20 | - | 400 | 400 | - |
| TOTAL | 425 | 371 | 54 | 8395 | 6167 | 486 |
| | | | | | | |

2. The data of post-test
   c. **Organization**

| SAMPLE | Organization | | D ($X_1$-$X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|---|---|---|---|---|---|---|
| | X1 | X2 | | | | |
| S-1 | 33 | 23 | 10 | 1089 | 529 | 100 |
| S-2 | 30 | 30 | - | 900 | 900 | - |
| S-3 | 30 | 27 | 3 | 900 | 729 | 9 |
| S-4 | 33 | 20 | 13 | 1089 | 400 | 169 |
| S-5 | 30 | 30 | - | 900 | 900 | - |
| S-6 | 33 | 20 | 13 | 1089 | 400 | 169 |
| S-7 | 30 | 30 | - | 900 | 900 | - |
| S-8 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-9 | 30 | 30 | - | 900 | 900 | - |
| S-10 | 25 | 20 | 5 | 625 | 400 | 25 |
| S-11 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-12 | 25 | 30 | -5 | 625 | 900 | -25 |
| S-13 | 25 | 20 | 5 | 625 | 400 | 25 |
| S-14 | 33 | 33 | - | 1089 | 1089 | - |
| S-15 | 30 | 25 | 5 | 900 | 625 | 25 |
| S-16 | 30 | 20 | 10 | 900 | 400 | 100 |
| S-17 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-18 | 25 | 25 | - | 625 | 625 | - |
| S-19 | 30 | 33 | -3 | 900 | 1089 | -9 |
| S-20 | 30 | 30 | - | 900 | 900 | - |
| S-21 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-22 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-23 | 33 | 30 | 3 | 1089 | 900 | 9 |
| TOTAL | 700 | 626 | 74 | 21489 | 17486 | 642 |

3. The data of pre-test

   b. **Logical Development of Idea**

| SAMPLE | Logical Development of idea | | D ($X_1$-$X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|---|---|---|---|---|---|---|
| | X1 | X2 | | | | |
| S-1 | 25 | 15 | 10 | 625 | 529 | 100 |
| S-2 | 20 | 15 | 5 | 400 | 529 | 25 |
| S-3 | 10 | 15 | 5 | 100 | 529 | 25 |
| S-4 | 10 | 20 | -10 | 100 | 400 | -100 |
| S-5 | 17 | 15 | 2 | 289 | 529 | 4 |
| S-6 | 23 | 15 | 8 | 529 | 529 | 64 |
| S-7 | 20 | 15 | 5 | 400 | 529 | 25 |
| S-8 | 23 | 20 | 3 | 529 | 400 | 9 |
| S-9 | 17 | 20 | -3 | 289 | 400 | -9 |
| S-10 | 15 | 15 | - | 225 | 529 | - |
| S-11 | 15 | 15 | - | 529 | 529 | - |
| S-12 | 10 | 15 | -5 | 100 | 529 | -25 |
| S-13 | 15 | 10 | 5 | 529 | 100 | 25 |
| S-14 | 18 | 20 | -2 | 324 | 400 | -4 |
| S-15 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-16 | 18 | 17 | 1 | 324 | 289 | 1 |
| S-17 | 15 | 18 | -3 | 529 | 324 | -9 |
| S-18 | 17 | 15 | 2 | 289 | 529 | 4 |
| S-19 | 10 | 15 | -5 | 100 | 529 | -25 |
| S-20 | 10 | 15 | -5 | 100 | 529 | -25 |
| S-21 | 17 | 17 | - | 289 | 289 | - |
| S-22 | 15 | 15 | - | 529 | 529 | - |
| S-23 | 20 | 17 | 3 | 400 | 289 | 9 |
| TOTAL | 377 | 364 | 23 | 71200 | 7717 | 143 |
| | | | | | | |

4. The data of post-test
   c. **Logical Development of idea**

| SAMPLE | Logical Development of idea | | D ($X_1$-$X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|---|---|---|---|---|---|---|
| | X1 | X2 | | | | |
| S-1 | 33 | 20 | 13 | 1089 | 400 | 169 |
| S-2 | 30 | 28 | 2 | 900 | 784 | 4 |
| S-3 | 23 | 25 | -2 | 529 | 625 | -4 |
| S-4 | 31 | 20 | 11 | 961 | 400 | 22 |
| S-5 | 30 | 28 | 2 | 900 | 784 | 4 |
| S-6 | 30 | 20 | 10 | 900 | 400 | 100 |
| S-7 | 23 | 30 | 8 | 529 | 900 | 64 |
| S-8 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-9 | 30 | 28 | 2 | 900 | 784 | 4 |
| S-10 | 26 | 20 | 6 | 676 | 400 | 36 |
| S-11 | 30 | 30 | - | 900 | 900 | - |
| S-12 | 20 | 30 | -10 | 400 | 900 | -100 |
| S-13 | 25 | 17 | 8 | 625 | 289 | 64 |
| S-14 | 33 | 32 | 1 | 1089 | 1024 | 1 |
| S-15 | 30 | 20 | 10 | 900 | 400 | 100 |
| S-16 | 23 | 20 | 3 | 529 | 400 | 9 |
| S-17 | 33 | 28 | 5 | 1089 | 784 | 25 |
| S-18 | 25 | 20 | 5 | 625 | 400 | 25 |
| S-19 | 20 | 30 | -10 | 400 | 900 | -100 |
| S-20 | 30 | 25 | 5 | 900 | 625 | 25 |
| S-21 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-22 | 33 | 30 | 3 | 1089 | 900 | 9 |
| S-23 | 31 | 28 | 3 | 961 | 784 | 9 |
| TOTAL | 655 | 589 | 83 | 19069 | 15583 | 484 |
| | | | | | | |

