THE EFFECT OF USING ANIMATION MOVIES ON THE STUDENTS' WRITING ACHIEVEMENT IN NARRATIVE TEXTS

SKRIPSI

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ABSTRACT

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This study deals with the Effect of Applying Animation Movies on the Students' Writing Achievement in Narrative Text. The objective of this study was to find out the significant effect of animation movie in narrative text. This study was conducted in SMP Muhammadiyah 47 Sunggal, seven grade in academic year 2017/2018. The population was 143 students. The sample was divided into two groups,the first group was the experimental that consisted of 28 students treated by using animation method and the second group was the control consisted 28 students treated by using lecturing method. The instrument of the study was using essay test. The data were aqcuired by administraring by text animation. As the result of the students' achievement in writing narrative using animation movies was higher than those taugh by lecturing method. Based on the provided were $t_{observed} > t_{table}$ or 3,34>2.00. it means that the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there is a significant effect of applying animation movies on the students' writing achievement in narrative text.

Key Words : Animation Movies Media, Student's Writing Achievement in Narrative Text, Writen Test.

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The researcher hopes that this study will be useful for the reader,especially for the colleger of English Department who want to do the same research.May Allah always bless all of us. Amin.

Medan October 2017

Researcher

Agung Wira Pratama

iv

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

The students are lact to understand about writing especially narrative because writing is must be share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must be clever to choose and to combine the vocabulary to create something that is meaningful .We also must pay attention to the grammar, so it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar).

Besides that reason, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicogrammatical features. Usually the student can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teacher to find out how the student can distinguish each kind of text from another.

The teacher use the useful method and not interesting for the students,so the students feels boring to study writing. To solve that problem, a teacher must find out how to make them be able to distinguish each kind of text from another, the teacher also must try to develop the ability of writing, grammar and structure

of the student, and they also must find out an interesting method or visual aid to teach writing, so they will be interested in writing class.

Basically the teacher can use all kinds of visual aids but they must pay attention to how the importance of the visual aid for the teaching learning process is, how the effectiveness of using the visual aids is, and many more questions, related to visual aids. Any kinds of visual aid that teacher uses must make the students comfortable with the material or the class so they can easily understand the lesson.

The writer will explore a genre in writing, that is, narrative, because narrative is an interesting genre for students because they can share their idea, opinion and their own experience, like writing in a diary.

B. The Identification of the Problem

Based on the background above. The problems of this research are identified as follow :

1. The students are difficult to distinguish narrative, descriptive, recount, spoof and many more.

2. The students not mastery concept,vocabulary and grammar.

3. The teacher use the usual method and not interesting.

C. The Scope and Limitation

The scope of the research is writing and it is limited on narrative text.

D. The Formulation of the Problem

The problem of this research formulated as the follow :

1. Is there any the significant effect narrative animation movies on the students' writing achievement in narrative text ?

E. The Objectives of the Study

The objective of this reserach formulated as follows :

1. To find out the significant effect of animation movie in narrative text.

F. The Sgnificances of the Study

The finding of the research is expected to be theoretically and practically useful :

A. Theoretically

1. The finding can add more theory in writing and become references for futher studies.

B. Practically

1. Students,to enlarge their knowledge in writing English non communicatively and noninteractive to learn writing,they intend to achieve the writing skill in classroom.

2. Teachers,to improve the student' achievement in writing by Using Animation Movies for Developing Students' Writing Skill of Narrative Texts and want to use this method which is offer in this study.

3. Other researchers,who are interested in dealing with writing English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frameworks

This chapter presents a review of related literature and explanation of the related materials. The writer presents some theories related to this resesarch in order to strengthen.

1. Writing

Writing, as one of the language skills, has given an important contribution to human work. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. Byrne (2005:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication. According to Enre (2009:148) the aims of writing are:

a) Desire to explain or to inform

b) Desire to tell something as it was looked and heard

c) Desire to tell something about something happened

d) Desire to convince someone

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,revising.

