APPENDICES

APPENDIX 1

TRY OUT, PRE TEST AND POST TEST SCORE OF EXPERIMENTAL AND CONTROL CLASS

The Score of Try Out Class

No	Name	pre-test (x)	post-test (y)
1.	Chaydar Hilmi	58	62
2.	Fauziah Rahmawati	73	75
3.	Firman Ramadhan Santoso	66	70
4.	Heny Widiya Wati	67	69
5.	Indana Lazulfah	62	73
6.	Moch. Syamsul Arifin	65	68
7.	Milri Handriyana	61	70
8.	Moch. Irfa'uddin	67	75
9.	Rina Fuji Astuti	63	68
10	Komarudin	66	72
11.	Moch. Bambang Pamungkas	64	67
12.	Putri Arneta Sasabilna	74	75
13.	Rina Anjar Sari	66	70
14.	Riris Nur Kumalasari	65	70
15.	Agnes Yustria	59	65
$\sum$		976	1049

The Score of Control Class

No	Name	Pre-Test Score	Post-Test Score	D	D^2
1.	Bayu Adi Santoso	10	55	45	2025
2.	Cahyo Andi Purnomo	56	60	4	16
3.	Elvina Listi Maharani	10	40	30	900
4.	Emilia Dwi Arista	58	60	2	4
5.	Fadhilatur Rochmatin	66	88	22	484
6.	Lili Nur Indah Sari	40	50	10	100
7.	Mila Nadhifah	65	71	6	36
8.	Mochamad Cahaya P	38	54	16	256
9.	Muhammad Ergyo F	48	53	3	9
10	Muhammad Riza R	48	53	3	9
11.	Nada Putriyunanto	0	45	45	2025
12.	Nur Imamah	34	58	24	576
13.	Nur Indah Maulidiyah	34	58	24	576
14.	Abdul Rochman	0	45	45	2015
15.	Adi Purnomo	10	39	29	841
16.	Anis Kismiati	49	61	12	144
17.	Aulia Deva Ferdana	80	90	10	100
18.	Siti Nur Munazilah	41	57	16	256
19.	Sonia Devi	49	58	9	81
20	Trio Bagas Wara	56	60	4	16
21.	Wahyu Kurnia Citra D	64	69	5	25
22.	‘Aldandy Nanda K	48	49	1	1
23.	Arsita Meilia	56	66	10	100
24.	Triana Nur Tika Sari	80	86	6	36
25.	Alifah Nur Oktaviana	35	46	11	121
26.	Bayu Setiawan	66	77	11	121
27.	Bela Talia Salsa Bela	40	53	13	169

28.	Chabib Rahmad H	48	51	3	9
29.	Risma Rahmadianti	45	63	18	324
30.	Dian Nur Avivah	54	68	14	196
31.	Eka Wahyuningtyas	66	71	5	25
32.	Fahmi Ferdiansyah	56	59	3	9
33.	Fakhrudin Faiz M	67	70	3	9
34.	Yulistiana Wardani	48	63	15	225
	Total	1565	2046	477	11839
	Mean	46.02	60.17		

The Score of Experimental Class

No	Name	Pre-Test Score	Post-Test Score	D	D^2
1.	Alan Budi Prasetyo	56	82	26	676
2.	Bagas Dika Febrianto	7	57	50	2500
3.	Dyah Ayu Rahmawati	47	84	37	1369
4.	Elvi Nur Amalia	40	70	30	900
5.	Ifan Andre Wicahyo	39	75	36	1296
6.	Indah Nur Kasanah	34	69	35	1225
7.	Khisma Ahmad A'la'	59	73	14	196
8.	Laily Rizky Amalia	37	96	59	3481
9.	Moch Izzrul Roihan A	34	91	57	3249
10.	Ibnu Ainul Yakin	41	73	32	1024
11.	Jihan Iffa Suraya	46	68	22	484
12.	Nisaul Maghfiroh	46	60	14	196
13.	Novalia Nur Afani	46	90	44	1936
14.	Rizky Eka M	46	60	14	196
15.	Seli Dewi Safitri	76	86	10	100
16.	Shendy Kusmawati	40	90	50	2500
17.	Yasmine Angelita S P	34	85	51	2601
18.	Moh Fakrul Munir	41	62	21	441
19.	Pindi Dwi Rahayu	56	97	41	1681
20.	Rosa Anggraini	34	85	51	2601
21.	Siska Dwi Anggraini	40	97	57	3249
22.	Abdul Khoiril	7	40	33	1089
23.	Mokhamad Mauludin	41	82	41	1681
24.	Sarah Fauziyyah Nur I	63	85	22	484
25.	Suliani	56	85	29	841
26.	Achmad Mubarok	41	73	32	1024
27.	Adela Celianing Tyas	66	76	10	100

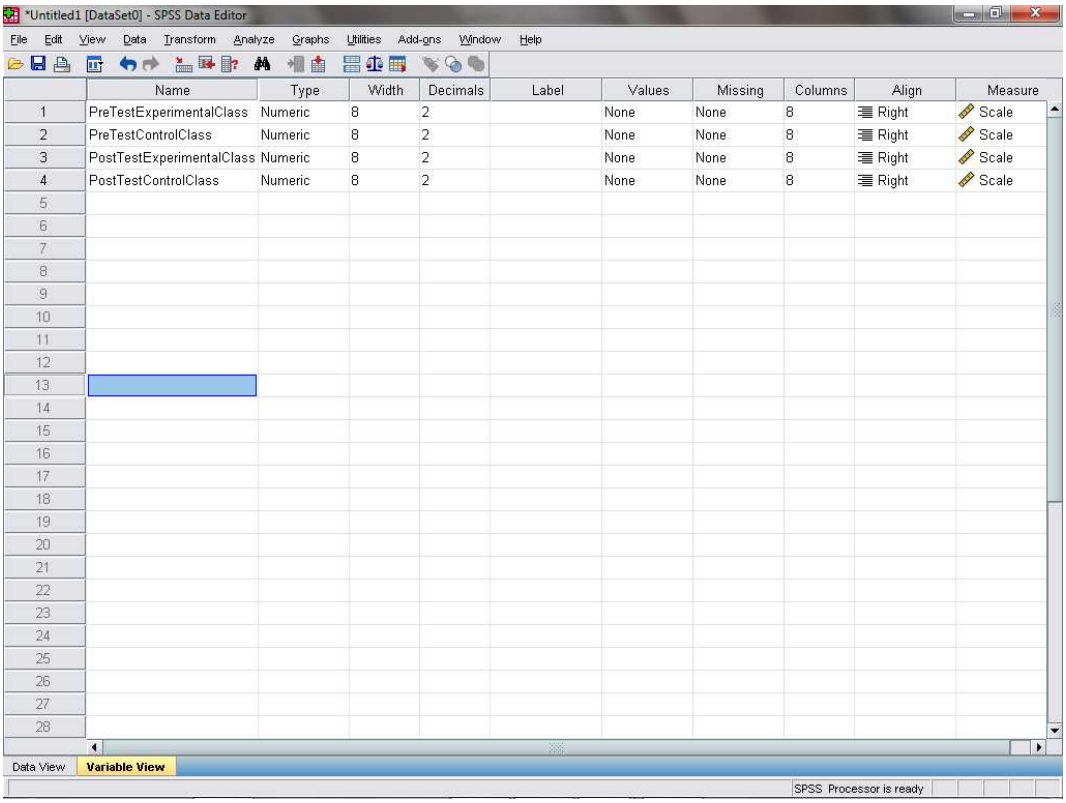
28.	Afida Rahmah	37	86	49	2401
39.	Alfin Dwi Saputra	7	59	52	2704
30.	Bannafsya Syafa P	47	85	38	1444
31.	Chory Sinthya N	7	65	58	3364
32.	Dwi Pramono	40	73	33	1089
33.	Fahlul Hisyam	56	68	13	169
34.	Rizky Dwi Santika	57	70	1161	48291
	Total	1424	2597		
	Mean	41.88	76.38		

APPENDIX 2

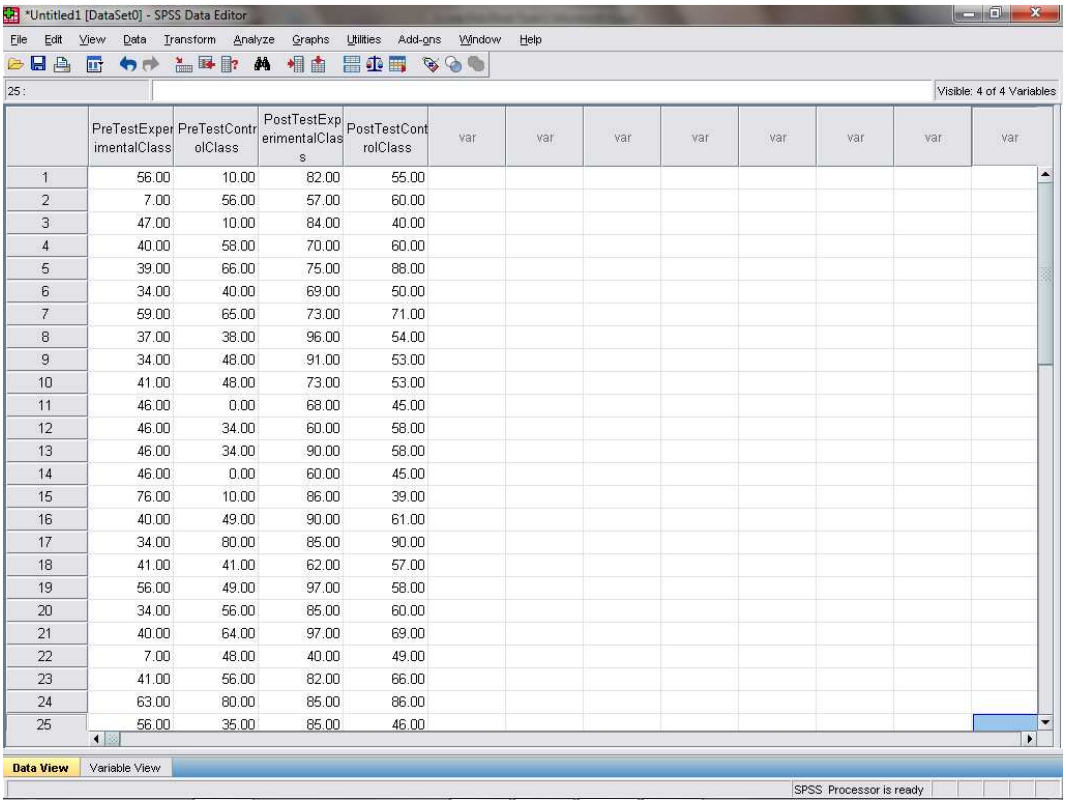
THE PROCESS OF ANALYSING THE DATA BY USING SPSS 16.00

This following is some steps to analyze the normality of the test by using SPSS 16.00:

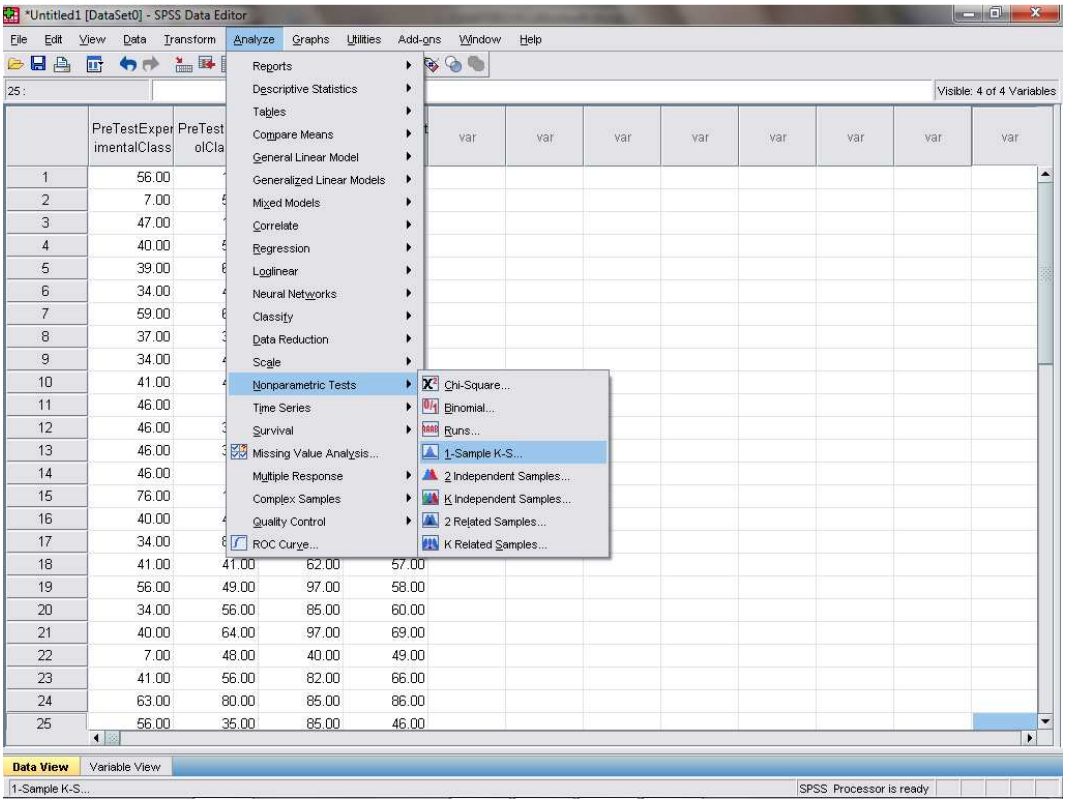
a. Determine the name of variable in the column of **Variable View**. In this step, the researcher uses pre-test and post-test score from two classes (experimental and control class).