5. The data of pre-test
   ### d. Grammar

| SAMPLE | Grammar | | D ($X_1$-$X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|---|---|---|---|---|---|---|
| | X1 | X2 | | | | |
| S-1 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-2 | 13 | 12 | 1 | 169 | 144 | 1 |
| S-3 | 10 | 10 | - | 100 | 100 | - |
| S-4 | 10 | 10 | - | 100 | 100 | - |
| S-5 | 10 | 10 | - | 100 | 100 | - |
| S-6 | 20 | 12 | 8 | 400 | 144 | 64 |
| S-7 | 13 | 10 | 3 | 169 | 100 | 9 |
| S-8 | 20 | 20 | - | 400 | 400 | - |
| S-9 | 10 | 10 | - | 100 | 100 | - |
| S-10 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-11 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-12 | 10 | 10 | - | 100 | 100 | - |
| S-13 | 15 | 7 | 8 | 225 | 49 | 64 |
| S-14 | 15 | 10 | 5 | 225 | 100 | 25 |
| S-15 | 10 | 7 | 3 | 100 | 49 | 9 |
| S-16 | 15 | 10 | 5 | 225 | 100 | 25 |
| S-17 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-18 | 10 | 10 | - | 100 | 100 | - |
| S-19 | 10 | 10 | - | 100 | 100 | - |
| S-20 | 10 | 10 | - | 100 | 100 | - |
| S-21 | 10 | 10 | - | 100 | 100 | - |
| S-22 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-23 | 20 | 10 | 10 | 400 | 100 | 100 |
| TOTAL | 316 | 238 | 78 | 4658 | 2586 | 542 |
| | | | | | | |

6. The data of post-test
   e. **Grammar**

| SAMPLE | Grammar | | D ($X_1-X_2$) | $(X_1)^2$ | $(X_2)^2$ | $D^2$ |
|--------|---------|-----|-------------|-----------|-----------|-------|
| | X1 | X2 | | | | |
| S-1 | 27 | 10 | 7 | 729 | 100 | 49 |
| S-2 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-3 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-4 | 23 | 17 | 6 | 529 | 289 | 36 |
| S-5 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-6 | 24 | 17 | 7 | 576 | 289 | 49 |
| S-7 | 20 | 27 | -7 | 400 | 729 | -49 |
| S-8 | 27 | 20 | 7 | 729 | 400 | 49 |
| S-9 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-10 | 22 | 13 | 9 | 484 | 169 | 81 |
| S-11 | 24 | 20 | 4 | 576 | 400 | 16 |
| S-12 | 15 | 20 | -5 | 225 | 400 | -25 |
| S-13 | 17 | 10 | 7 | 289 | 100 | 49 |
| S-14 | 27 | 15 | 12 | 729 | 225 | 144 |
| S-15 | 20 | 15 | 5 | 400 | 225 | 25 |
| S-16 | 20 | 20 | - | 400 | 400 | - |
| S-17 | 27 | 15 | 12 | 729 | 225 | 144 |
| S-18 | 17 | 15 | 2 | 289 | 225 | 4 |
| S-19 | 17 | 24 | -7 | 289 | 576 | -49 |
| S-20 | 20 | 18 | 2 | 400 | 324 | 4 |
| S-21 | 27 | 20 | 7 | 729 | 400 | 49 |
| S-22 | 27 | 20 | 7 | 729 | 400 | 49 |
| S-23 | 23 | 15 | 8 | 529 | 225 | 64 |
| TOTAL | 504 | 391 | 103 | 11360 | 7001 | 789 |
| | | | | | | |

# LIST OF STUDENTS ATTENDENCE

| No | Students' Code | CONTROL CLASS | | | | |
|---|---|---|---|---|---|---|
| | | Test | 1 | 2 | 3 | Test |
| 1 | S-01 | | √ | √ | √ | |
| 2 | S-02 | | √ | √ | √ | |
| 3 | S-03 | | √ | √ | √ | |
| 4 | S-04 | | √ | √ | √ | |
| 5 | S-05 | | √ | √ | √ | |
| 6 | S-06 | | √ | √ | √ | |
| 7 | S-07 | | √ | √ | √ | |
| 8 | S-08 | | √ | √ | √ | |
| 9 | S-09 | *P R E* | √ | √ | √ | *P O S T* |
| 10 | S-10 | | √ | √ | √ | |
| 11 | S-11 | | √ | √ | √ | |
| 12 | S-12 | | √ | √ | √ | |
| 13 | S-13 | *T E S T* | √ | √ | √ | *T E S T* |
| 14 | S-14 | | √ | S | √ | |
| 15 | S-15 | | √ | √ | √ | |
| 16 | S-16 | | √ | √ | √ | |
| 17 | S-17 | | √ | √ | √ | |
| 18 | S-18 | | √ | √ | √ | |
| 19 | S-19 | | √ | √ | √ | |
| 20 | S-20 | | √ | √ | √ | |
| 21 | S-21 | | √ | √ | √ | |
| 22 | S-22 | | √ | √ | √ | |
| 23 | S-23 | | √ | √ | √ | |