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 written on a paper or a computer screen. It is influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional contexts. Writing is also an ability to make a form of words that have a higher value.

1.1. Elements of Writing

Harris stated that (2004:68-69) there are four elements of writing,there are:

a. Mastering Vocabulary/Diction.He stated that vocabulary's mastering / diction played an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concepts, mastery of vocabulary can improve by reading and listening a lot.

b. Mastering Grammatical Rule's / Sentence Structure

Mastering grammatical rule's / sentence structure consists of phonology, morphology and syntax. Phonological rules don't have any roles

in the writing activity, while morphological and syntactical rules play some important roles in the writing activity, it deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write.

1.2. Steps in Writing

1. Exploring Ideas

First, writing involves discovering ideas. Before writing, let our mind explore freely. Second, record those thoughts by writing whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to whom you talk.

2. Writing draft I

The second step of the writing process involves writing your thoughts on paper or on the computer. Don't worry about making mistakes because you will probably change your mind and your wording later. This step is called writing draft I. It is a time to relax, write quickly and begin organizing your thoughts.

These are some steps of writing draft I:

a. Brainstorming

One way to capture your thought is by brainstorming, or listing thought as they come to you. You might brainstorm twice or three times to generate more ideas

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they come to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches.

c. Free writing

Another way to get started is by free writing. You simply write about the subject without worrying about sentence, structure, spelling, logic, and grammar. Write, as you would speak so that you can get your ideas down fast (Flower, 2006:71-74).

The Indicator Scoring in Writing

(Taken From Glass)

1). Component : Idea and Contents

Description : Idea, topic or theme, focus,fact and ilustration.

Score 5

- Idea is clearly,focus and match with the topic

- All the details are concrete and specific

- The details are interesting and original to support the idea

- All parts are integrated and appropriate

Score 4

- Idea is clearly,focus and match with the topic

- The details are concrete and specific

- The details are interesting and original to support the idea

-   All parts are integrated and appropriate

   Score 3

-   Generally,the topic and theme is appropriate and clearly

- A few detail concrete

- There is any inappropriate parts.

Score 2

- There is any idea is not related

- Threre is less detail and all of idea is generally.

- The detail have prediction dan sketchy

   Score 1

- Its not focus and clearly from the idea, any parts is not indicated.

- Detail is not konsisten,clearly,or trivial

2. Component : Organization

   Deskription : Psycal structure or rhetorical structure, chronological, coherence.

   Score 5

- The opening is clear and interesting

- Paragraph and topic is clear and consistent.

- The conclusion is relevan,clear,logic and efective

- The transition is consistent,accurate,and matching.

Score 4

- The opening is interesting

- The paragraphs is consistent

- The ending is efective

- The transition is matching.

Score 3

- The opening is efective,but not creating a strong sense

- There is any paraghrap not acccurate and matching

- Try to using the logic and evective correlation

- There is any trantition not accurate and matching.

Score 2

- The opening is not efective.

- The paragraph is not clear

- The correlation is not logic

- There is any trantition is correct.

Score 1

- The opening is very bad

- Organization,chronologic is not clear

- Not use trantition

3. Component : Word Choice

Deskripsi:Variation dan types of sentence, eficiency and effectiveness of sentence.

Score 5

- All of sentences is perfect

- Variation of sentence is consistent (complex, compound, dan simple)

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 4

- Variation of sentence is consistent

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 3

- Sometimes using varied sentence

- There is any variation on the first sentence

- There is any matching trantition.

Score 2

- Only using simple sentence and compound sentence.

- Few variation on the first sentence

- Few transition on the sentence

Score 1

- Punctuation and sentence is very bad.

- Only using simple sentence and fragments

- Sentence is very bad

- Transition is very bad.