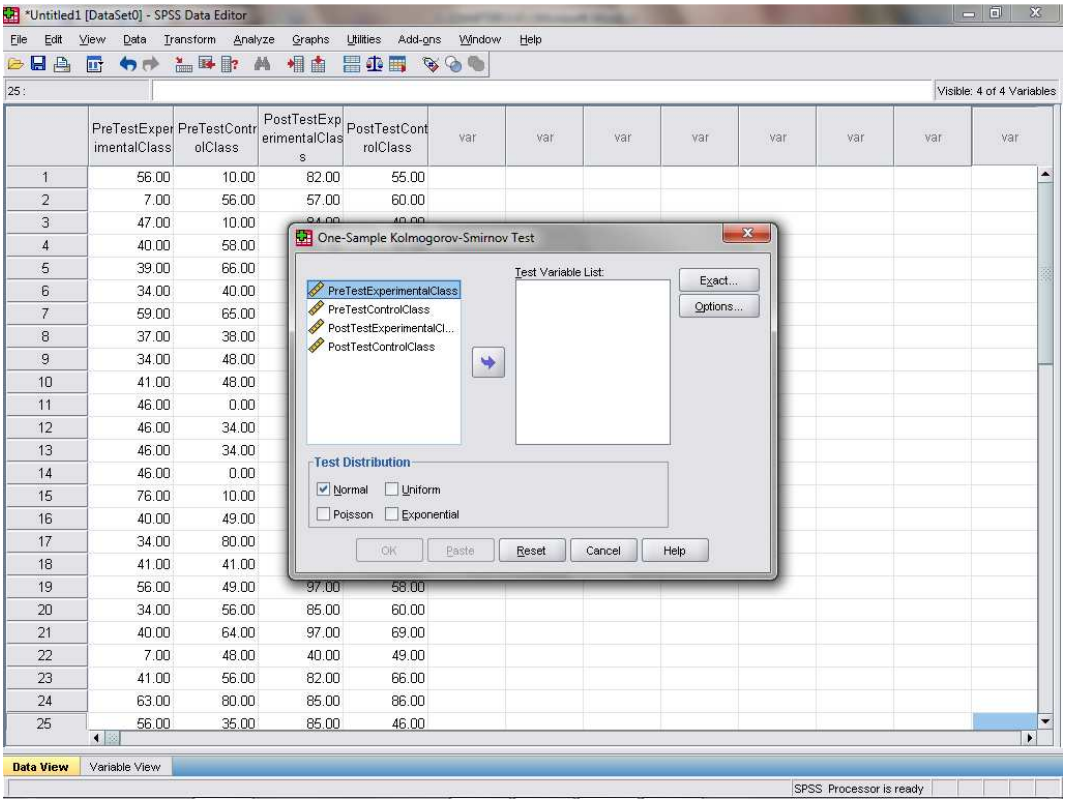
b. Click the **Data View** to show the result. Then, put each pre-test score in the column provided.



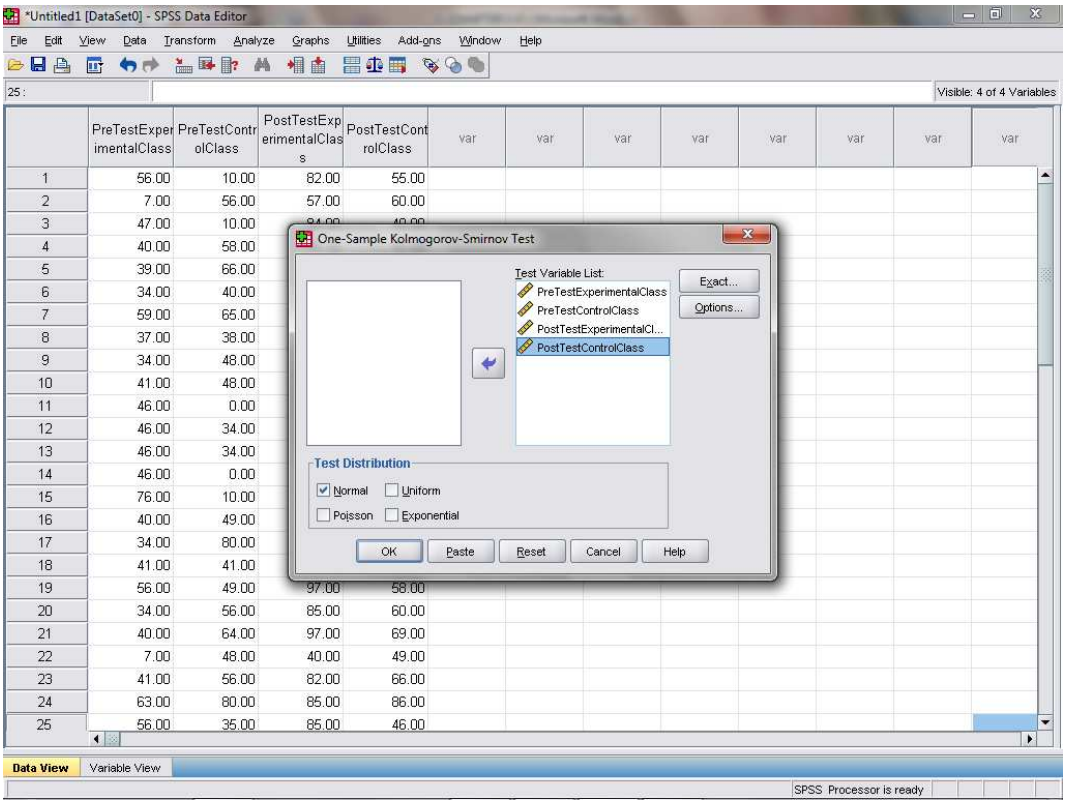
c. After putting all the scores, then choose **analyze → Nonparametric Test →**1 – Sample K-S (One Sample Kolmogorov-Sminorv)



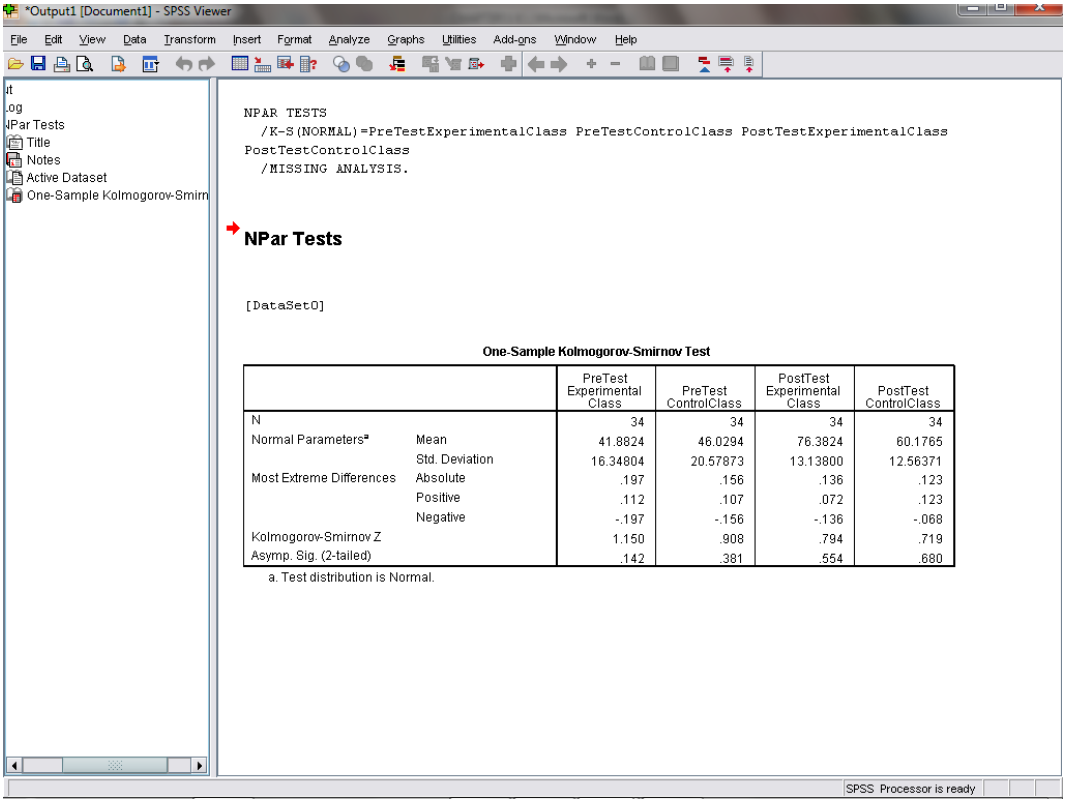
d. Column of One-Sample Kolmogorov-Sminorv Test will be appeared. Then, you should put each data to the **Test Variable List** column.



e. When all of data is in the **Test Variable List** column, click **OK**

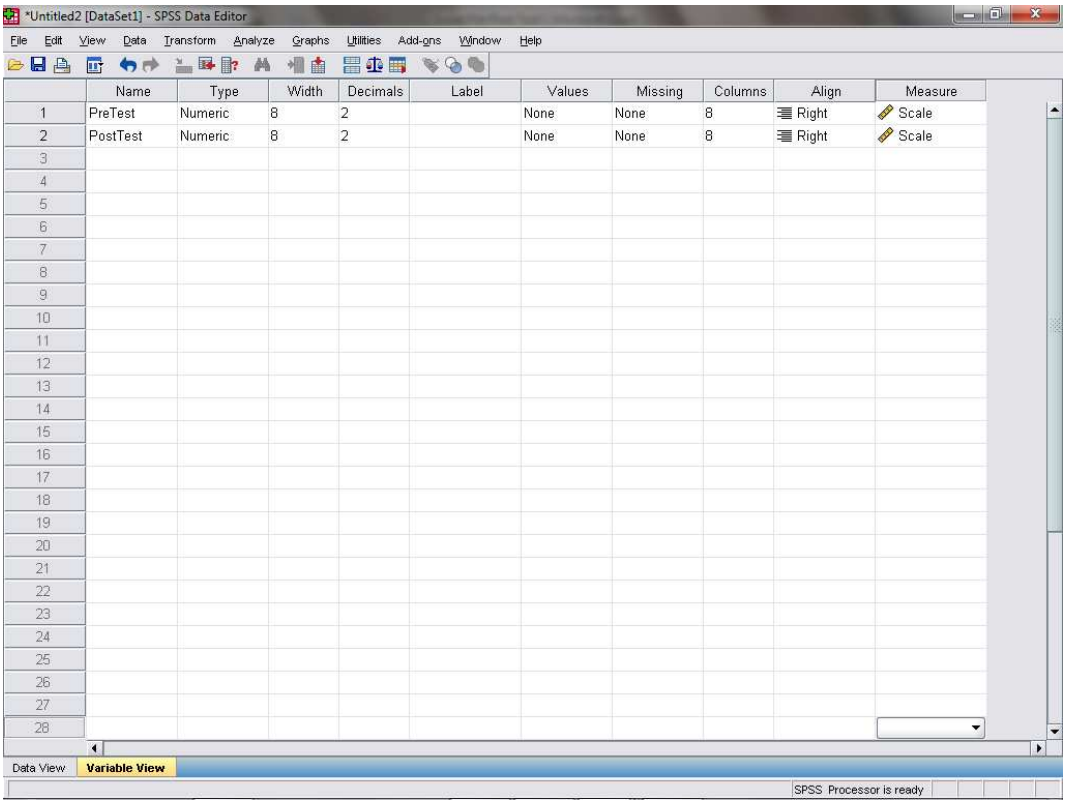


f. The output of data processing is appeared.

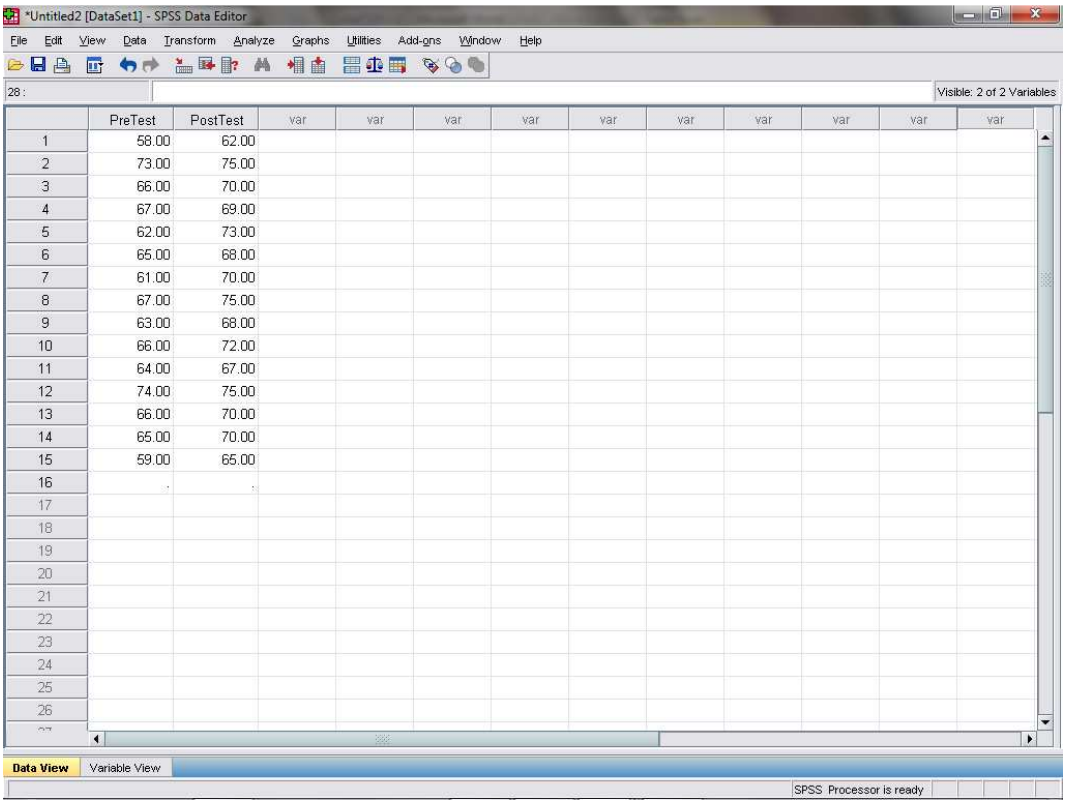


This following is some steps to analyze the reliability of the test by using SPSS 16.00:

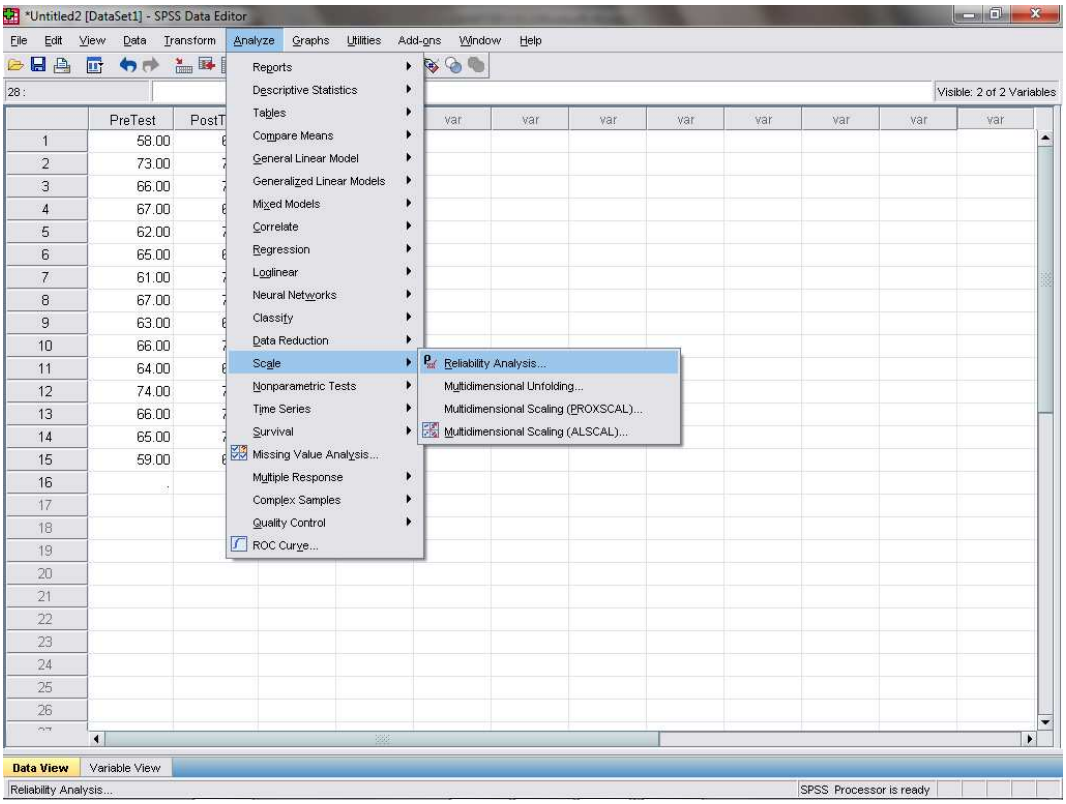
a. Determine the name of variable in the column of **Variable View**. In this step, the researcher uses pre-test and post-test score from try out test.