**LIST OF STUDENTS ATTENDENCE**

| No | Students' Code | EXPERIMENT CLASS | | | | |
|----|----------------|------|---|---|---|------|
| | | Test | 1 | 2 | 3 | Test |
| 1 | S-01 | | √ | √ | √ | |
| 2 | S-02 | | √ | √ | √ | |
| 3 | S-03 | | √ | √ | √ | |
| 4 | S-04 | | √ | √ | √ | |
| 5 | S-05 | | a | √ | √ | |
| 6 | S-06 | | √ | √ | √ | |
| 7 | S-07 | | √ | √ | √ | |
| 8 | S-08 | | √ | √ | √ | |
| 9 | S-09 | *P R E   T E S T* | √ | √ | √ | *P O S T   T E S T* |
| 10 | S-10 | | √ | √ | √ | |
| 11 | S-11 | | √ | √ | √ | |
| 12 | S-12 | | √ | √ | √ | |
| 13 | S-13 | | √ | √ | √ | |
| 14 | S-14 | | √ | √ | √ | |
| 15 | S-15 | | √ | √ | √ | |
| 16 | S-16 | | √ | √ | s | |
| 17 | S-17 | | √ | √ | √ | |
| 18 | S-18 | | √ | √ | √ | |
| 19 | S-19 | | √ | √ | √ | |
| 20 | S-20 | | √ | √ | √ | |
| 21 | S-21 | | √ | √ | √ | |
| 22 | S-22 | | √ | √ | √ | |
| 23 | S-23 | | √ | a | √ | |

## LEARNING MATERIALS

- **NARRATIVE TEXT**

  Narrative text is a text or imaginary story that is used for amuse or entertain the readers that lead the reader to crisis in the store and ultimately find a solution.

- **Social Function of Narrative**

  Purpose of narrative is to amuse, entertain and to deal the reader with story that deals with complications, problematic event, actual/imaginative of vicarious experience in different ways, and narrative deal with lead to a crisis or turning point of some kind which in turn finds a resolution

- Structure of the text :

  a) The Orientation : it is about the opening paragraph where the characters of the story are introduced in a setting of place and time.

  b) The Complication : where the problems in the story developed.

  c) The Resolution : where the problems in the story is solve and tells the ending of the text/story.

- Type of narrative text:

  a) Fable : is a story with a moral in which the characters are animals that behaving like humans.

   Example :The three little pigs,Ugly Duckling,Bambi,Rabbit and Turtle, etc

  b) Myth : is a story about superhuman beings of an earlier age taken by preliterature society to be a true account,social customs,etc come into existence.

   Exampl :The Crying Stone

  c) Legend :is a story that nonhistorical or unverifiable story that handed down by tradition from earlier times and populary accepted as historical.

   Example : Story of Danau Toba,Malin Kundang,or Tangkuban Perahu,etc

  d) Fiction : is a story about human imagination (not their reality), such as novels or short stories.

Example :Another Cinderella Story, Harry Potter,Twilight Saga,Romeo and Juliet , etc

e) Fairy tales : the stories of humans and their dealings with magical or unlogic things such as fairies,dragons,wizards,etc.

Example :Beauty and the Beast, Sleeping beauty,Thumbelina,Peterpan,Pinocchio,etc

- The Grammatical features of narrative texts are :

1) Using adjectives to build noun groups to describe the people,animals,or things in the story,such as : ugly duckling,beautiful swan,etc

2) Using time connectives and conjunctions to sequence events through the time,such as : however,then,before,after,soon,etc

3) Using the adverbs and adverbial phrases to locate the particular events,such as: once upon a time,long time ago,one day, In the kingdom,...etc

4) Using action verbs (verb 2) to indicate the actions,such as: exclaimed, saw, thought, turned, etc

- Example of Narrative Text

### CINDERELLA

Once upon a time, There was a beautuful girl named Cinderella. Cinderella lived with her stepmother and two stepsisters, who were jealous of her and treated her very badly. She had to spend all day, every day doing work around the house.

One day an invitation arrived from the prince, who was having a ball. Cinderella had to help her stepmother and stepsisters make beautiful dresses for the party, and on the night they went off and left the poor girl alone.

She was very sad, but suddenly her Fairy Godmother appeared and turned Cinderella's old clothes into a beautiful gown. She turned a pumpkin into a golden coach and some mice into lovely black horses and a rat into a coachman. So Cinderella went to the party, but her Fairy Godmother warned her that she had to leave the ball by midnight.

When the prince saw Cinderella he thought she was so beautiful that he danced with her all evening. Suddenly the clock began to strike twelve, and Cinderella remembered what her Fairy Godmother had told her. She ran out of the palace and was in such a hurry that one of her glass slippers came off as she was racing down the stairs.

The prince found the slipper and ordered his servants to go out into his kingdom and make every girl try the slipper on until they found its owner. Eventually they arrived at Cinderella's house and discovered that the slipper fitted her.

They took her back to the palace and she married the prince and they lived happily ever after.

- Example of Narrative Text 2

### The Rabbit and The Turtle

Once upon a time there was a rabbit. The rabbit walked at the park and got rest.