4. Component : Sentence Fluency

Deskription:Variation and types of sentence,eficiency and effectiveness of sentence

Score 5

- All of sentence is perfect

- Variation of sentence is consistent (complex, compound, dan simple)

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 4

- Variation of sentence is consistent

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 3

- Sometimes using varied sentence

- There is any variation on the first sentence

- There is any matching trantition.

Score 2

- Only using simple sentence and compound sentence.

- Few variation on the first sentence

- Few transition on the sentence

Score 1

- Punctuation and sentence is very bad.

- Only using simple sentence and fragments

- Sentence is very bad

- Transition is very bad.

5. Component : Convention

Description : Spelling, punctuation, reference, and clearliness

Score 5

- Spelling is clear and correct

- Punctuation is accurate,creative,and guide the readers

- Capitalization of grammar and usege is complex,consistent,and clear

Score 4

- Generally,spelling,punctuation,capitalization,grammar and usage is clear and correct.

Score 3

- There is any spelling is not correct

- Sometimes,punctuation,capitalization,grammar and usage is correct.

Score 2

- Sometimes error in spelling

- Lots of error in punctuation,capitalization,grammar and usage

Score 1

- Spelling is very bad

- There is no punctuation

   Capitalization,grammar and usage is not correct

1. **Kind of Text**

2.1. Narrative

A narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

Parera (2003:5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. According to Charles et al (2007:129) most narratives have the following characteristics:

a. It tells story of an event or events

b. The events are usually arranged in a chronological order, in the order in which they occurred in time.

2.2. Generic Structure of Narrative Text

Derewianka (2006: 32) states that the steps for constructing a narrative are;

1. Orientation

In which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (Can be a paragraph, a picture or opening chapter).

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will

involve the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

A resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?)

Based on the statement above, the writer concludes that the generic structures of recount are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

Secondly is complication. This is where the writer tells how the problem arises, sometimes something unexpected events will happen.

Thirdly is resolution. It is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

2.3. Rules of Narrative

Derewianka (2006: 32) also states several common grammatical patterns of a recount, they are; specific, often individual participants with defined identities. Major participants are human, or sometimes animals with human characteristics; use of action verbs to refer to events; use of past tense to locate

events in relation to speaker's or writer's time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial of phrases to indicate place and time; use of adjectives to describe nouns.

From the statements above, the writer can conclude that the rules of a recount text consist of; focus on individual participants, use of nouns and pronouns to identify people, animals and things involved; focus on a temporal of sequence of pictures; use of action verbs (material processes) to refer to events; use of past tense to locate events in relation to writer's or speaker's time; use adverbs or adverbial of phrases to indicate place and time; and the use of material or action clauses.

2. Film

Film is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

The writer thought that film can also be used as an alternative method in teaching narrative text writing, because the student will get a new experience in their class that is quite different from their daily experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable with their classroom situation.

Based on the definition of film I can conclude that film is a work combining a story, scenes, history, incident, and also music, it is recorded on film shown as a motion picture in a cinema, TV, etc.

1.1 Types of Film

Bordwell and Thompson (2007:50) defined the types of movie or film as follow;

1. Documentary Film

A documentary film supports to present factual information about the world outside the film. As a type of films, documentaries present themselves as factually trustworthy. According to Bordwell and Thompson (2007:44) there are two types of documentary films, they are;

a. Compilation films; produced by assembling images from archival

sources.

b. Direct cinema; recording an on going event 'as it happens' with

minimal interference by the filmmaker.

2. Fictional film

A fictional film presents imaginary beings, places or events. Yet, if a film is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction films needs to be imaginary, a typical fictional film stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional film the agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3. Animated film

Animated films are distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animation films do not do

continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

1.2. Animation Film

Animated Films are ones in which individual drawings, paintings, or illustrations are photographed frame by frame (stop-frame cinematography). Usually, each frame differs slightly from the one preceding it, giving the illusion of movement when frames are projected in rapid succession at 24 frames per second. The earliest cinema animation was composed of frame-by-frame, hand-drawn images. When combined with movement, the illustrator's two-dimensional static art came alive and created pure and imaginative cinematic images - animals and other inanimate objects could become evil villains or heroes. Animations are not a strictly-defined genre category, but rather a film technique, although they often contain genre-like elements. Animation, fairy tales, and stop-motion films often appeal to children, but it would marginalize animations to view them only as "children's entertainment." Animated films are often directed to, or appeal most to children, but easily can be enjoyed by all.