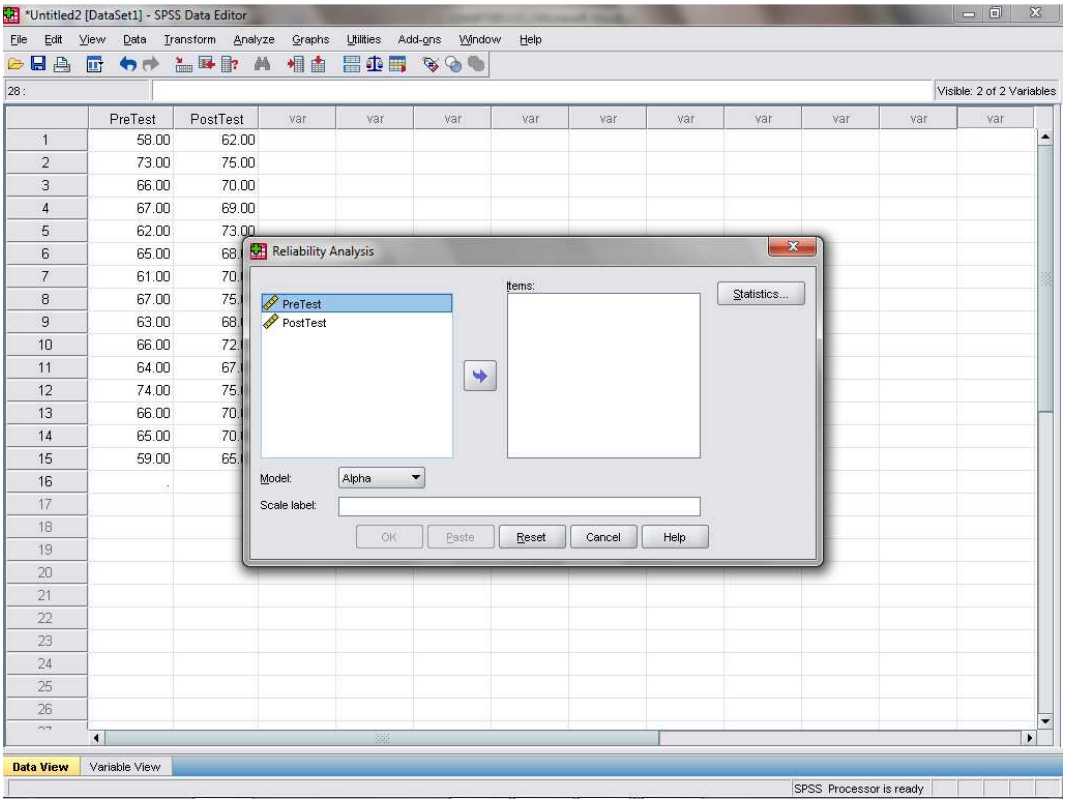
b. Click the **Data View** to show the result. After that, put the pre-test and post-test score in each column provided.



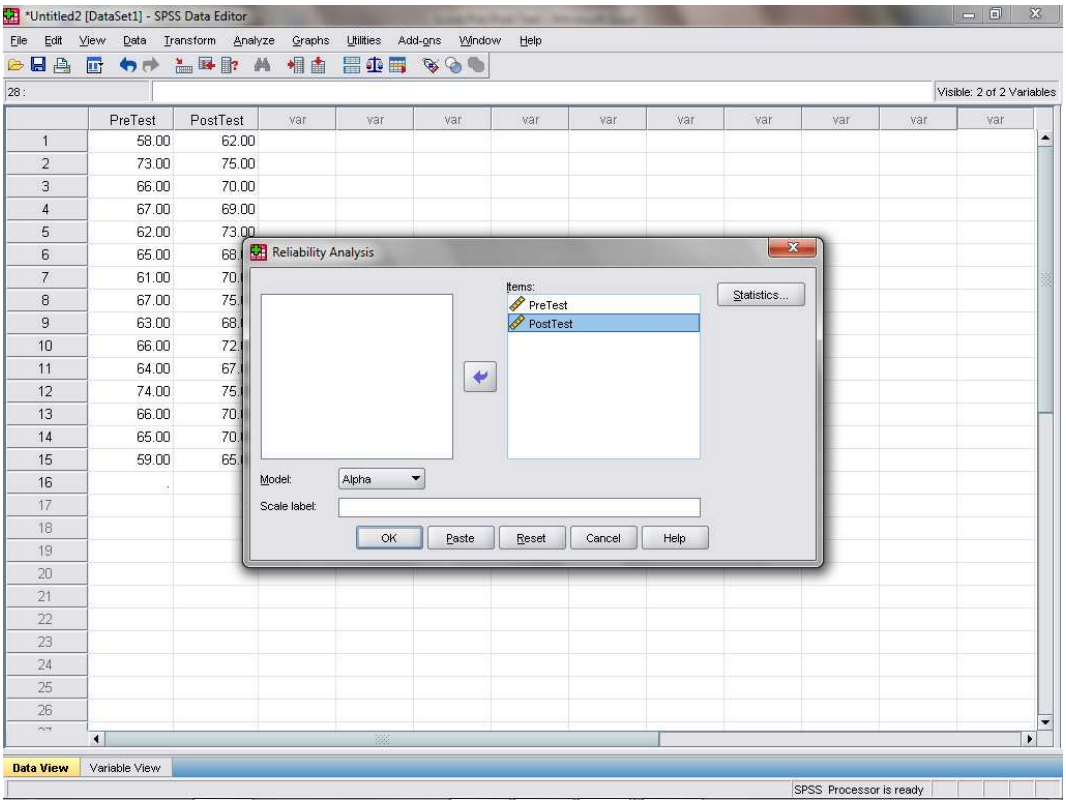
c. Choose **Analyze → Scale → Reliability Analysis**



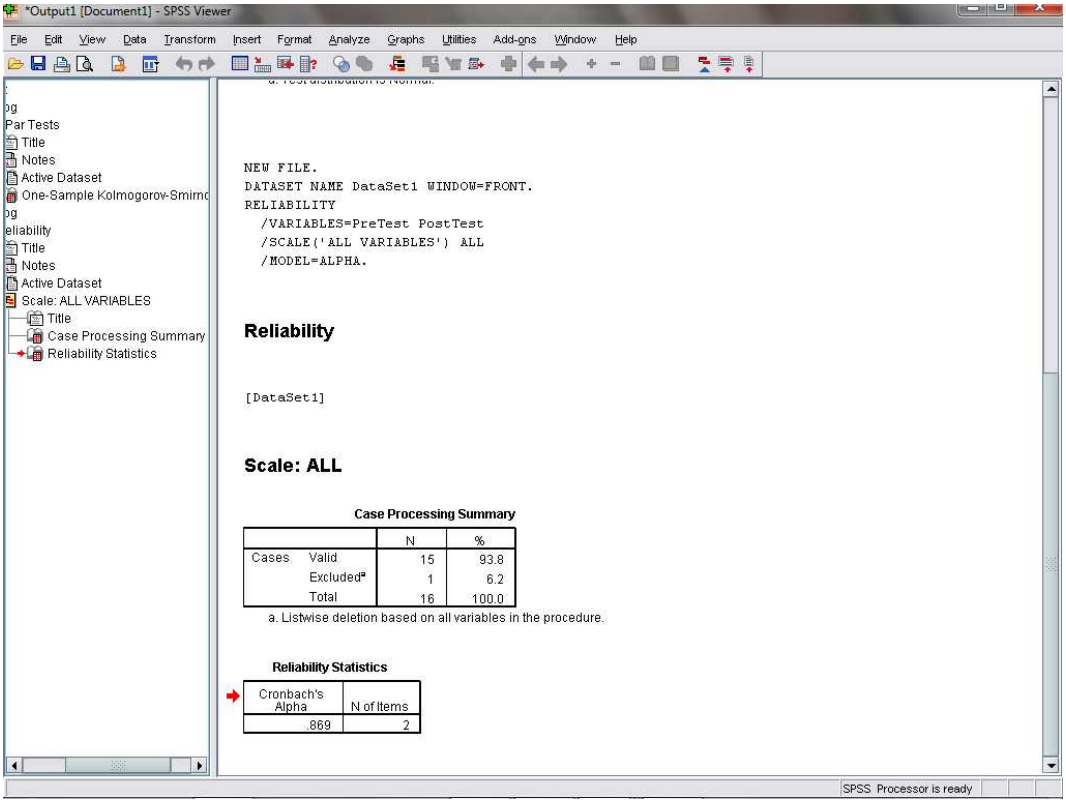
d. Column of **Reliability Analysis** is appeared. Then, the data of Pre-test and Post-test should be moved to the **Item** column.



e. Make sure that the data pre-test and post test is in the **Item** column.

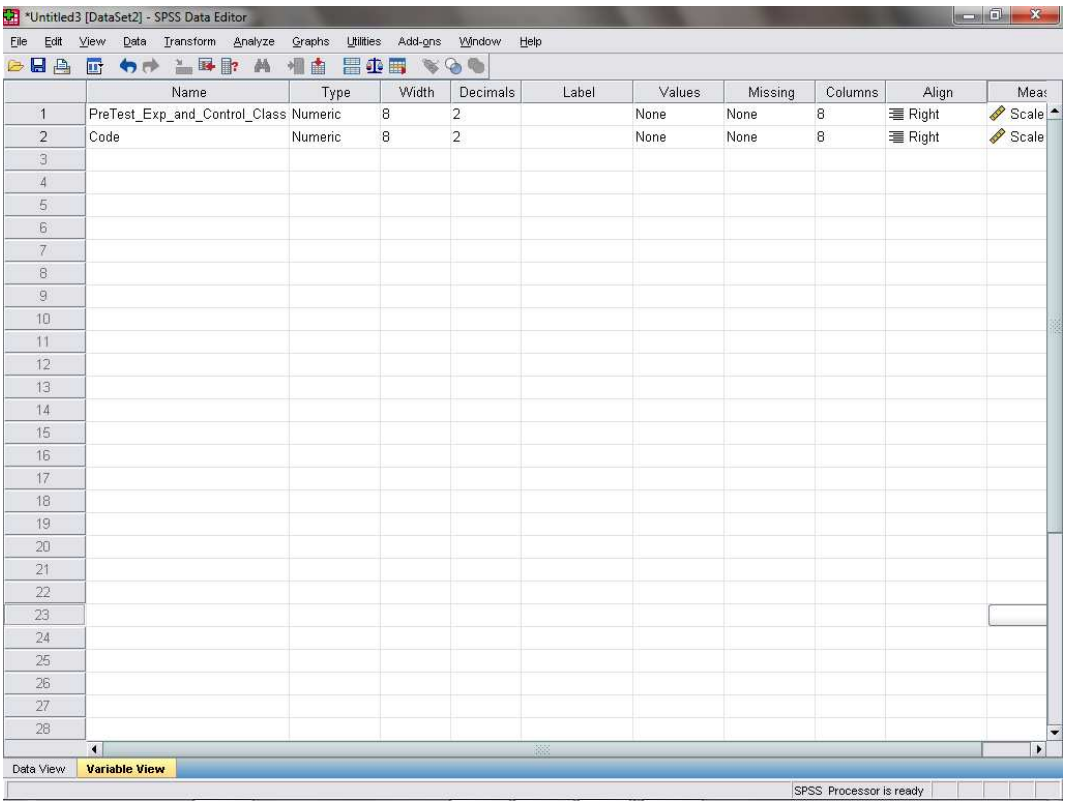


f. Click **OK,** and the output of processing data is appeared.

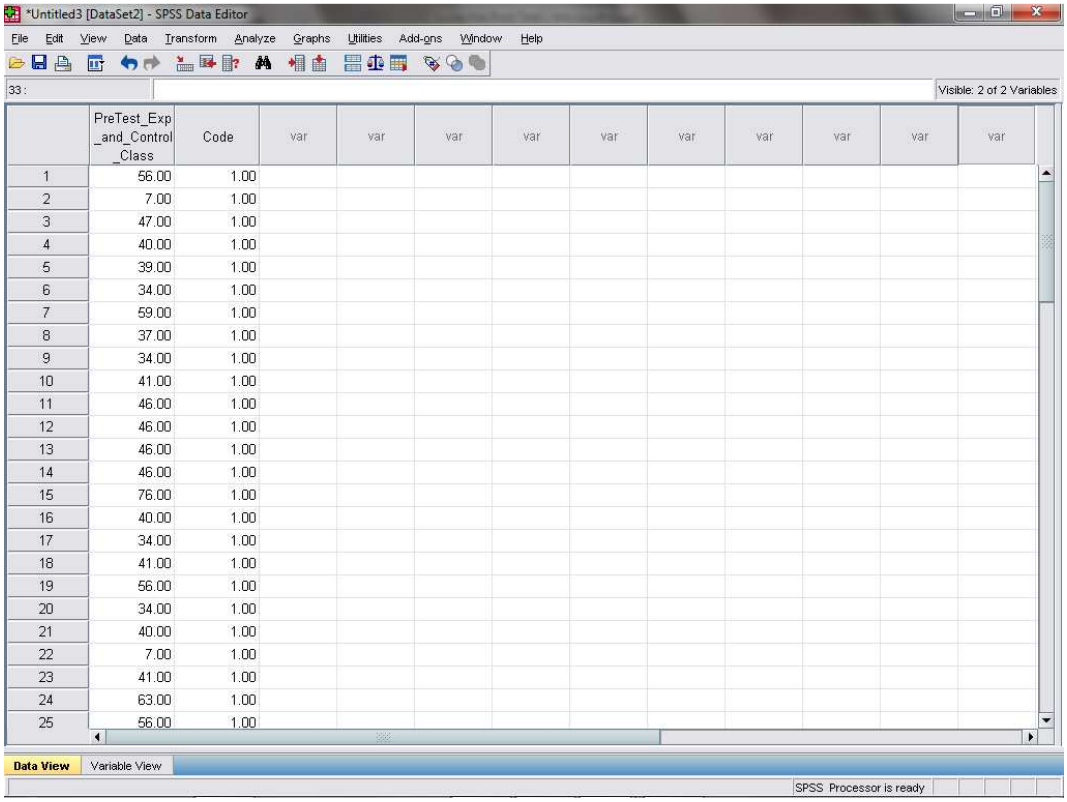


This following is some steps to analyze the homogeneity of the test by using SPSS 16.00:

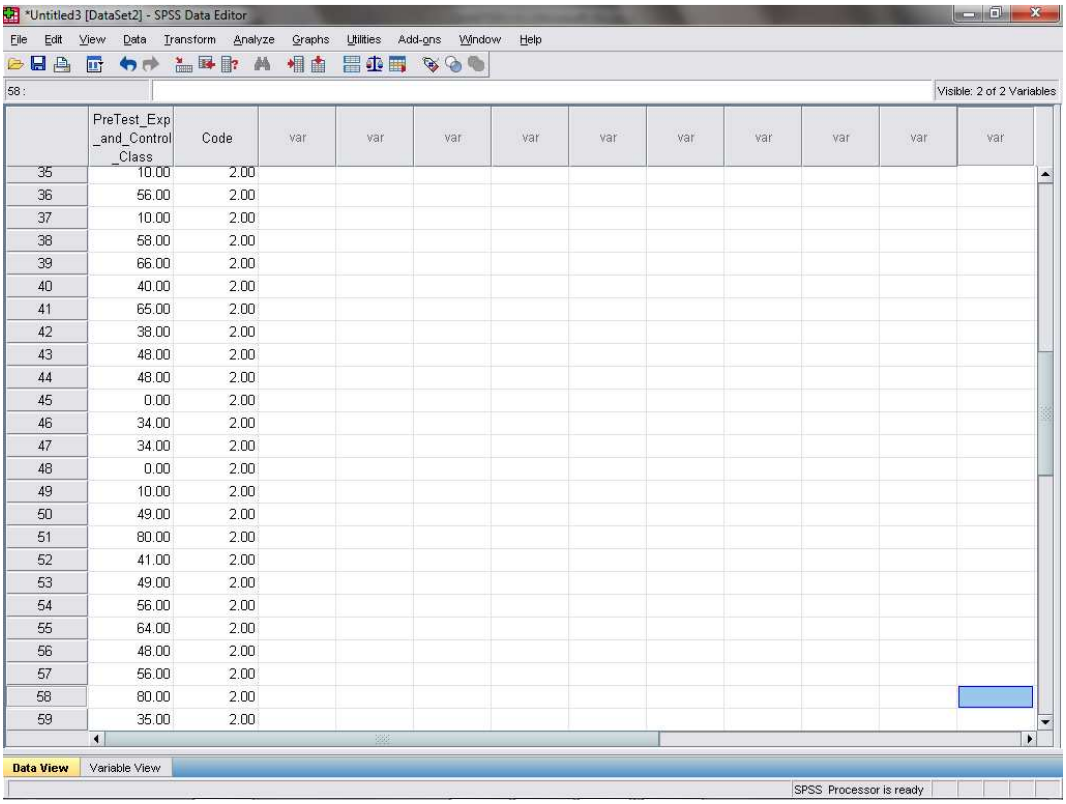
a. Determine the name of variable in the column of **Variable View**. In this step, the researcher uses pre-test score of experimental and control class. Put the variable name 'Pretest experimental and control class' in the first column and 'Code' in the second column.



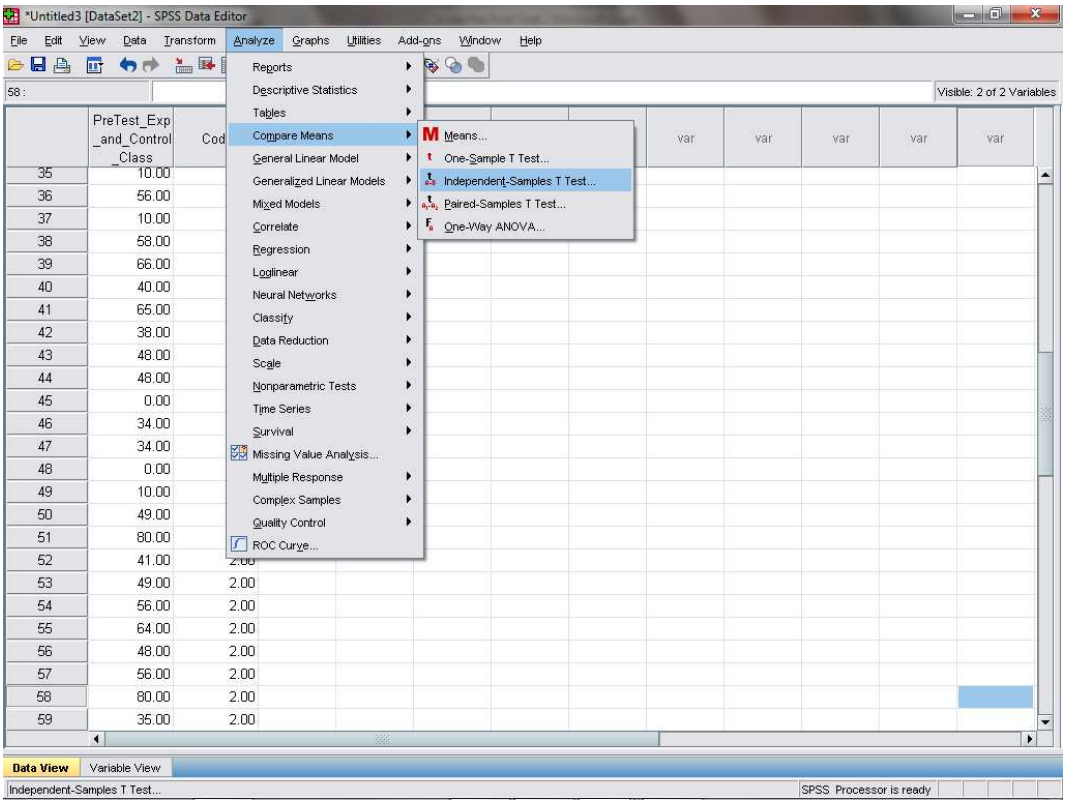
b. Put the pre-test score of experimental class in the first place. Then pre-test score of control class in the second place. In the column of **Code**, give code ‘1.00’ to score of experimental class and code ‘2.00’ to score of control class.



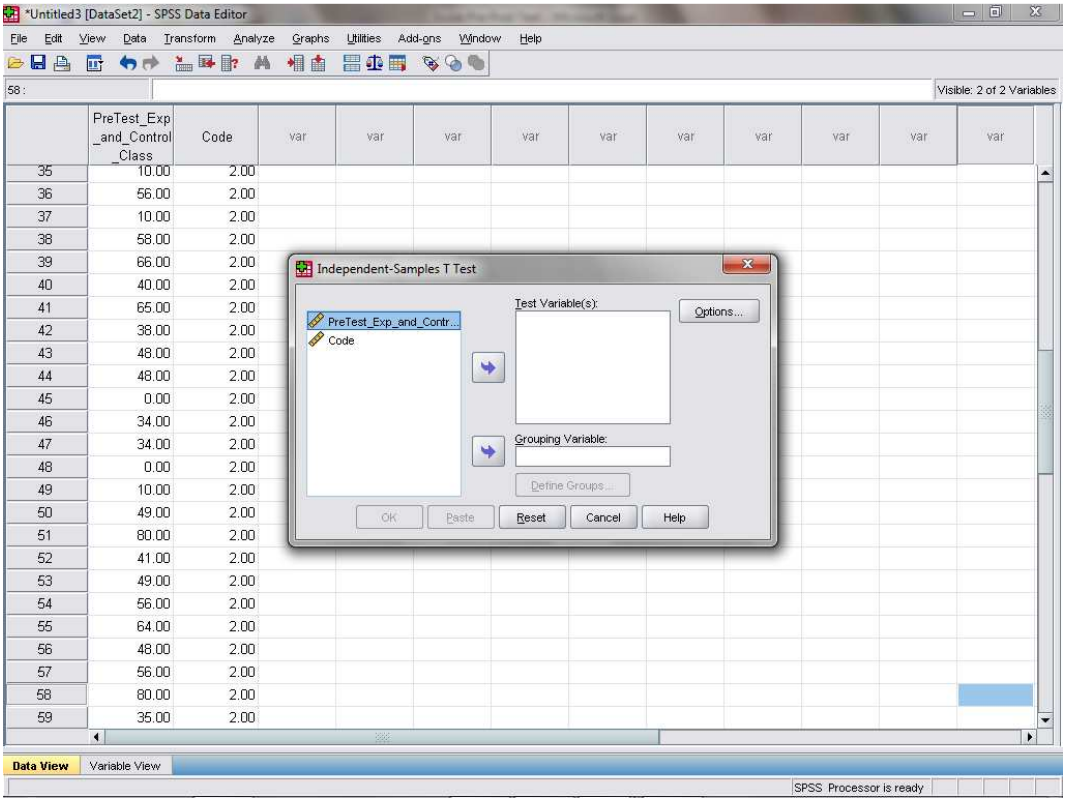
	PreTest_Exp_and_Control_Class	Code
1	56.00	1.00
2	7.00	1.00
3	47.00	1.00
4	40.00	1.00
5	39.00	1.00
6	34.00	1.00
7	59.00	1.00
8	37.00	1.00
9	34.00	1.00
10	41.00	1.00
11	46.00	1.00
12	46.00	1.00
13	46.00	1.00
14	46.00	1.00
15	76.00	1.00
16	40.00	1.00
17	34.00	1.00
18	41.00	1.00
19	56.00	1.00
20	34.00	1.00
21	40.00	1.00
22	7.00	1.00
23	41.00	1.00
24	63.00	1.00
25	56.00	1.00



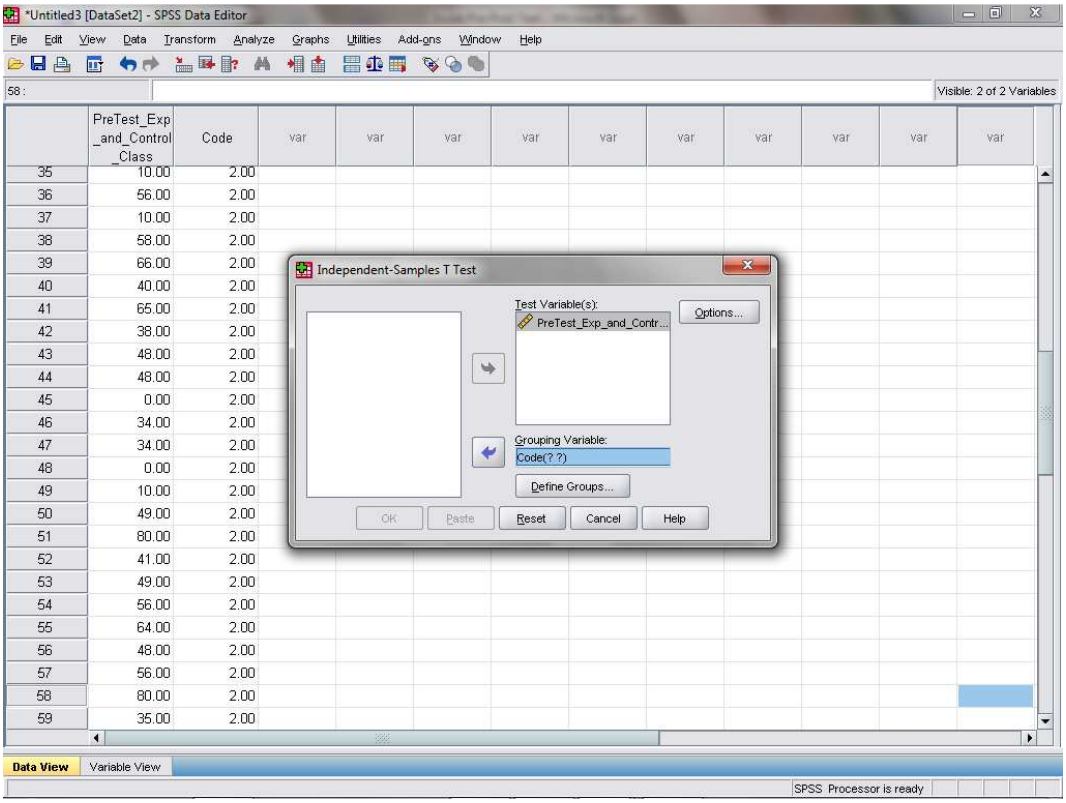
c. Choose **Analyze → Compare Means → Independent Samples T Test**



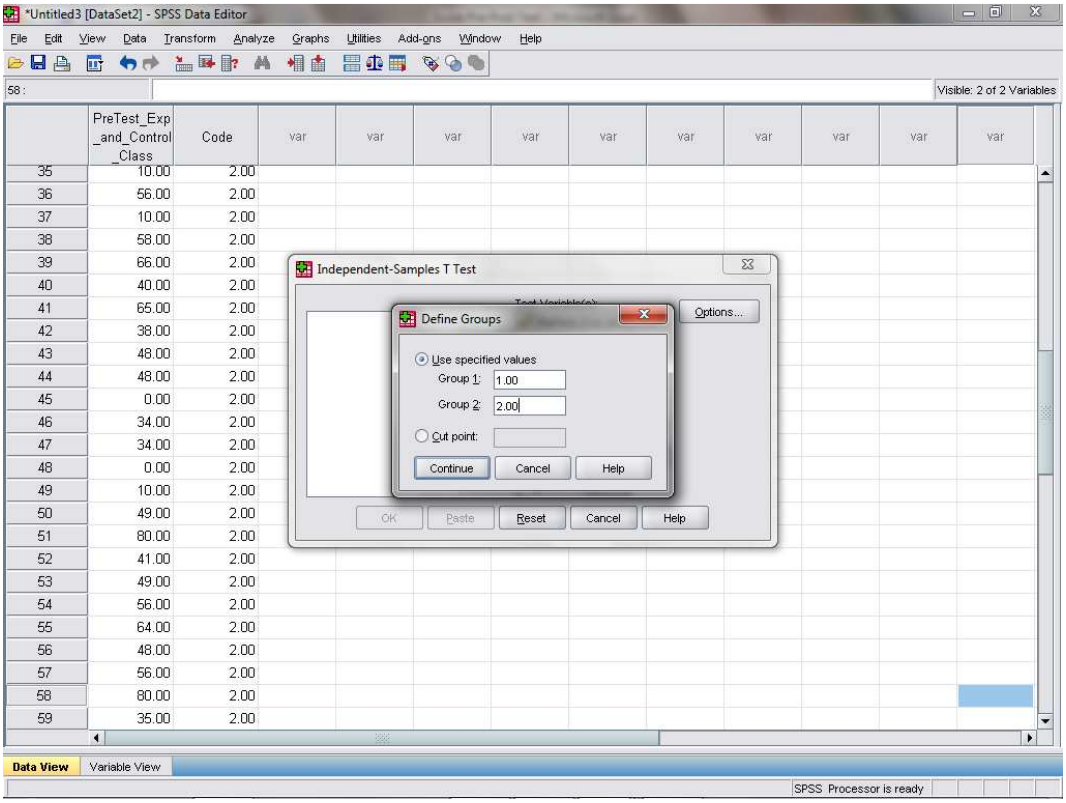
d. After doing the steps above, column of Independent Sample T Test will be appeared. Next step is moving the data into right column. Put the first data into **Test Variable (x)** column and the second data into **Grouping Variable.**