At that time the rabbit saw the turtle walked so slowly. The rabbit went to the turtle and said hello to the turtle. Hi Sir turtle, why you walked so slow? Exactly I am not walking now, but I am running ". Hahahahahaha, what did you say? Running is like that? Running is like this The rabibit laughed.

The Rabbit ran so fast, and make the turtle shocked and got angry at the same time.

Sir rabbit, you're so arrogant, Let's have a race. hahaha have a race? With you? Hahaha you're a dirty, a dull turtle, a slow turtle I can win Okay, Okay, lets go " I can win ". The rabbit said " Okay, Okay, lets go. Tomorrow we will meet here again to take a race"

The next day they have already prepared to take race. The Referee ready to start the racing. The referee said "one…two…three" the whistle was sounded and the game began. one…two…three

And then they ran, the rabbit ran so fast and left the turtle behind. " Hahaha, catch me if you can " the rabbit said but the Turtle just smiled to

him. Then rabbit saw a restaurant. " I'm hungry, turtle was still far from me so I have time for eat " Rabbit ate a delicious meal of fruit, cheese, and cake. I'm hungry, turtle was still far from me so I have time for eat

Turtle still ran. " Run run run "

After rabbit felt full. He ran away from the restaurant. But he felt tired. " So tired. I just have a few minutes to take sleep then I will run again ". Setelah Not far from rabbit, turtle was still running. " sst.. he is sleeping. I believe I can win "

Suddenly, the rabbit woke up. He jumped up, and then he ran faster than before. But he was to late.

" Oh my god! What a shame! I'm a loser " the rabbit said. The turtle said to the rabbit "because you so arrogant that's make you failed". " Okay okay " the rabbit said.

Rabbit felt embrassed. He ran away from the turtle.

**Nama Sekolah**      : **SMA MUHAMMADIYAH LIMBUNG**
**Mata Pelajaran**     : **Bahasa Inggris**
**Kelas/Semester**     : **XI IPA**
**Aspek/Skill**         : **Menulis**
**Alokasi Waktu**      : **4 x 45 menit**

Standar Kompetensi   : Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk narrative, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar   : Mengungkapkan makan dan langkah-langkah retorika secar akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk narrative

**Indikator Pencapaian :**
- Mampu mengenal dan memahami bentuk paragraf narrative
- Mampu menulis paragraf berbentuk narrative dengan baik dan benar

**Pendidikan karakter :**
- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

**Tujuan Pembelajaran**
- Siswa mampu memahami dan menghafal bagian-bagian paragraph narrative (generic structure)
- Siswa mampu mengenal dan menulis paragraf narrative dengan baik dan benar
- Siswa terlibat aktif dalam pembelajaran
- Siswa dapat bekerjasama dengan teman-teman kelompok saat mengerjakan tugas kelompok

Materi Pembelajaran
- ➢ Teks tulis monologue/esei sederhana berbentuk narrative.
  Example of Narrative Text

<p align="center">*The Ant and the Dove*</p>

*One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.*

*She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.*

*Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.*

*Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.*
*The morality: One good turn deserves another.*

Metode Pembelajaran/Teknik     : Discussion

**Kegiatan Belajar (Tatap Muka Terstruktur)**
Pendahuluan dan Eksplorasi (15')
- Guru membuka pertemuan dengan mengucapkan salam dan memeriksa kehadiran siswa
- Peserta didik diberikan warming up activity sebelum memulai pelajaran
- Peserta didik diberitahu oleh guru indikator dan tujuan pembelajaran pada pertemuan kali ini

Elaborasi (40)
- Guru menjelaskan materi (Narrative)
- Siswa diberi kesempatan untuk bertanya terkait materi yang belum dipahami
- Siswa diberi contoh text bacaan narrative
- Siswa membaca dan memahami teks bacaan yang diberikan dengan mengidentfikasi generic structure teks tersebut

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

**Pertemuan II**
Kegiatan pembelajaran
Pendahuluan

- Mengucap salam
- Mengecek kehadiran siswa
- Melakukan apersepsi

Kegiatan inti
- Guru menjelaskan general structure narrative text
- Guru membagikan teks dalam bentuk narrative teks kemudian mendiskusikannya
- Guru memberikan tanya jawab kepada siswa terkait cerita narrative
- Siswa diberikan kesempatan bertanya terkait hal-hal yang belum dipahami

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

Sumber/Bahan/Alat
- Worksheet;

## I. Penilaian
Indikator, Teknik, Bentuk, Dan Contoh

| NO | INDIKATOR | TEKNIK | BENTUK | CONTOH |
|---|---|---|---|---|
| 1. | Memahami isi materi tentang narrative text | Tes tertulis | Make narrative text | Read a text about narrative text and then make narrative text it |

## II. Pedoman Penilaian

| Aspek | Score | Competency/Ability |
|---|---|---|
| oganization | 5 | • Appropriate title, good introduction, body and conclution. |
| | 4 | • Adequate title, introdution, and conclution. |
| | 3 | • Mediocre or scant inroduction or conclution, problem with the ideas in body. |
| | 2 | • Shaky or minamaly recognizable introduction lack supporting evidance, conclution weak. |
| | 1 | • Absence of introduction ov conclution, no appavent ovganization of body |
| Logical development of ideas | 5 | • Essay addressed the assigned topic |
| | 4 | • Essay addressed the issue but misses some point |
| | 3 | • Essay is somewhat off the topic |
| | 2 | • Essay does not veflect carefull thinking |
| | 1 | • Essay is completely inadequate and does not reflect junior hight school-level work |

| Grammar | 5 4 3 2 1 | <ul><li>Native like fluency in English Gvammar</li><li>Advanced proficiency in English grammar</li><li>Grammar problems are apparent and have a negative effect on communication</li><li>Numerous serious grammar problem interfere with communication of the writer's idea</li><li>Severe grammar problem interfere greatly with the message</li></ul> |
|---|---|---|