1.3.   Advantages of Film in Teaching Writing

Harmer (2004:282) states that the advantages of using film in teaching and learning process are:

1. Seeing language - in- use

One of the main advantages of film is that students do not just hear language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed though expression, gesture and

other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers t see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross – cultural awareness.

A film uniquely allows students to look at situations far beyond their classrooms. This is especially useful if hey want to see, for example, typical British 'body language ' when inviting someone out, or how American speak to waiters. Film is also of great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3. Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

1.4.   Disadvantages of Film in Teaching Writing

1. Violence

- They become insensitive to others' pains and sorrow

- Children do not feel discomfort from any elements of violence around them in real life

- Children are prone to aggressive reactions and violent behaviour.

2. Role Models

While watching cartoons, children often identify themselves with the characters. However, the problem is that these characters are usually inappropriate

for any identification, since they are too aggressive, or have supernatural powers. These aggressive characters may easily turn into role models.

3. Some Animation Sometimes Have not an Age Limit

Sometimes an animation movies showing sensitive scenes such as kissing,etc.

B. Conceptual Framework

The writer thought that film can also be used as an alternative method in teaching narrative text writing, because the student will get a new experience in their class that isquite different from their daily experience in their class, and for the teacher a film can be used as an alternative method in teaching that is suitable with their classroom situation. For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

The students must have concept of writing not only in their brain but they also have to translate it in writing language, and it is difficult to write concepts that exist in our brain. So more students assume that writing is a difficult lesson and the result is that the student did not want to study writing or make a text of writing. In animation,writing can be conceived as the act of putting down in conventional graphic from something that had been spoken. The writer hopes that film can be an alternative method in teaching narrative texts writing.

A narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that

happened in film or animation. In animation,student can increase their ability in writing,especially make narration

C. Hypothesis.

The hypothesis of this research as follow :

Ha :   There is a significant effect of Using Animation Movies for Developing Students' Writing Skill of Narrative Texts.

Ho :   There is no significant effect of Using Animation Movies for Developing Students' Writing Skill of Narrative Texts.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at SMP Muhammadiyah 47 Sunggal, class 7.1-7.5 academic year 2017/2018. The reason for choosing this school because the students are bad in writing,vocabulary and grammatical. The students are all in the same grade, the students had been studying English for some periods of time, the students are studying narrative text at the same time as the researcher does an experiment at school.

B. Population and Sample

Population is a number of groups interest to the researcher, a number of group, which she or he would like to find out results of the study be reports.

Sample is a limited number of elements from a proportion a number of populations to represent population. This research was used random sampling.

Table 3.1

Population and Sample

Class	Population	Sample
7-1	27	-
7-2	28	28
7-3	28	28
7-4	30	-
7-5	30	-

Total	143	56

C. Research Design

The research design was used true experimental design. True experimental designs are characterized by the random selection of participants to groups in the study. There are several types of true experimental design they are as follow ;

1). Post test only design. This type of design has two randomly assigned groups : an experimental group and control group. Neither groups is pretested before the implementation of the treatment. The treatment is applied to the experimental group and the post test is carried out on both groups to assess the effect of the treatment or manipulation.

2). Pretes-Post-test only design. The subjects are again randomly assigned to either the experimental or the control group. The experimental groups receives the treatment and both groups are post-tested to examine the effect of manipulating the independent variable on the dependent variable.