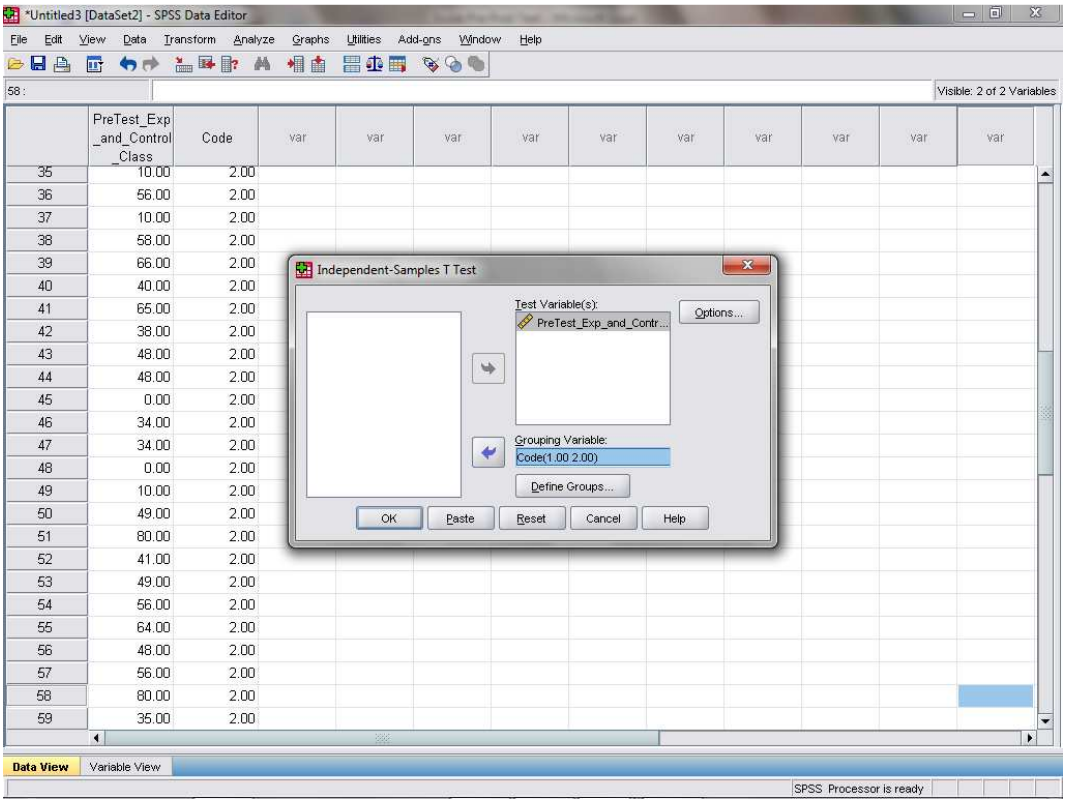
e. When the data is in the column of **Test Variable (x) and Grouping Variable**, you should define the group by choose **Define Group** column.



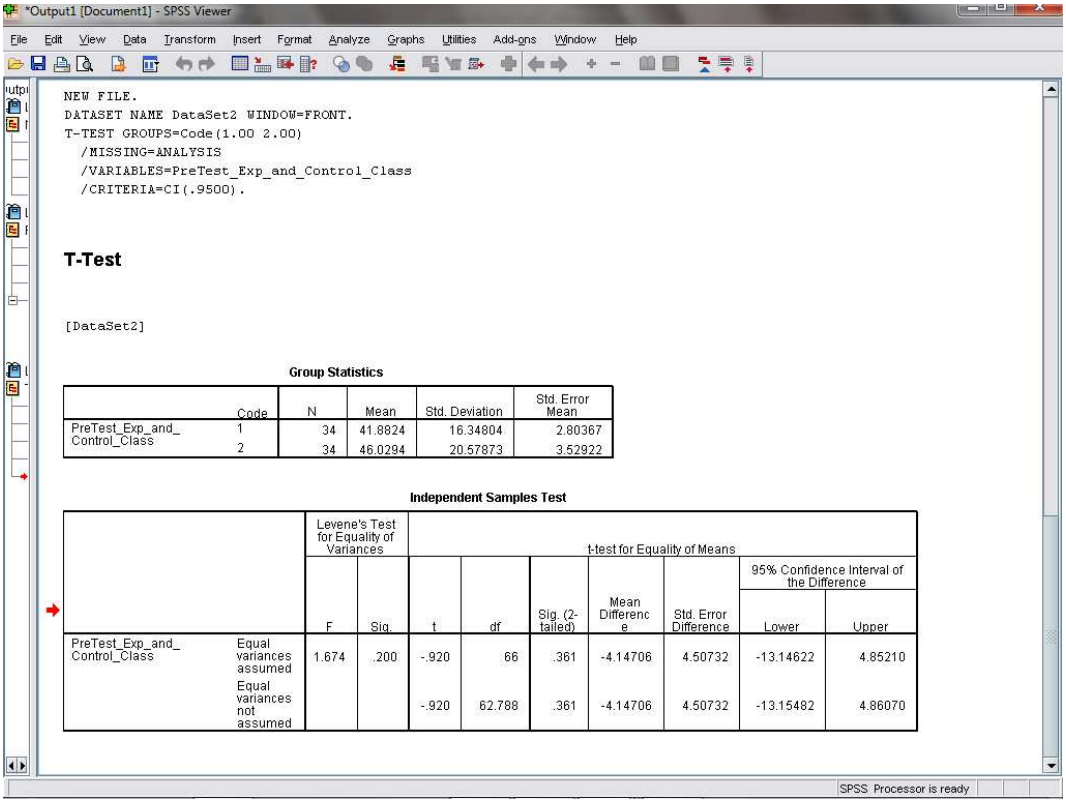
f. The **Define Grouping** box is appeared. Then, you should enter code of the data. Give code ‘1.00’ to Group 1 and code ‘2.00’ to Group 2 and click **Continue**.



g. When you click **Continue,** the box of **Define Group** is lost. Then click **OK**



h. The output of processing data will appear.



*Output1 [Document1] - SPSS Viewer

File Edit View Data Transform Insert Format Analyze Graphs Utilities Add-ons Window Help

```
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
T-TEST GROUPS=Code(1.00 2.00)
  /MISSING=ANALYSIS
  /VARIABLES=PreTest_Exp_and_Control_Class
  /CRITERIA=CI(.9500).
```

T-Test

[DataSet2]

Group Statistics

	Code	N	Mean	Std. Deviation	Std. Error Mean
PreTest_Exp_and_ Control_Class	1	34	41.8824	16.34804	2.80367
	2	34	46.0294	20.57873	3.52922

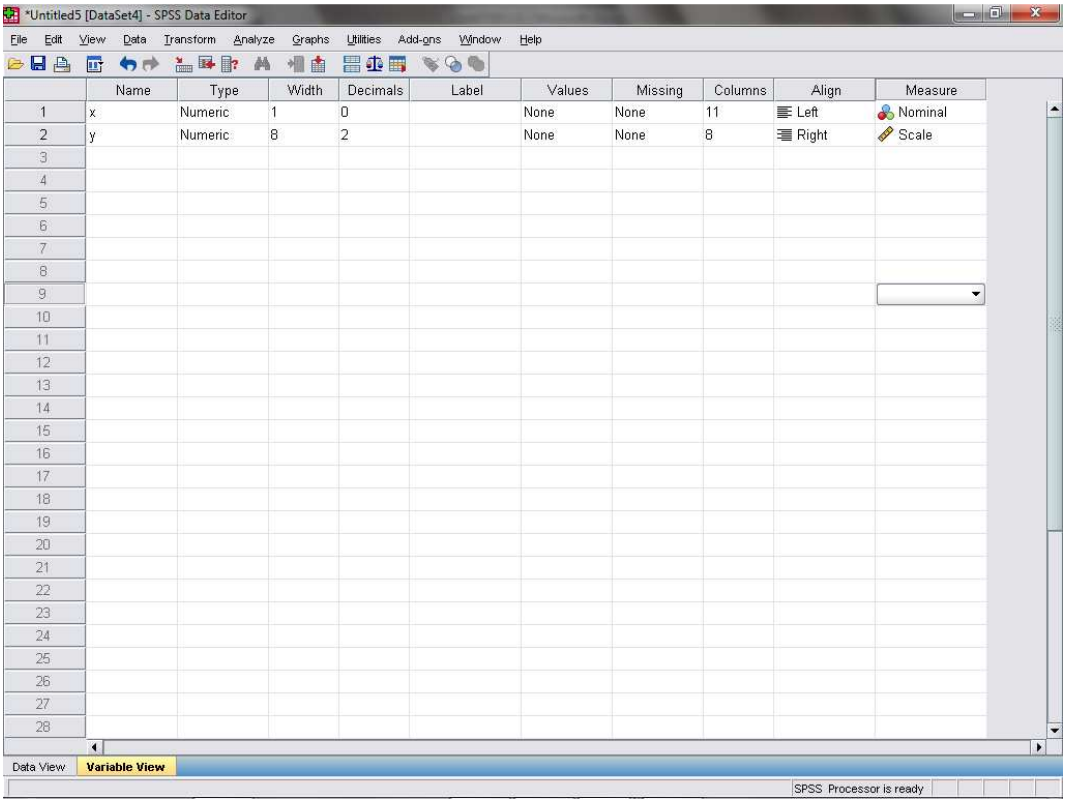
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PreTest_Exp_and_ Control_Class	Equal variances assumed	1.674	.200	-.920	66	.361	-4.14706	4.50732	-13.14622	4.85210
	Equal variances not assumed			-.920	62.788	.361	-4.14706	4.50732	-13.15482	4.86070

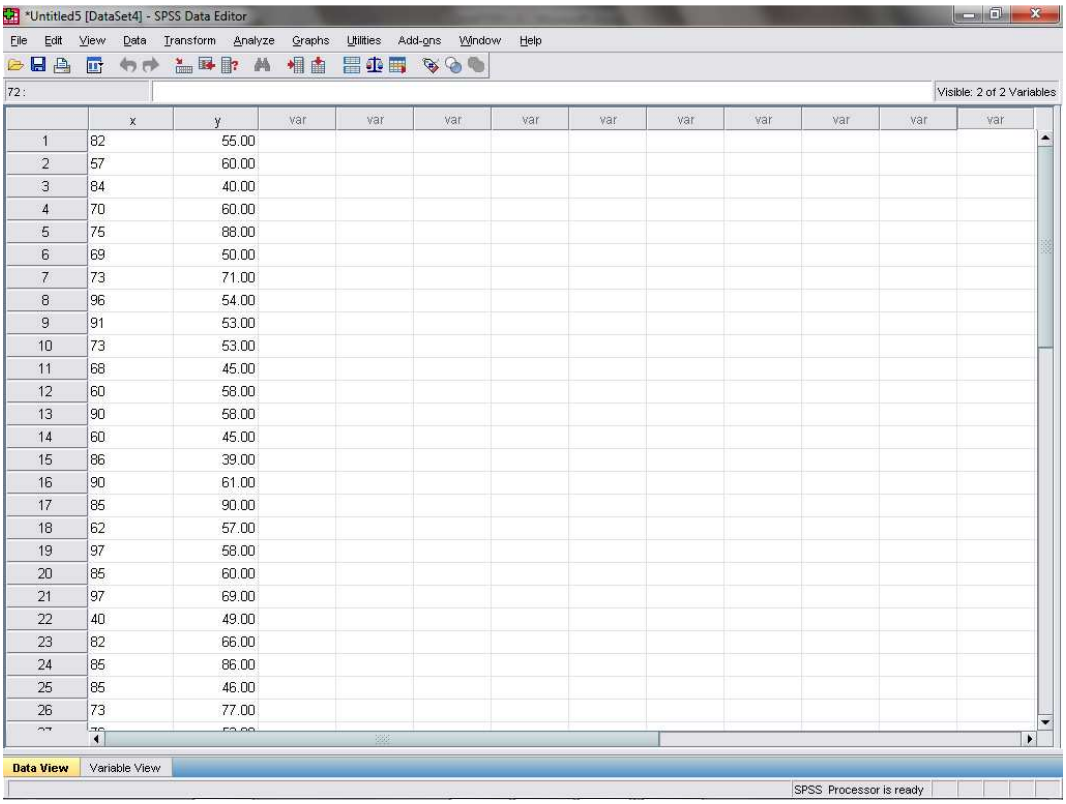
SPSS Processor is ready

This following is some steps to analyze the T-Test by using SPSS 16.00:

a. Determine the name of variable in the column of **Variable View**. In this step, the researcher uses variable name "x and y" as the post-test score of experimental and control class. Put the variable name 'x' as post-test score of experimental class in the first column and and variable name 'y' as post-testscore of control class in the second column.

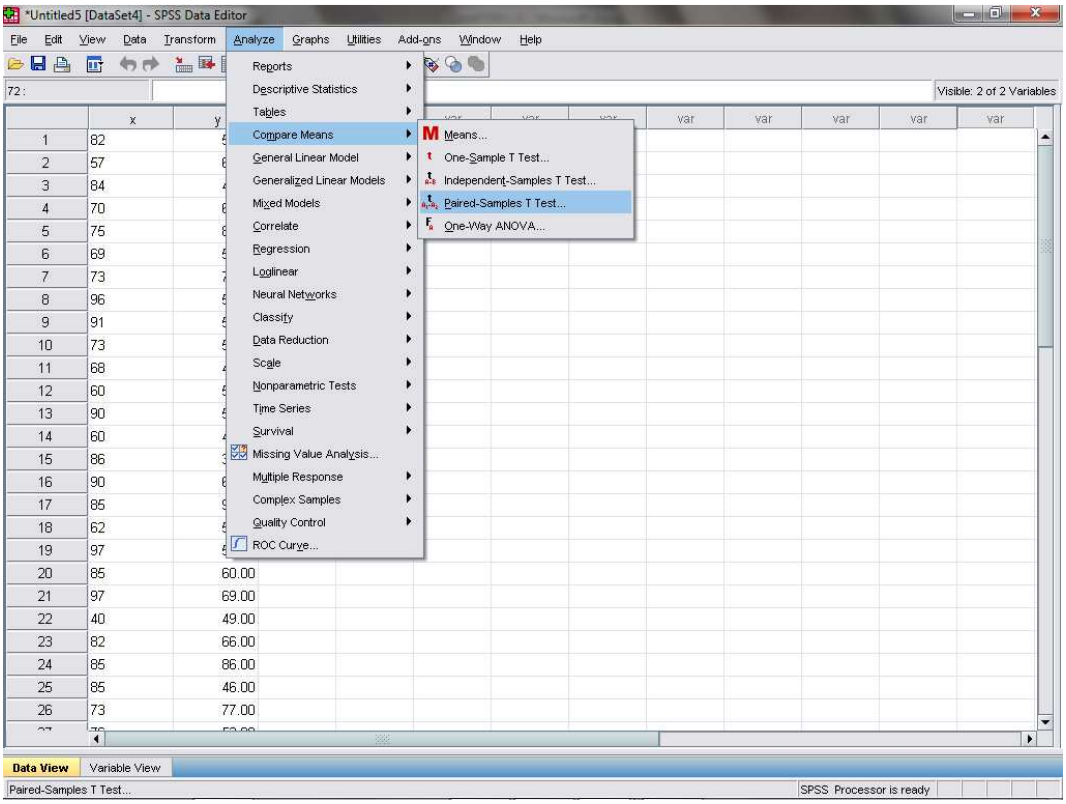


b. Put the post-test score of experimental class in column of x variable and post-test score of control class in column of y variable.