Mengetahui,
2017
Guru Bid.Study

Gowa, November

Mahasiswa

**Nursyamsi, S.Pd**
**NBM. 1056232**

**Muttiara**
**Nim. 1053 5572013**

**Nama Sekolah**      : SMA MUHAMMADIYAH LIMBUNG
**Mata Pelajaran**    : Bahasa Inggris
**Kelas/Semester**    : XI IPA
**Aspek/Skill**       : Menulis
**Alokasi Waktu**     : 4 x 45 menit

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan teks  monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk narrative, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses  ilmu pengetahuan populer.

Kompetensi Dasar : Mengungkapkan makan dan langkah-langkah retorika secar akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk narrative

**Indikator Pencapaian :**
- Mampu mengenal dan memahami bentuk paragraf narrative
- Mampu menulis paragraf berbentuk narrative dengan baik dan benar

Terakreditasi Institusi BAN-PT

**Pendidikan karakter :**
- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

**Tujuan Pembelajaran**
- Siswa mampu memahami dan menghafal bagian-bagian paragraph narrative (generic structure)
- Siswa mampu mengenal dan menulis paragraf narrative dengan baik dan benar
- Siswa terlibat aktif dalam pembelajaran
- Siswa dapat bekerjasama dengan teman-teman kelompok saat mengerjakan tugas kelompok

Materi Pembelajaran
- ➢ Teks tulis monologue/esei sederhana berbentuk narrative.
    Example of Narrative Text

<center>*The Ant and the Dove*</center>

*One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.*

*She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.*

*Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.*

*Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.*
*The morality: One good turn deserves another.*

Metode Pembelajaran/Teknik      : Discussion

**Kegiatan Belajar (Tatap Muka Terstruktur)**
Pendahuluan dan Eksplorasi (15')

- Guru membuka pertemuan dengan mengucapkan salam dan memeriksa kehadiran siswa
- Peserta didik diberikan warming up activity sebelum memulai pelajaran
- Peserta didik diberitahu oleh guru indikator dan tujuan pembelajaran pada pertemuan kali ini

Elaborasi (40)
- Memberikan stimulus berupa pemberian materi mengenai writing secara general
- Siswa diberikan teks narrative teks
- Guru menyuruh siswa memperhatikan bentuk-bentuk penggunaan bahasa dalam penulisan narrative teks yang baik
- Guru memberikan kesempatan kepada siswa untuk bertanya terkait materi yang belum dipahami.

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

**Pertemuan IV**
Kegiatan pembelajaran
pendahuluan

- Mengucap salam
- Mengecek kehadiran siswa
- Melakukan apersepsi

Kegiatan inti
- Guru kembali mengulang penjelasan narrative teks dan menyimpulkannya
- Guru menyuruh siswa memperhatikan kembali cara membuat narrative teks yang benar
- Guru memberikan tanya jawab terkait materi narrative teks
- Mengevaluasi bersama hal-hal yang menjadi kendala dalam menyusun kalimat berbentuk narrative teks.

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi yang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

Sumber/Bahan/Alat
- Worksheet;

## I. Penilaian
Indikator, Teknik, Bentuk, Dan Contoh

| NO | INDIKATOR | TEKNIK | BENTUK | CONTOH |
|----|-----------|--------|--------|--------|
| 1. | Memahami isi materi tentang narrative text | Tes tertulis | Make narrative text | Read a text about narrative text and then make narrative text it |

## III. Pedoman Penilaian

| Aspek | Score | Competency/Ability |
|-------|-------|--------------------|
| **Oganization** | 5 | • Appropriate title, good introduction, body and conclution. |
| | 4 | • Adequate title, introduction, and conclution. |
| | 3 | • Mediocre or scant inroduction or conclution, problem with the ideas in body. |
| | 2 | • Shaky or minamaly recognizable introduction lack supporting evidance, conclution weak. |
| | 1 | • Absence of introduction ov conclution, no appavent ovganization of body |
| **Logical development of ideas** | 5 | • Essay addressed the assigned topic |
| | 4 | • Essay addressed the issue but misses some point |
| | 3 | • Essay is somewhat off the topic |
| | 2 | • Essay does not veflect carefull thinking |
| | 1 | • Essay is completely inadequate and does not |

| | | reflect junior hight school-level work |
|---|---|---|
| **Grammar** | 5 | • Native like fluency in English Gvammar |
| | 4 | • Advanced proficiency in English grammar |
| | 3 | • Grammar problems are apparent and have a negative effect on communication |
| | 2 | • Numerous serious grammar problem interfere with communication of the writer's idea |
| | 1 | • Severe grammar problem interfere greatly with the message |

Mengetahui, 2017                                    Gowa, November
Guru Bid.Study                                       Mahasiswa

**Nursyamsi, S.Pd**                                 **Muttiara**
**NBM. 1056232**                                    **Nim. 1053 5572013**