Table 3.2

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Animation Method	✓
Control	✓	Lecturing Method	✓

1. Pre –test

Both of group was given the pre-test. Pre-test was conducted to find out the students' writing achievement. The pre-test is show the animation on the students and the students make a narrative about that film animation.

2. Treatment

The test technique was used to measure how good the motivation of the students in learning writing is. The tests that the writer was conducted are pre test, test in each cycle and post-test

3. Post-test

Post-test is the final research in the class. It mean to know the design give the effect or not on the students'writing achievements.

D. Instrument of the Research

The instrumen of the reseach is using essay test by explaining and showing the animation.

E. The Technique of Collecting the Data

In collecting data,the researcher collected the data with the following steps:

1. Giving pre-test to both of groups

2. Making table of pre-test experimental group and control group.

3. Giving treatment for experimental group by applying animation movies method.

4. Giving post-test to both of groups.

5. Scoring the writing of the students.

6. Listing their score in tables,for experimental group score and control group score.

F.   The Technique of Analyzing the Data

Through scoring, the result of the students' works will be useful to students' level of writing achievement

Glass (2005) there is 5 components indicator of scoring in writing :

1. Idea or contents

2. Organization

3. Word choice

4. Sentence fluency

5. Conventions.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. Data Collecting

The data was collected by giving essay tes such as explanation or showing animation and giving short story test to the students. The data collection used five indicators in assessing writing,that were idea or content, organization, word choice, sentence fluency,and convention. In this research the sample was divided into two groups,the experimental group and control group. Each groups was given a pre-test and post-test. In the following table was the score of pre-test and post-test the two groups,experimental and control group.

Table 4.1

The Score of Pre-Test in Experimental Group

No	Students' Initial	Assesment					Total Score
		Idea	Organization	Word Choice	Sentence Fluency	Convention	
1	AHMN	1	1	1	1	1	20
2	AH	1	1	1	1	1	20
3	AP	1	1	1	1	1	20
4	DAA	1	2	2	1	1	32
5	DAP	1	1	1	1	1	20
6	DL	2	2	2	2	1	40
7	DM	2	2	2	2	1	40
8	DNA	3	2	2	2	1	44
9	DZ	1	1	1	1	1	20
10	EF	1	1	1	1	1	20
11	E	2	2	2	2	1	40
12	FS	2	2	2	1	1	36
13	GIR	2	2	2	1	1	36

14	GJ	3	2	2	2	2	44
15	IDS	1	1	1	1	1	20
16	IA	1	1	1	1	1	20
17	JYBS	1	1	1	1	1	20
18	KAM	1	1	1	1	1	20
19	MAP	2	2	2	1	1	32
20	MFA	1	1	1	1	1	20
21	MAQ	1	1	1	1	1	20
22	NPA	1	1	1	1	1	20
23	PDK	1	1	1	1	1	20
24	PNA	3	2	2	2	1	44
25	RA	3	3	3	2	1	52
26	RAS	2	2	2	1	1	32
27	RD	2	2	2	2	1	36
28	RPA	1	1	1	1	1	20

The data in table 4.1 showed the result of the pre-test in the experimental group. Based on the writing score indicator there are 5 item and each is scored 1-5,the maximum score is 25. The scoring was based on the analytic method. The scored multiplied by 4. For example a students who get 25,the score will be multiplied by 4,it means s/he gets 100. Students who get 5 is multiplied by 4 so s/he gets 20. So many students gets lowest score because its before applied the animation method.