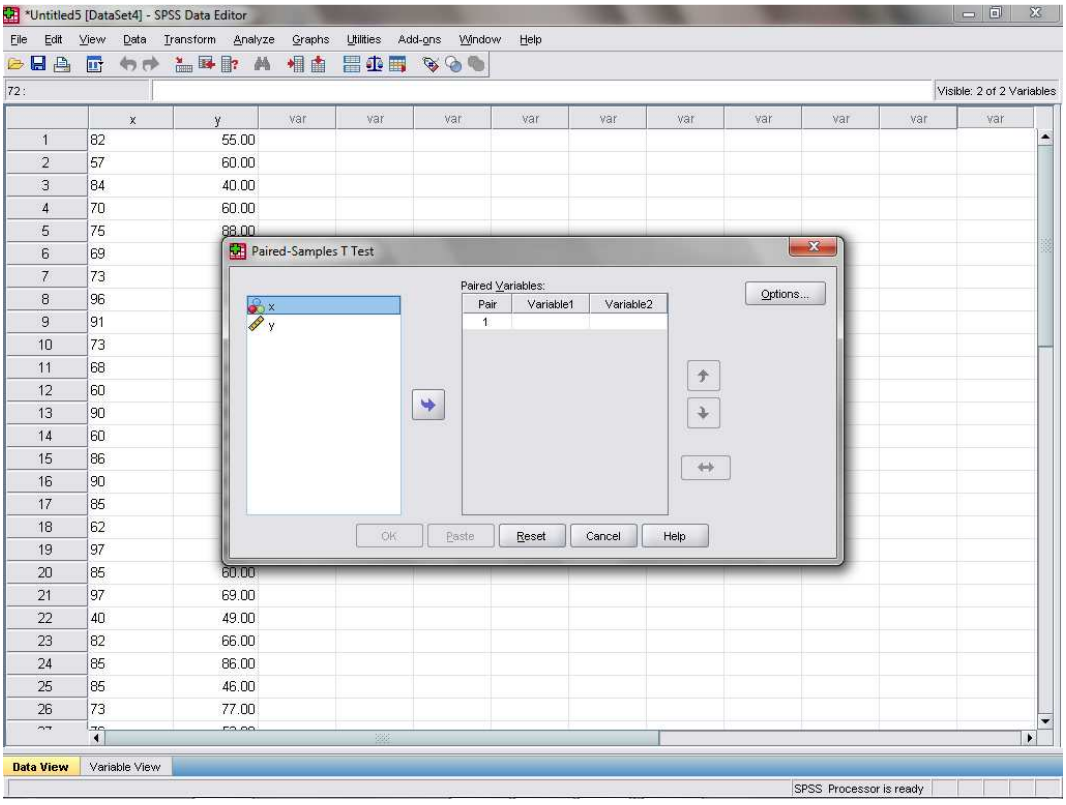


	x	y	var	var	var	var	var	var	var	var	var	var
1	82	55.00										
2	57	60.00										
3	84	40.00										
4	70	60.00										
5	75	88.00										
6	69	50.00										
7	73	71.00										
8	96	54.00										
9	91	53.00										
10	73	53.00										
11	68	45.00										
12	60	58.00										
13	90	58.00										
14	60	45.00										
15	86	39.00										
16	90	61.00										
17	85	90.00										
18	62	57.00										
19	97	58.00										
20	85	60.00										
21	97	69.00										
22	40	49.00										
23	82	66.00										
24	85	86.00										
25	85	46.00										
26	73	77.00										

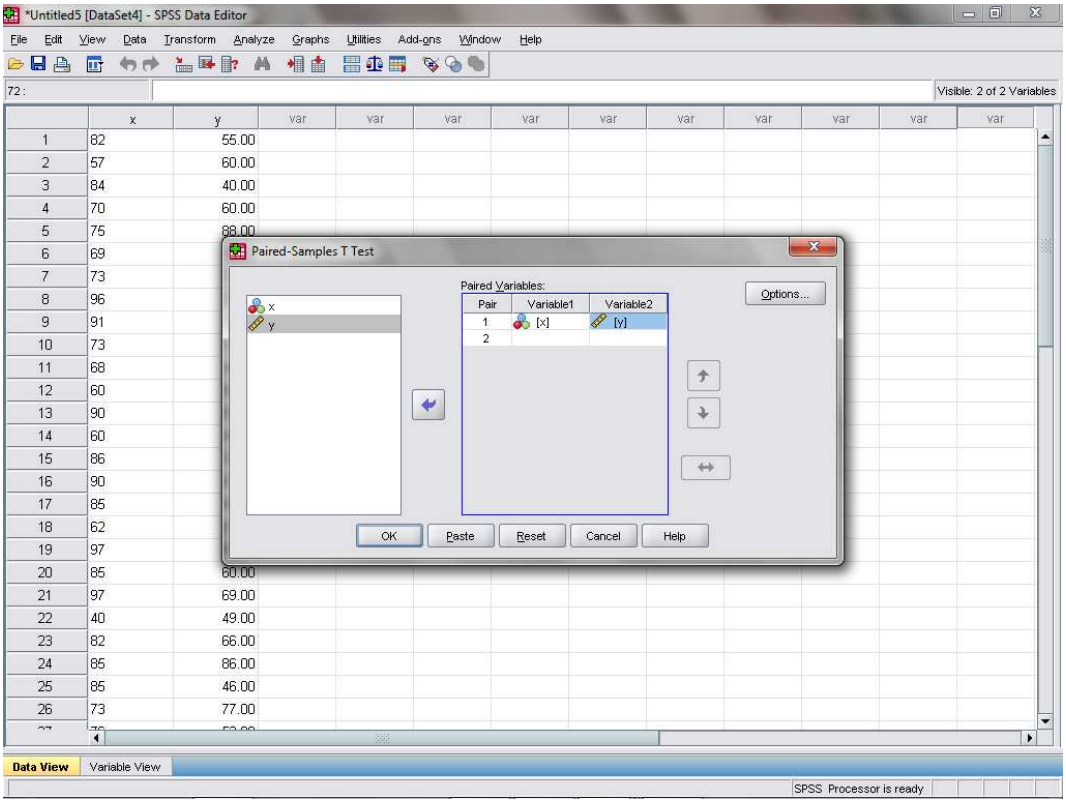
c. Then, you should choose **Analyze → Compare Means → Paired Samples T Test**



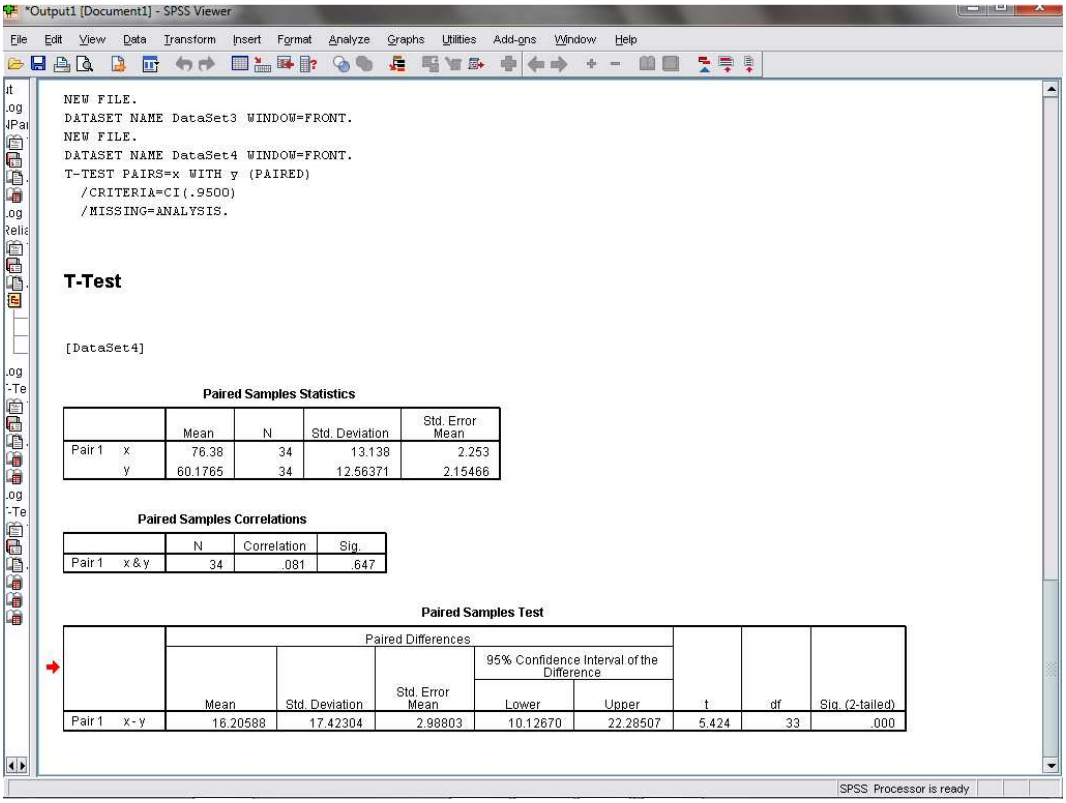
d. Box of **Paired Samples T Test** will appear. Then, the data of x and y should be moved into right column.



e. Put x variable into Variable1 and y variable into Variable2 and click **OK.**



f. The output of processing data will appear.



APPENDIX 3

THE DATA PROCESSING OUTPUT OF PRE-TEST AND POST-TEST, NORMALITY TEST, REALIBILITY TEST, HOMOGENEITY TEST AND T-TEST

The Output of Normality Test

One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		PreTest Experimental Class	PreTest ControlClass	PostTest Experimental Class	PostTest ControlClass
N		34	34	34	34
Normal Parameters[a]	Mean	41.8824	46.0294	76.3824	60.1765
	Std. Deviation	16.34804	20.57873	13.13800	12.56371
Most Extreme Differences	Absolute	.197	.156	.136	.123
	Positive	.112	.107	.072	.123
	Negative	-.197	-.156	-.136	-.068
Kolmogorov-Smirnov Z		1.150	.908	.794	.719
Asymp. Sig. (2-tailed)		.142	.381	.554	.680

a. Test distribution is Normal.

The Output of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.869	2

The Output of Homogeneity Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest	Equal variances assumed	1.674	.200	-.920	66	.361	-4.14706	4.50732	-13.14622	4.85210
	Equal variances not assumed			-.920	62.788	.361	-4.14706	4.50732	-13.15482	4.86070

The Output of T-Test

Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	x – y	16.20588	17.42304	2.98803	10.12670	22.28507	5.424	33	.000

APPENDIX 4

ASSESSMENT CRITERIA LIST OF WRITING TEST

SL Composition Profile (Jacob: 1981)

The criteria would be explained below:

No	Criteria	Score	Explanation
1.	Content	30-27	Knowledge, relevant to the assigned topic of narrative text.
		26-22	Some knowledge on the subject/topic, mostly relevant to the topic of narrative text but lacks detail.
		21-17	Limited knowledge on the subject/topic, inadequate development of topic of narrative text.
		16-13	Does not show knowledge on the subject/topic of topic of narrative text.
2.	Organization	20-18	Ideas clearly stated/supported, well organized (the text made by the student presents the generic structure of narrative text: Orientation, Complication, Sequences of event, Resolution, Re-Orientation) logical sequencing.
		17-14	Loosely organized but main idea stand out ; logical but incomplete sequencing.
		13-10	Ideas are confusing or disconnected, lacks logical sequencing and development.
		9-7	Does not communicative, no organization.
3.	Vocabulary	20-18	Sophisticated range, Effective word/idiom choice and usage.
		17-14	Adequate range; Occasional errors of word/idiom
		13-10	Limited range, Frequent errors of word/idiom form, choice, usage; meaning is confusing or obscured.
		9-7	Essentially translation; Little knowledge of English vocabulary, idioms; word form.

5.	Linguistic Features	25-22	Effective complex constructions; Few errors of tense of narrative text (past tense) spesific participant, temporal conjunction, material or action processes, relation and mental processes.
		21-18	Effective but simple construction; minor problems in complex construction; Several errors of tense, specific participant, temporal conjunction, material or action processes, relation and mental processes.
		17-11	Major problems in simple/complex construction; frequent errors of tense, specific participant, temporal conjunction, material or action processes, relation and mental processes; meaning confused or obscured.
		10-5	Dominated by errors, does not communicate.
6.	Mechanics	5	Demonstates mastery of conventions, Few errors of spelling, punctuation, capitalization, paragraphing.
		4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning is not obscured.
		3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning is confusing or obscured.
		2	No mastery or conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible handwriting.