<div align="center">

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**
**KELAS EKSPERIMEN**

</div>

| | |
|---|---|
| **Nama Sekolah** | **: SMA MUHAMMADIYAH LIMBUNG** |
| **Mata Pelajaran** | **: Bahasa Inggris** |
| **Kelas/Semester** | **: XI IPA** |
| **Aspek/Skill** | **: Menulis** |
| **Alokasi Waktu** | **: 4 x 45 menit** |

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk narrative, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar : Mengungkapkan makan dan langkah-langkah retorika secar akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk narrative

**Indikator Pencapaian :**
- Mampu mengenal dan memahami bentuk paragraf narrative
- Mampu menulis paragraf berbentuk narrative dengan baik dan benar

Terakreditasi Institusi BAN-PT

**Pendidikan karakter :**
- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

**Tujuan Pembelajaran**
- Siswa mampu memahami dan menghafal bagian-bagian paragraph narrative (generic structure)
- Siswa mampu mengenal dan menulis paragraf narrative dengan baik dan benar
- Siswa terlibat aktif dalam pembelajaran
- Siswa dapat bekerjasama dengan teman-teman kelompok saat mengerjakan tugas kelompok

Materi Pembelajaran
- ➢ Menulis paragraf narrative maksimal 3 paragraf berdasarkan gambar yang telah diberikan.

Example of Narrative Text

<p style="text-align:center">*The Ant and the Dove*</p>

*One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.*

*She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.*

*Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.*

*Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.*
*The morality: One good turn deserves another.*

Metode Pembelajaran/Teknik        : Discussion

**Kegiatan Belajar (Tatap Muka Terstruktur)**
Pendahuluan dan Eksplorasi (15')

- Guru membuka pertemuan dengan mengucapkan salam dan memeriksa kehadiran siswa
- Peserta didik diberikan warming up activity sebelum memulai pelajaran
- Peserta didik diberitahu oleh guru indikator dan tujuan pembelajaran pada pertemuan kali ini

Elaborasi (40)

- Guru menjelaskan materi (Narrative)
- Siswa diberi kesempatan untuk bertanya terkait materi yang belum dipahami
- Siswa diberi contoh text bacaan narrative
- Siswa membaca dan memahami teks bacaan yang diberikan dengan mengidentfikasi generic structure teks tersebut

Penutup dan Konfirmasi (10')

- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

**Pertemuan II**
Kegiatan pembelajaran
pendahuluan

- Mengucap salam
- Mengecek kehadiran siswa
- Melakukan apersepsi

Kegiatan inti
- Guru menjelaskan tentang metode cartoon picture
- Guru memperlihatkan beberapa contoh tentang metode yang akan di gunakan
- Memberikan stimulus dengan menunjukkan cartoon picture dari cerita fable
- Mendiskusikan setiap gambar cartoon dengan siswa dengan memberi kesempatan siswa menebak ceritanya seperti apa
- Guru menjelaskan cara menulis narrative teks sesuai gambar cartoon
- Siswa diberi kesempatan untuk bertanya terkait hal-hal yang belum di pahami

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

Sumber/Bahan/Alat
- Cartoon Picture

## J. Penilaian

Indikator, Teknik, Bentuk, Dan Contoh

| NO | INDIKATOR | TEKNIK | BENTUK | CONTOH |
|----|-----------|--------|--------|--------|
| 1. | Memahami isi materi tentang narrative text | Tes tertulis | Make narrative text | Read a text about narrative text and then make narrative text it |

## II. PEDOMAN PENILAIAN

| Aspek | Score | Competency/Ability |
|-------|-------|--------------------|
| oganization | 5 | • Appropriate title, good introduction, body and conclution. |
| | 4 | • Adequate title, introduction, and conclusion. |
| | 3 | • Mediocre or scant inroduction or conclution, problem with the ideas in body. |
| | 2 | • Shaky or minamaly recognizable introduction lack supporting evidance, conclution weak. |
| | 1 | • Absence of introduction ov conclution, no appavent ovganization of body |
| Logical development | 5 | • Essay addressed the assigned topic |
| | 4 | • Essay addressed the issue but misses some |

| of ideas | | point |
|---|---|---|
| | 3 | • Essay is somewhat off the topic |
| | 2 | • Essay does not veflect carefull thinking |
| | 1 | • Essay is completely inadequate and does not reflect junior hight school-level work |
| **Grammar** | 5 | • Native like fluency in English Gvammar |
| | 4 | • Advanced proficiency in English grammar |
| | 3 | • Grammar problems are apparent and have a negative effect on communication |
| | 2 | • Numerous serious grammar problem interfere with communication of the writer's idea |
| | 1 | • Severe grammar problem interfere greatly with the message |


Mengetahui,                                       Gowa, November 2017

Guru Bid.Study                                       Mahasiswa


**Nursyamsi, S.Pd**                                      **Muttiara**
**NBM. 1056232**                                      **Nim. 1053 5572013**

**RENCANA PELAKSANAAN PEMBELAJARAN**
**(RPP)**
**KELAS EKSPERIMEN**

**Nama Sekolah** : **SMA MUHAMMADIYAH LIMBUNG**
**Mata Pelajaran** : **Bahasa Inggris**
**Kelas/Semester** : **XI IPS**
**Aspek/Skill** : **Menulis**
**Alokasi Waktu** : **4 x 45 menit**