Table 4.2

The Score of Post-Test in Experimental Group

No	Students' Initial	Assesment					Total Score
		Idea	Organization	Word Choice	Sentence Fluency	Convention	
1	AHMN	2	3	3	2	2	60
2	AH	3	3	3	3	2	80
3	AP	2	3	3	2	2	76
4	DAA	3	3	3	3	3	60
5	DAP	2	3	3	2	2	84
6	DL	3	3	3	3	3	80

7	DM	3	3	3	2	2	60
8	DNA	3	3	3	3	2	75
9	DZ	2	3	3	2	2	65
10	EF	2	3	3	2	2	70
11	E	3	3	3	2	2	65
12	FS	3	3	3	3	4	84
13	GIR	3	3	3	3	2	75
14	GJ	4	4	4	3	2	80
15	IDS	3	3	3	3	4	90
16	IA	3	3	3	2	2	70
17	JYBS	3	3	4	3	2	60
18	KAM	2	3	4	3	2	60
19	MAP	3	3	4	3	3	65
20	MFA	2	2	4	2	3	80
21	MAQ	3	3	3	2	3	60
22	NPA	2	3	3	2	3	77
23	PDK	2	3	3	2	2	70
24	PNA	3	3	4	3	4	90
25	RA	3	3	4	3	4	97
26	RAS	3	3	4	3	3	78
27	RD	3	3	3	3	3	84
28	RPA	2	2	3	2	2	60

The data in the table 4.2 showed the result of the post-test in the experimental group. Based on the table above,the highest score of idea was 4 and the lowest score was 2. The highest score of organization was 4 and the lowest score was 2. The highest score of word choice was 4 and he lowest score was 3. The highest score of sentence fluency was 3 and the lowest score was 2. The highest score in convention was 4,and the lowest score was 2. In order to know how is the ability of the whole students in writing achievement in experimental group.

Table 4.3

The Result of the Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	AHMN	20	60
2	AH	20	80
3	AP	20	76
4	DAA	32	60
5	DAP	20	84
6	DL	40	80
7	DM	40	60
8	DNA	44	75
9	DZ	20	65
10	EF	20	70
11	E	40	65
12	FS	36	84
13	GIR	36	75
14	GJ	44	80
15	IDS	20	90
16	IA	20	70
17	JYBS	20	60
18	KAM	20	60
19	MAP	32	65
20	MFA	20	80
21	MAQ	20	60
22	NPA	20	77
23	PDK	20	70
24	PNA	44	90
25	RA	52	97
26	RAS	32	78
27	RD	36	84
28	RPA	20	60
	Total	$\sum T_1 = 808$	$\sum T_2 = 2055$

The data in the table 4.3 showed the result of the pre-test and post-test in experimental group. Based on the table above,it can be showed that was the differences between pre-test and post-test. After calculated the data for the experimental group above,the total score for pre-test is $\sum T_1 = 808$ and the total

score for post-test is $\sum T_2 = 2055$ it means the score for post-test is higher than

pre-test.

Table 4.4

The Score of Pre-Test in Control Group

No	Students' Initial	Assesment					Total score
		Idea	Organization	Word Choice	Sentence Fluncy	Convention	
1	DF	1	1	1	1	1	20
2	DP	1	1	1	1	1	20
3	DI	1	2	1	1	2	24
4	DAYA	1	1	1	1	1	20
5	DFR	1	1	2	1	1	24
6	EA	1	1	2	1	1	24
7	FRM	2	2	2	1	1	36
8	FSN	1	2	1	1	1	24
9	FS	2	2	1	1	1	32
10	FK	1	1	1	1	1	20
11	FR	2	2	2	2	2	40
12	FR	1	2	2	1	1	28
13	GH	1	1	1	1	1	20
14	HF	1	2	2	1	1	32
15	HF	1	1	1	1	1	20
16	HS	1	1	1	1	1	20
17	HP	1	1	1	1	1	20
18	HZ	2	2	2	1	1	36
19	HS	2	2	2	2	2	40
20	IPP	1	1	2	1	1	24
21	IAR	2	2	2	1	1	36
22	ISN	2	2	2	1	1	36
23	IDP	1	2	2	1	1	32
24	IP	1	1	1	1	1	20
25	IP	1	1	1	1	1	20
26	I	2	2	2	1	2	36
27	IZ	1	2	2	1	2	28
28	KH	1	1	2	1	2	24

The data in table 4.4 showed the result of the pre-test in the control group. Based on the writing score indicator, there are 5 item and each is scored 1-5,the maximum score is 25. The scoring was based on the analytic method. The scored multiplied by 4. For example a students who get 25,the score will be multiplied by 4,it means s/he gets 100. Students who get 5 is multiplied by 4 so s/he gets 20. So many students gets lowest score because its before applied the lecturing method.