Pre-Test Score

Experimental Class

No	Name	Criteria of Assessment					Total
		C	O	V	LF	M	
1.	Alan Budi Prasetyo	19	13	11	11	2	56
2.	Bagas Dika Febrianto	0	7	0	0	0	7
3.	Dyah Ayu Rahmawati	13	7	8	17	2	47
4.	Elvi Nur Amalia	14	9	8	8	2	40
5.	Ifan Andre Wicahyo	14	8	8	7	2	39
6.	Indah Nur Kasanah	13	7	7	5	2	34
7.	Khisma Ahmad A'la'	20	14	11	11	3	59
8.	Laily Rizky Amalia	13	7	8	6	3	37
9.	Moch Izzrul Roihan A	13	7	7	5	2	34
10.	Ibnu Ainul Yakin	14	10	9	6	2	41
11.	Jihan Iffa Suraya	14	12	11	7	2	46
12.	Nisaul Maghfiroh	15	9	9	11	2	46
13.	Novalia Nur Afani	14	12	11	7	2	46
14.	Rizky Eka M	16	10	9	9	2	46
15.	Seli Dewi Safitri	27	18	15	13	3	76
16.	Shendy Kusmawati	14	8	9	7	2	40
17.	Yasmine Angelita S P	13	7	7	5	2	34
18.	Moh Fakrul Munir	14	10	9	6	2	41
19.	Pindi Dwi Rahayu	17	14	12	11	2	56
20.	Rosa Anggraini	13	7	7	5	2	34
21.	Siska Dwi Anggraini	14	8	9	7	2	40
22.	Abdul Khoiril	0	7	0	0	0	7
23.	Mokhamad Mauludin	14	10	9	6	2	41
24.	Sarah Fauziyyah Nur I	19	17	14	10	3	63
25.	Suliani	18	15	12	9	2	56
26.	Achmad Mubarok	14	10	9	6	2	41
27.	Adela Celianing Tyas	20	17	13	13	3	66

28.	Afida Rahmah	13	7	8	6	3	37
39.	Alfin Dwi Saputra	0	7	0	0	0	7
30.	Bannafsya Syafa P	16	10	8	11	2	47
31.	Chory Sinthya N	0	7	0	0	0	7
32.	Dwi Pramono	12	10	8	8	2	40
33.	Fahlul Hisyam	19	13	11	11	2	56
34.	Rizky Dwi Santika	14	13	12	15	3	57
	Total	463	347	289	259	67	1424
	Mean	13.6	10.2	8.5	7.6	1.9	41.8

Post-Test Score

Experimental Class

No	Name	Criteria of Assessment					Total
		C	O	V	LF	M	
1.	Alan Budi Prasetyo	26	18	16	18	4	82
2.	Bagas Dika Febrianto	18	11	13	12	3	57
3.	Dyah Ayu Rahmawati	26	17	16	21	4	84
4.	Elvi Nur Amalia	19	17	13	18	3	70
5.	Ifan Andre Wicahyo	25	17	15	15	3	75
6.	Indah Nur Kasanah	21	15	15	13	4	69
7.	Khisma Ahmad A'la'	25	17	13	15	3	73
8.	Laily Rizky Amalia	30	20	20	21	5	96
9.	Moch Izzrul Roihan A	29	29	29	20	4	91
10.	Ibnu Ainul Yakin	25	17	13	15	3	73
11.	Jihan Iffa Suraya	20	15	13	16	4	68
12.	Nisaul Maghfiroh	18	15	11	13	3	60
13.	Novalia Nur Afani	29	19	17	22	4	90
14.	Rizky Eka M	18	11	9	18	4	60
15.	Seli Dewi Safitri	28	19	18	17	4	86
16.	Shendy Kusmawati	29	19	17	21	4	90
17.	Yasmine Angelita S P	26	17	17	21	4	85
18.	Moh Fakrul Munir	20	15	13	12	2	62
19.	Pindi Dwi Rahayu	30	20	20	22	5	97
20.	Rosa Anggraini	26	17	17	21	4	85
21.	Siska Dwi Anggraini	30	20	20	22	5	97
22.	Abdul Khoiril	14	7	8	9	2	40
23.	Mokhamad Mauludin	26	18	16	18	4	82
24.	Sarah Fauziyyah Nur I	26	17	17	21	4	85
25.	Suliani	26	18	17	20	4	85
26.	Achmad Mubarok	25	17	13	15	3	73
27.	Adela Celianing Tyas	25	17	15	16	3	76

28.	Afida Rahmah	26	17	18	21	4	86
39.	Alfin Dwi Saputra	19	13	13	12	2	59
30.	Bannafsya Syafa P	26	17	17	21	4	85
31.	Chory Sinthya N	18	15	12	17	3	65
32.	Dwi Pramono	25	17	13	15	3	73
33.	Fahlul Hisyam	20	17	13	15	3	68
34.	Rizky Dwi Santika	19	17	13	18	3	70
	Total	813	572	520	591	121	2597
	Mean	23.9	16.8	15.2	17.3	3.5	76.38

Pre-Test Score

Control Class

No	Name	Criteria of Assessment					Total
		C	O	V	LF	M	
1.	Bayu Adi Santoso	0	0	8	0	2	10
2.	Cahyo Andi Purnomo	18	15	10	10	3	56
3.	Elvina Listi Maharani	0	0	8	0	2	10
4.	Emilia Dwi Arista	20	16	10	10	2	58
5.	Fadhilatur Rochmatin	20	18	12	13	3	66
6.	Lili Nur Indah Sari	14	10	8	6	2	40
7.	Mila Nadhifah	19	16	13	14	3	65
8.	Mochamad Cahaya P	13	8	8	7	2	38
9.	Muhammad Ergyo F	14	16	8	8	2	48
10	Muhammad Riza R	14	16	8	8	2	48
11.	Nada Putriyunanto	0	0	0	0	0	0
12.	Nur Imamah	13	7	7	5	2	34
13.	Nur Indah Maulidiyah	13	7	7	5	2	34
14.	Abdul Rochman	0	0	0	0	0	0
15.	Adi Purnomo	0	0	8	0	2	10
16.	Anis Kismiati	16	10	10	11	2	49
17.	Aulia Deva Ferdana	26	18	16	17	3	80
18.	Siti Nur Munazilah	14	10	8	7	2	41
19.	Sonia Devi	16	10	10	11	2	49
20	Trio Bagas Wara	18	15	11	10	2	56
21.	Wahyu Kurnia Citra D	22	18	11	11	2	64
22.	‘Aldandy Nanda K	14	16	8	8	2	48
23.	Arsita Meilia	18	15	10	10	3	56
24.	Triana Nur Tika Sari	26	18	16	17	3	80
25.	Alifah Nur Oktaviana	14	7	7	5	2	35
26.	Bayu Setiawan	20	18	12	14	2	66
27.	Bela Talia Salsa Bela	14	10	8	6	2	40

28.	Chabib Rahmad H	14	16	8	8	2	48
29.	Risma Rahmadianti	15	12	8	8	2	45
30.	Dian Nur Avivah	16	14	11	11	2	54
31.	Eka Wahyuningtyas	19	17	14	13	3	66
32.	Fahmi Ferdiansyah	21	14	9	10	2	56
33.	Fakhrudin Faiz M	24	18	12	10	3	67
34.	Yulistiana Wardani	17	14	10	5	2	48
	Total	502	399	314	278	72	1565
	Mean	14.7	11.7	9.2	8.1	2.1	46.02

Post-Test Score

Control Class

No	Name	Criteria of Assessment					Total
		C	O	V	LF	M	
1.	Bayu Adi Santoso	18	17	9	8	3	55
2.	Cahyo Andi Purnomo	20	14	12	11	3	60
3.	Elvina Listi Maharani	14	10	8	6	2	40
4.	Emilia Dwi Arista	20	17	11	10	2	60
5.	Fadhilatur Rochmatin	29	20	18	18	3	88
6.	Lili Nur Indah Sari	17	13	8	9	3	50
7.	Mila Nadhifah	26	14	14	14	3	71
8.	Mochamad Cahaya P	17	17	9	8	3	54
9.	Muhammad Ergyo F	16	14	11	10	2	53
10	Muhammad Riza R	16	14	10	11	2	53
11.	Nada Putriyunanto	13	14	8	7	3	45
12.	Nur Imamah	18	14	10	13	3	58
13.	Nur Indah Maulidiyah	18	14	10	13	5	58
14.	Abdul Rochman	17	12	7	7	2	45
15.	Adi Purnomo	13	9	9	6	2	39
16.	Anis Kismiati	19	15	13	11	3	61
17.	Aulia Deva Ferdana	28	20	18	20	4	90
18.	Siti Nur Munazilah	17	14	11	12	3	57
19.	Sonia Devi	18	14	10	13	3	58
20	Trio Bagas Wara	21	14	12	11	2	60
21.	Wahyu Kurnia Citra D	24	17	9	16	3	69
22.	‘Aldandy Nanda K	17	11	9	10	2	49
23.	Arsita Meilia	25	18	10	10	3	66
24.	Triana Nur Tika Sari	29	20	19	19	3	86
25.	Alifah Nur Oktaviana	17	13	7	7	2	46
26.	Bayu Setiawan	27	18	17	12	3	77
27.	Bela Talia Salsa Bela	17	14	9	10	3	53

28.	Chabib Rahmad H	18	14	10	9	2	51
29.	Risma Rahmadianti	25	15	11	9	3	63
30.	Dian Nur Avivah	18	18	13	15	4	68
31.	Eka Wahyuningtyas	23	18	14	13	3	71
32.	Fahmi Ferdiansyah	18	15	12	12	2	59
33.	Fakhrudin Faiz M	24	16	14	13	3	70
34.	Yulistiana Wardani	25	15	11	9	3	63
	Total	682	512	383	382	95	2054
	Mean	20	15	11.2	11.2	2.7	60.1

Where,

C: Content

O: Organization

V: Vocabulary

LF: Linguistic Feature

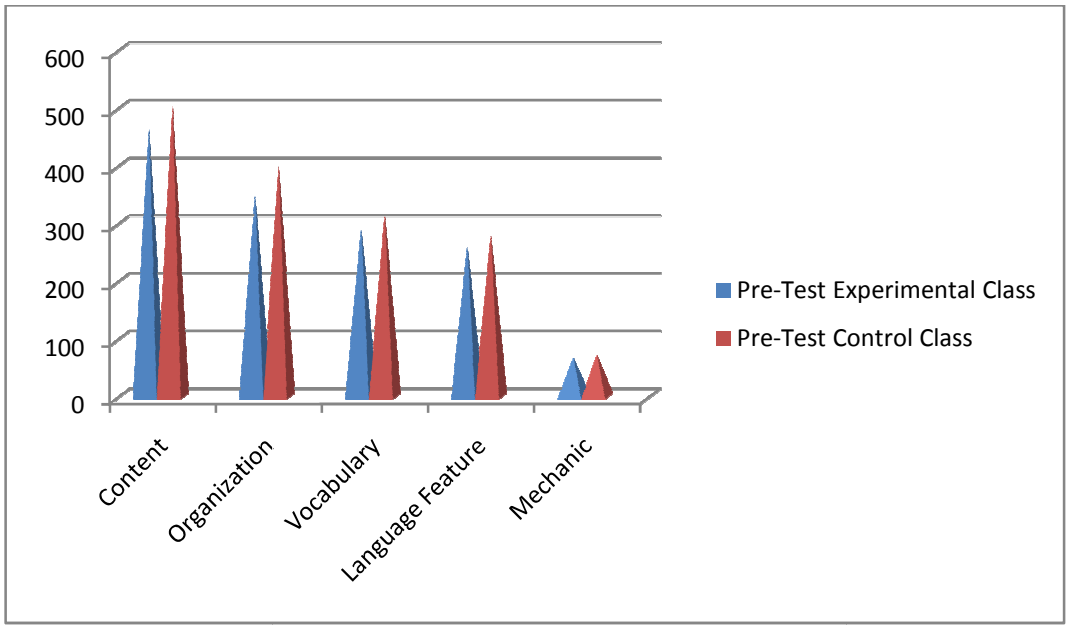
M: Mechanic

The Increment of Pre-test and Post-test Score based on the Criteria

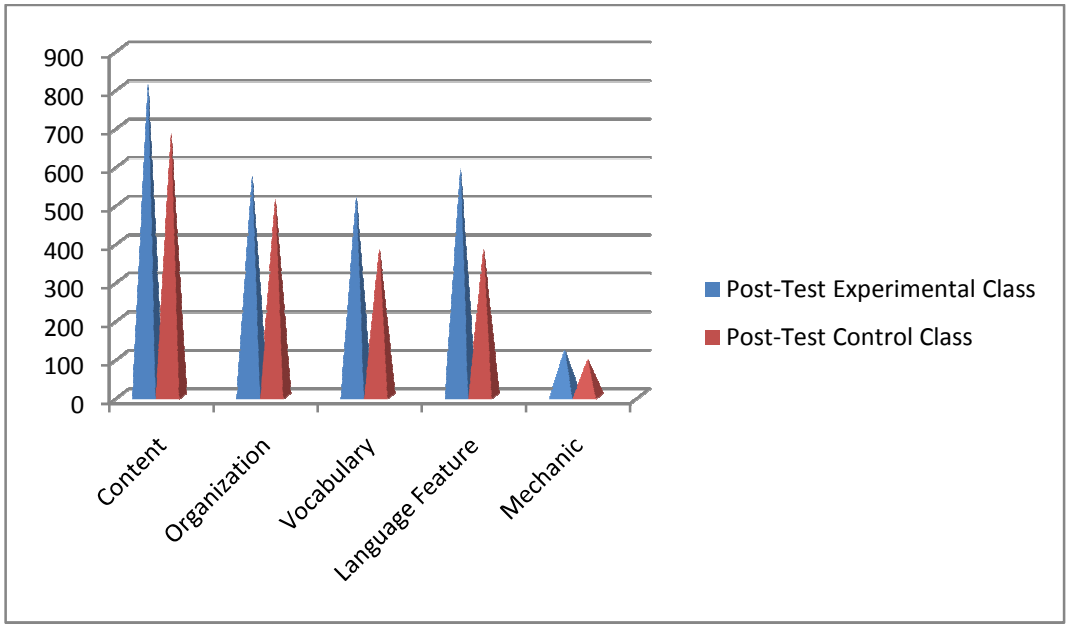
No	**Test**	**Experimental Class**					**Control Class**				
		C	**O**	**V**	**LF**	**M**	**C**	**O**	**V**	**LF**	**M**
1.	Pre-Test	463	347	289	259	67	502	399	314	278	72
2.	Post-Test	813	572	520	591	121	682	512	383	382	95
	Difference	350	225	231	332	54	180	113	69	104	23

The calculation above shows that the score of pre-test in control class is higher than score in experimental class. It is a reason why the researcher had chose the experimental class as the class that is taught by using animated video. It helped the students in experimental class to get the high score in writing. When the experimental was given treatment by using animated video in their learning, their score of post test was increased. It was proved by the score of post test based on the criteria get siginificant increment. The difference of score from experimental class was higher than the control class, it was (350>180, 225>113, 231>69, 332>104, 54>23).

The increment chart of pre-test and post-test score between experimental and control class.



The chart above shows that the scores of pre-test in experimental and control class does not have significant difference in each criteria of assessment. The score in each assessment is in the same range. The two classes have an equal ability in writing narrative text. In the criteria of content, organization, vocabulary, language feature, and mechanic, the experimental and control class is in the range of 400-500, 300-400, 200-300, 200-300 and 0-100. But over all, the score of experimental class is lower than the control class. So, the researcher chose the experimental class as the class who taught by using animated video to help them in increasing their ability in writing based on the assessment.



After getting the score from pre-test, the researcher conducted treatment to the experimental class. It was taught by using animated video. While the control class was taught by using lecturing method. Then, the two classes was given post-test to measure the significance of the result between the class who was taught by using animated video and the class who was taught without using animated video. The chart above shows that there is significant different between the two classes before and after given the treatment. In pre-test, the experimental and control class was in the same range. While, after given the treatment and the two classes was given post-test, the experimental got higher score than control class. Based on the five criterias above, those are content, organization, vocabulary, language feature and mechanic, the score of post-test in experimental class is higher than the control class.