Standar Kompetensi : Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk narrative, narrative dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar : Mengungkapkan makan dan langkah-langkah retorika secar akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk narrative

**Indikator Pencapaian :**
- Mampu mengenal dan memahami bentuk paragraf narrative
- Mampu menulis paragraf berbentuk narrative dengan baik dan benar

**Pendidikan karakter :**
- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

**Tujuan Pembelajaran**
- Siswa mampu memahami dan menghafal bagian-bagian paragraph narrative (generic structure)
- Siswa mampu mengenal dan menulis paragraf narrative dengan baik dan benar
- Siswa terlibat aktif dalam pembelajaran
- Siswa dapat bekerjasama dengan teman-teman kelompok saat mengerjakan tugas kelompok

Materi Pembelajaran
➢ Menulis paragraf narrative maksimal 3 paragraf berdasarkan gambar yang telah diberikan.
Example of Narrative Text

*The Ant and the Dove*

*One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.*

*She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.*

*Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.*

*Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.*
*The morality: One good turn deserves another.*

Metode Pembelajaran/Teknik    : Discussion

**Kegiatan Belajar (Tatap Muka Terstruktur)**
Pendahuluan dan Eksplorasi (15')
- Guru membuka pertemuan dengan mengucapkan salam dan memeriksa kehadiran siswa
- Peserta didik diberikan warming up activity sebelum memulai pelajaran
- Peserta didik diberitahu oleh guru indikator dan tujuan pembelajaran pada pertemuan kali ini

Elaborasi (40)
- Guru menjelaskan kembali materi (Narrative text)
- Siswa diberi kesempatan untuk bertanya materi yang belum dipahami
- Memberikan stimulus dengan mengulang cerita fable kepada siswa
- Siswa diberikan cartoon picture dan menjelaskan tata cara membuat naravative text sesuai gambar
- Mendiskusikan kembali cartoon picture yang diberikan dan menyimak setiap respon jawaban siswa mengenai cerita fable yang diberikan
- Memberikan kesempatan siswa untuk bertanya tentang hal-hal yang belum dipahami

Penutup dan Konfirmasi (10')
- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpulan materi yang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

**Pertemuan IV**

Kegiatan pembelajaran
Pendahuluan

- Mengucap salam
- Mengecek kehadiran siswa
- Melakukan apersepsi

Kegiatan inti

- Guru kembali mengulang penjelasan tentang narrative teks dan menyimpulkannya
- Guru kembali Menjelaskan cara membuat narrative teks dengan menggunakan cartoon picture
- Guru menyuruh siswa memperhatikan langkah-langkah penulisan narrative teks yang baik
- Kembali siswa diberikan kesempatan bertanya tentang hal-hal yang belum dipahami
- Mengevaluasi bersama hal-hal yang menjadi kendala dalam menyusun kalimat berbentuk narrative

Penutup dan Konfirmasi (10')

- Bersama-sama dengan peserta didik membuat rangkuman atau kesimpilan materi ang telah di pelajari
- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan

Sumber/Bahan/Alat

- Cartoon Picture

I. **Penilaian**

Indikator, Teknik, Bentuk, Dan Contoh

| NO | INDIKATOR | TEKNIK | BENTUK | CONTOH |
|----|-----------|--------|--------|--------|
| 1. | Memahami isi materi tentang narrative text | Tes tertulis | Make narrative text | Read a text about narrative text and then make narrative text it |

## II. PEDOMAN PENILAIAN

| Aspek | Score | Competency/Ability |
|-------|-------|--------------------|
| oganization | 5 | • Appropriate title, good introduction, body and conclution. |
| | 4 | • Adequate title, introduction, and conclution. |
| | 3 | • Mediocre or scant inroduction or conclution, problem with the ideas in body. |
| | 2 | • Shaky or minamaly recognizable introduction lack supporting evidance, conclution weak. |
| | 1 | • Absence of introduction ov conclution, no appavent ovganization of body |

| | | |
|---|---|---|
| **Logical development of ideas** | 5<br>4<br><br>3<br>2<br>1 | • Essay addresed the assigned topic<br>• Essay addressed the issue but misses some point<br>• Essay is somewhat off the topic<br>• Essay does not veflect carefull thinking<br>• Essay is completely inadequate and does not reflect  junior hight school-level work |
| **Grammar** | 5<br>4<br>3<br><br>2<br><br>1 | • Native like fluency in English Gvammar<br>• Advanced proficiency in English grammar<br>• Grammar problems are apparent   and have a negative effect on communication<br>• Numerous serious grammar problem interfere with communication of the writer's idea<br>• Severe grammar problem interfere greatly with the message |

Mengetahui,                                                      Gowa, November 2017
Guru Bid.Study                                                  Mahasiswa

**Nursyamsi, S.Pd**                                         **Muttiara**
**NBM. 1056232**                                            **Nim. 1053 5572013**

<div align="center">

**INSTRUMENT OF TEST**
**(Control Class)**

</div>

**PRE-TEST**

| Sekolah | : SMA  Muhammadiyah Limbung |
|---|---|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : |
| Tahun Ajaran | : 2017/2018 |

**INSTRUCTION:**

1. Write your  name, class, and reg number.!

2. Write a narrative text with the title "The Rabbit and Tortoise"!

3. Writing your composition must consist of:

   - Orientation

   - Complication

   - resolution

4. You may open your dictionary.
5. The time allotment is 40 minutes

## INSTRUMENT OF TEST
### (Control Class)

**POST-TEST**

Sekolah              : SMA  Muhammadiyah Limbung
Mata Pelajaran    : Bahasa Inggris
Kelas                :
Tahun Ajaran      : 2017/2018

**INSTRUCTION:**

1. Write your  name, class, and reg number.!

2. Write a narrative text with the title "CINDERELLA".!

3. Writing your composition must consist of:

    - Orientation

    - Complication

    - resolution

4. You may open your dictionary.
5. The time allotment is 40 minutes

**PRE-TEST**

Sekolah :SMA MUHAMMADIYAH LIMBUNG
Mata pelajaran : bahasa inggris
Kelas :
Tahun ajaran :2017/2018

**INTSTRUCTION:**
- Write your name, class, and reg number
- Write a short narrative paragraph (3 paragraph). Write down anyting that comes from your head !
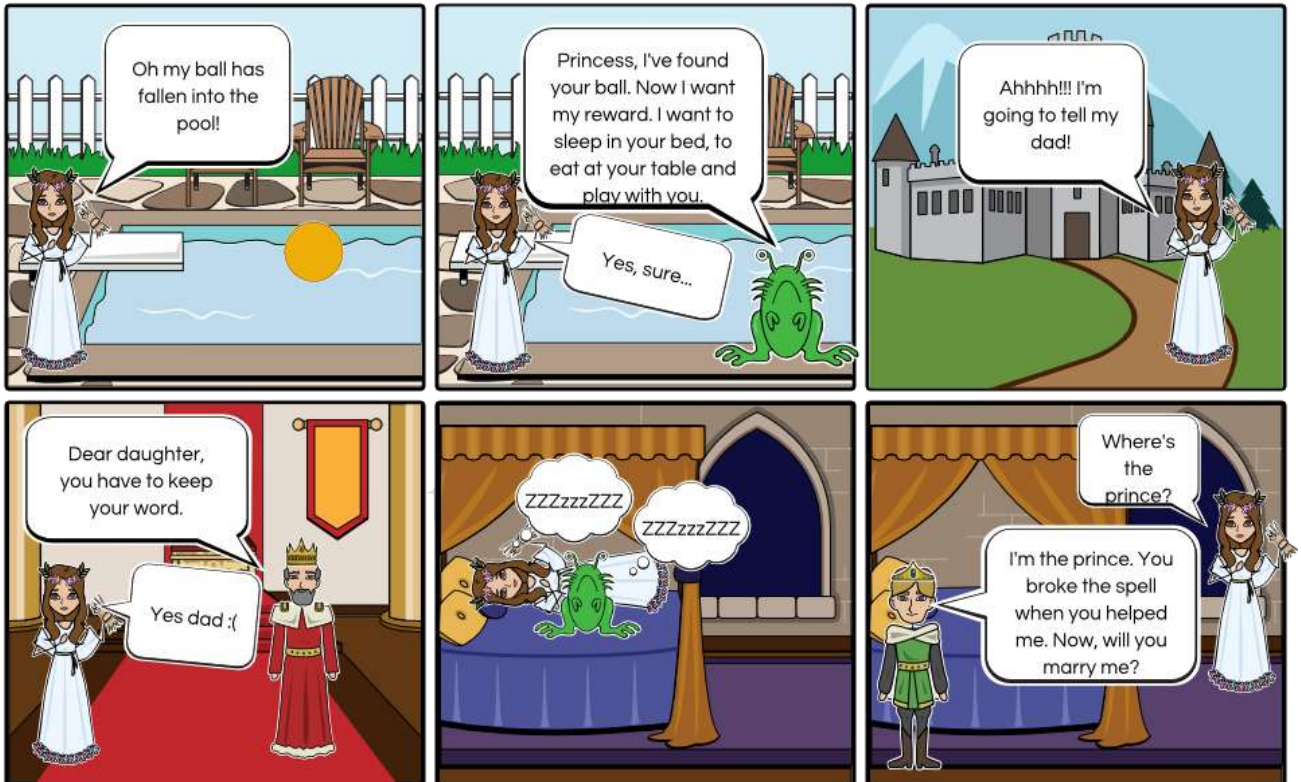


-

**POST-TEST**

Sekolah :SMA MUHAMMADIYAH LIMBUNG
Mata pelajaan : Bahasa Inggris
Kelas :
Tahun ajaran :2017/2018

**INTSTRUCTION:**
- Write your name, class, and reg number
- Write a short narrative paragraph (3 paragraph). Write down anyting that comes from your head !



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# DOCUMENTATION

## EXPERIMENT CLASS

**CONTROL CLASS**

# CURRICULUM VITAE

MUTTIARA, is a students of English Departement of Muhammadiyah University of Makassar. She was born on January $2^{st}$, 1995 in Gowa. She is the third child from the marriage of her parents, Tagga and Fatimah. She has one brother (Jaelani) and two sisters (Ernianti and Rostina).

In 2001, she started her education in SD Inp. Ta'buakkang, regency and graduated in 2007. Then, She continued her study in SMPN 1 Bontonompo and graduated 2010. After that, she continued her study in SMK YPKK LIMBUNG, regency and graduated in 2013. At the same year, she again preceded her study and accepted as a student in English Departement Faculty of Teacher Training and Education at Muhammadiyah University of Makassar to get Undergraduate degree.