No	**Range**									
	Content		**Organization**		**Vocabulary**		**Language Feature**		**Mechanic**	
Class	**E**	**C**	**E**	**C**	**E**	**C**	**E**	**C**	**E**	**C**
1.	700-800	600-700	600-700	500-600	500-400	400-300	500-600	300-400	0-100	0-100

APPENDIX 5

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(Control Class)

Sekolah : SMP NEGERI 1 TARIK
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII / 2
Materi Pokok : '***Narrative text'***.
Alokasi Waktu : 2JP (2x40 menit)

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar
2.4 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2.5 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2.6 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional..14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

Indikator :

a. Siswa memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.
b. Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.
c. Siswa menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.

Indikator :

Siswa terampil menggunakan teks naratif lisan dan tulis untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

Menulis teks essai dalam bentuk narrative

Karakter siswa yang diharapkan:

1. Dapat di percaya (trustworthines)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Dilligence)
4. Bertanggungjawab (Responsibility)
5. Berani (courage)

D. MATERI PEMBELAJARAN

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hardworking. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was foodon the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him. Beauty's father told daughters what had happened. Beauty;s sisters ordered her to see the Beast. Beauty went to see the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty say that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairly told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

1. Narrative text is an imaginative story to entertain people.
2. Social Function
   To amuse, and entertain the reader‟s or listeners about the history
3. Language features :

   a. Focus on specific Participants
   b. Use past tense.
   c. Use conjunction (and, then, after that, next, etc) Also Temporal conjunction, like: once upon a time, one day, long time ago.

4. Generic structure

   a. Orientation

It is about the opening paragraph where the characters of the story are introduced.

   b. Complication

Where the problems in the story developed.

   c. Resolution

Where the problems in the story is solved.

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Model : Discovery learning
3. Teknik : Menyimak, tanya jawab dan diskusi

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : Power point presentation
2. Alat : Laptop, LCD, loudspeaker dan papan tulis.
3. Sumber Pembelajaran : Audio CD/VCD/DVD, bahan teks narrative (internet) dan suara guru

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. **Kegiatan Pendahuluan (10 menit)**
   a. Mengucapkan salam dan berdo’a bersama
   b. Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis
   c. Memberimotivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari yang mengarah kepada topik.
   d. Penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

2. **Kegiatan Inti (60 menit)**

   Mengamati

   a. Siswa memperhatikan penjelasan guru tentang langkah retorika menulis teks narrative menggunakan slide presentasi.

Mempertanyakan

a. Dengan bimbingan dan arahan guru, siswa mempertanyakan informasi yang terdapat dalam contoh cerita dalam slide presentasi tersebut.

Mengeksplorasi

a. Siswa mencari kosakata sulit yang terdapat di dalam materi di dalam kamus.
b. Siswa menyusun semua kosakata sulit yang telah ditemukan secara sistematis.

Mengasosiasi

a. Siswa berdiskusi untuk memahami kalimat-kalimat yang mewakili setiap langkah retorika dalam teks narrative.

Mengomunikasikan

a. Siswa membuat sendiri kalimat past tense sesuai dengan tema yang sudah dijelaskan berdasarkan temuan kosakata sulit.

3. Penutupan (10 menit)

a. Guru menanyakan kesulitan siswa dalam memahami teks naratif

b. Guru menyimpulkan materi dan moral value dari cerita yang dibaca

c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

d. Guru menugaskan siswa untuk mencari dan mempelajari teks naratif lain

H. EXERCISE

1. What type of the text?
2. What is the characteristic of Beauty?
3. Who will leave Beauty to set out for the city?
4. What does the Beauty's father see?
5. What does he take for Beauty in there?
6. Why the Beast so angry with Beauty's father?
7. What is the requisite of the Beast to forgive Beauty's father fault?
8. What is the Beauty's dream?
9. Where is the statement that shows the complication of the story?
10. What happens at the end of the story?

I. RUBRIK PENILAIAN

No	Uraian	Skor
1	Setiap Jawaban benar	2
2	Setiap jawaban salah/tidak menjawab	0

Tarik, Mei 2015

The Researcher,

Risa Sulfarida Arini

RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Sekolah	: SMP NEGERI 1 TARIK
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / 2
Materi Pokok	: '***Narrative text***'.
Alokasi Waktu	: 2JP (2x40 menit)

A. KOMPETENSI INTI (KI)

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

Kompetensi Dasar

1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar

2.7 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.8 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.9 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional..14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

Indikator :

a. Siswa memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.
b. Siswa mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.
c. Siswa menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

Indikator :

Siswa terampil menggunakan teks naratif lisan dan tulis untuk menyatakan dan menanyakan tentang teks naratif berbentuk fabel.

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:\
Menulis teks essai dalam bentuk narrative

Karakter siswa yang diharapkan:

1. Dapat di percaya (trustworthines)
2. Rasa Hormat dan Perhatian (Respect)
3. Tekun (Dilligence)
4. Bertanggungjawab (Responsibility)
5. Berani (courage)

D. MATERI PEMBELAJARAN

Jack and the Beanstalk

Once upon a time, there lived a poor widow and her son, Jack. One day, Jack's mother told him to sell their only cow. Jack went to the market and on the way he met a man who wanted to buy his cow. Jack asked, "What will you give me in return for my cow?" The man answered, "I will give you five magic beans!" Jack took the magic beans and gave the man the cow. But when he reached home, Jack's mother was very angry. She said, "You fool! He took away your cow and gave you some beans!" She threw the beans out of the window. Jack was very sad and went to sleep without dinner.

The next day, when Jack woke up in the morning and looked out of the window, he saw that a huge beanstalk had grown from his magic beans. He climbed up the beanstalk and reached a kingdom in the sky. There lived a giant. Jack went inside the house. He felt so very hungry, so he decided to go to the

kitchen. He found a bread and some milk. While he was eating, the giant came home. The giant was very big and looked very fearsome. Jack was terrified and went and hid inside. The giant cried, “Fee-fifo-fum, I smell the blood of man. Be he alive, or be he dead, I’ll grind his bones to make my bread!”Then the giant went to sleep. In the night, Jack crept out the of his hiding place, took one sack of gold coins and climbed down the beanstalk.

At home, he gave the coins to his mother. His mother was very happy and they lived well for sometimes.

Climbed the beanstalk and went to the giant’s house again. Once again, Jack wanted to find some foods. But while he was eating the giant returned. Jack leapt up in fright and went and hid under the table. The giant cried, “Fee-fifo-fum, I smell the blood of man. Be he alive, or be he dead, I’ll grind his bones to make my bread!” then the giant ate his food and went to his room. There, he took out a hen. He shouted, “Lay!” and hen the hen laid a golden egg. When the giant fell asleep, Jack took the hen and climbed down the beanstalk. Jack’s mother was very happy with him.

After some days, Jack once again climbed the beanstalk and went to the giant’s castle. For the third time, Jack took for some food. And the giant came home. “Fee-fifo-fum, I smell the blood of man. Be he alive, or be he dead, I’ll grind his bones to make my bread!”

The giant had a magical harp that could play beautiful songs. While the giant slept, Jack took the harp and was about to leave. Suddenly, the magic harp cried , “Help master! A boy is stealing me!” The giant woke up and saw Jack with the harp.

Furious, he ran after Jack. But Jack was too fast for him. He ran down the beanstalk and reached home. The giant followed him down. Jack quickly ran insidehis house and fetched an axe. He began to chop the beanstalk. The giant fell and died.

Jack and his mother were now very rich and they lived happily ever after.

1. Narrative text is an imaginative story to entertain people.
2. Social Function

   To amuse, and entertain the reader‟s or listeners about the history
3. Language features :

   a. Focus on specific Participants

b. Use past tense.

c. Use conjunction (and, then, after that, next, etc) Also Temporal conjunction, like: once upon a time, one day, long time ago.

4. Generic structure

a. Orientation
It is about the opening paragraph where the characters of the story are introduced.
b. Complication
Where the problems in the story developed.
c. Resolution
Where the problems in the story is solved.

E. METODE PEMBELAJARAN

1.Pendekatan : Scientific approach
2. Model : Discovery learning
3Teknik : Menyimak, tanya jawab dan diskusi

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media : Power point presentation and video
2. Alat : Laptop, LCD, loudspeaker dan papan tulis.
3. Sumber Pembelajaran (internet) : Audio CD/VCD/DVD, video animasi film dan suara guru

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan (10 menit)

a. Mengucapkan salam dan berdo'a bersama
b. Mengecek kesiapan siswa belajar baik secara fisik maupun psikologis
c. Memberimotivasi kepada siswa dengan cara bercerita tentang kehidupan sehari-hari yang mengarah kepada topik.
d. Penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

1. Kegiatan Inti (60 menit)

Mengamati

b. Siswa memperhatikan penjelasan guru tentang langkah retorika menulis teks narrative menggunakan slide presentasi.

c. Siswa menyimak video animasi yang berjudul Jack and the Beanstalk.

Mempertanyakan

a. Dengan bimbingan dan arahan guru, siswa mempertanyakan informasi yang terdapat dalam contoh video animasi yang sudah ditayangkan.

Mengeksplorasi

c. Siswa mencari kosakata sulit yang terdapat di dalam materi di dalam kamus.
d. Siswa menyusun dan mencatat semua kosakata sulit yang telah ditemukan secara sistematis ketika film berlangsung.

Mengasosiasi

d. Siswa berdiskusi untuk memahami kalimat-kalimat yang mewakili setiap langkah retorika dalam teks narrative.

Mengomunikasikan

a. Guru meminta siswa untuk bekerja secara berkelompok .
b. Siswa membuat generic structure, language features dan menyusun kata-kata yang sulit menjadi sebuah teks yang benar.

2. Penutupan (10 menit)

a. Guru menanyakan kesulitan siswa dalam memahami teks naratif
b. Guru menyimpulkan materi dan moral value dari cerita yang dibaca
c. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya
d. Guru menugaskan siswa untuk mencari dan mempelajari teks naratif lain

H. EXERCISE

1. What type of the text?
2. Why do Jack and his mother decide to sell the cow?
1. How many beans does the old man give Jack?
2. What kind of beans are they?
3. What does Jack's mother do with the beans?
4. What does Jack see the next morning?
5. What is the first thing that Jack takes from castle?
6. What kind of eggs does the hen lay?
7. How does Jack Jack kill the giant?
8. What happens at the end of the story?

I. RUBRIK PENILAIAN

No	Uraian	Skor
1	Setiap Jawaban benar	2
2	Setiap jawaban salah/tidak menjawab	0

Tarik, Mei 2015
The Researcher,

Risa Sulfarida Arini

APPENDIX 6

INSTRUMENT TEST FOR TRY OUT, PRE AND POST TEST

SMP NEGERI 1 TARIK

Jln. Kemuning – Tarik Telp. (031) 8970425 Kode Pos 61265

Name	
Class	
Lesson	
Date	
Test	

1. Make a narrative text based on the story of Jack and the Beanstalk with your own word!

_____Jack and The Beanstalk_____

APPENDIX 6

THE STUDENTS ACTIVITIES DURING LEARNING PROCESS

EXPERIMENTAL CLASS

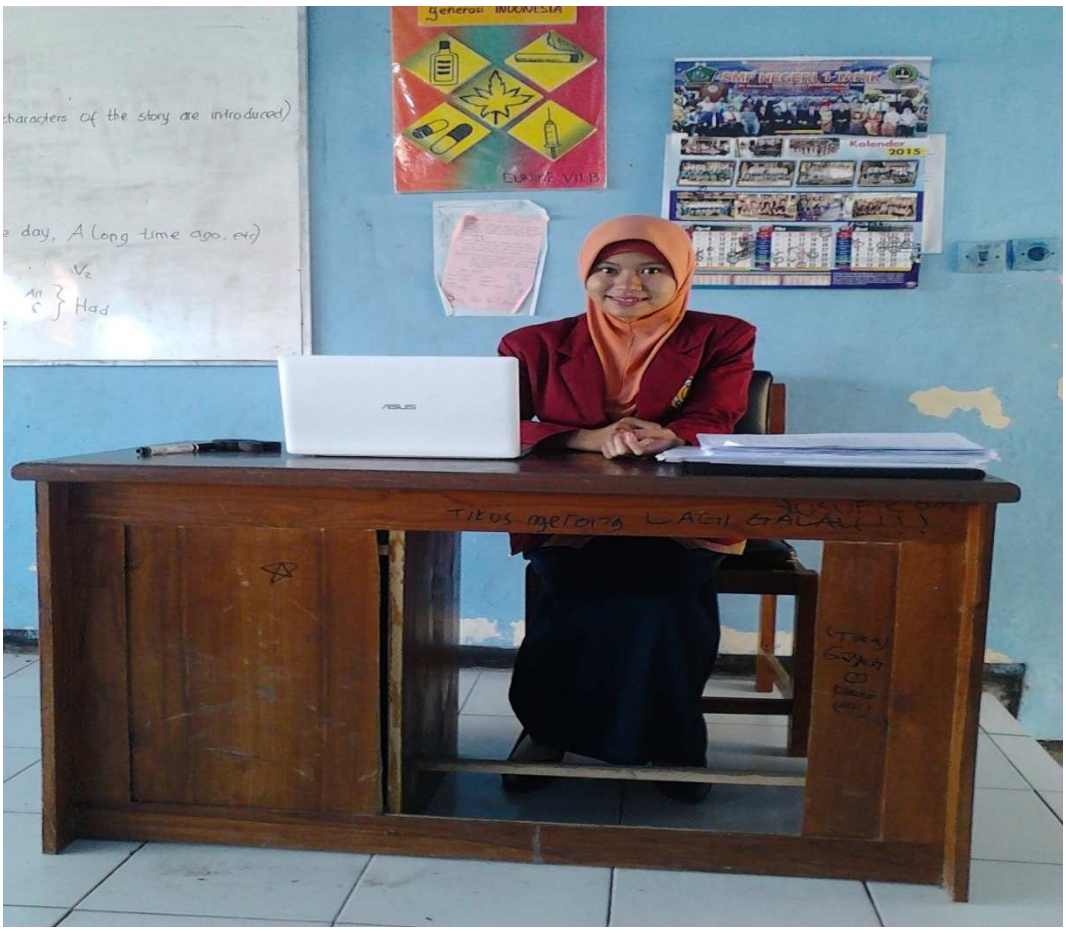
29/04/2015

29/04/2015

30/04/2015

30/04/2015

CONTROL CLASS


characters of the story are introduced)
day, A long time ago, etc)
Had
Kalender
2015
ASUS

CURRICULUM VITAE

Risa Sulfarida Arini dilahirkan pada tanggal 15 Februari 1993 di Sidoarjo, Jawa Timur, anak kedua dari dua bersaudara, pasangan Bapak Surono dan Ibu Siti Yatimah. Pendidikan dasar dan menengah telah ditempuh di kampung halamannya di Balongbendo, Sidoarjo. Tamat Sekolah Dasar Tahun 2005, SMP tahun 2008, dan SMA pada tahun 2011. Risa Sulfarida Arini menempuh studi, serta lulus dan mendapat gelar sarjana (S1) program studi Pendiidkan Keguruan dan Ilmu Pendidikan Bahasa Inggris dari Universitas Muhammadiyah Surabaya pada Juni 2015.