Table 4.5

The Score of Post-Test in Control Group

No	Students' Initial	Assesment					Total Score
		Idea	Organization	Word Choice	Sentence Fluency	Convention	
1	DF	1	2	2	1	1	50
2	DP	2	2	2	2	2	65
3	DI	2	2	2	2	2	65
4	DAYA	2	2	2	2	2	65
5	DFR	2	2	2	1	2	65
6	EA	1	2	2	1	1	60
7	FRM	2	2	2	2	2	75
8	FSN	2	2	2	2	2	80
9	FS	2	2	3	2	2	50
10	FK	1	2	2	1	1	60
11	FR	2	3	3	2	2	65
12	FR	2	2	3	2	2	60
13	GH	2	3	3	2	2	60
14	HF	3	3	3	2	3	55
15	HF	2	3	3	2	2	55
16	HS	2	2	2	2	2	50
17	HP	2	2	2	2	2	60
18	HZ	2	3	3	2	2	60
19	HS	2	2	2	2	2	60
20	IPP	2	3	3	2	2	75
21	IAR	2	3	3	2	3	45

22	ISN	2	2	3	2	2	45
23	IDP	3	3	2	2	3	40
24	IP	2	2	2	2	2	60
25	IP	2	2	2	2	2	40
26	I	2	3	3	2	3	60
27	IZ	2	2	2	2	2	55
28	KH	2	3	3	2	2	45

The data in the table 4.5 showed the result of the post-test in the control group. Based on the table above, the highest score of idea was 3 and the lowest score was 1. The highest score of organization was 3 and the lowest score was 2. The highest score of word choice was 3 and he lowest score was 2. The highest score of sentence fluency was 2 and the lowest score was 1. The highest score of conventional was 3, and lowest was 1. The score was increased because applied the lecturing method

Table 4.6

The Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score	
		Pre-test	Post-test
1	DF	20	50
2	DP	20	65
3	DI	24	65
4	DAYA	20	65
5	DFR	24	65
6	EA	24	60
7	FRM	36	75
8	FSN	24	80
9	FS	32	50
10	FK	20	60
11	FR	40	65
12	FR	28	60
13	GH	20	60
14	HF	32	55
15	HF	20	55

16	HS	20	50
17	HP	20	60
18	HZ	36	60
19	HS	40	60
20	IPP	24	75
21	IAR	36	45
22	ISN	36	45
23	IDP	32	40
24	IP	20	60
25	IP	20	40
26	I	36	60
27	IZ	28	55
28	KH	24	45
	Total	$\sum T_1 = 756$	$\sum T_2 = 1624$

The data in the table 4.6 showed the result of the pre-test and post-test in control group. Based on the table above,it can be showed that was the differences between pre-test and post-test. The highest score of the post-test was 56 and the lowest score was 28. The score of post-test after given treatment. After calculated the data for the control group above,the total score for pre-test is $\sum T_1 = 756$ and the total score for post-test is $\sum T_2 = 1624$ it means the score for post-test is higher than pre-test.

Method	Pre-test	Post-test
Experimental Group	$\sum T_1 = 808$	$\sum T_2 = 2055$
Control Group	$\sum T_1 = 756$	$\sum T_2 = 1624$

In this table,we know that significant of both method. Experimental group by animation method is more significant. Control group by lecturing methot is lowest than animation method because this method not interesting and usual method so the students feels bored.

B. Data Analysis

After scoring and listing the students' pre-test and post-test scores, the next step was analyzed the data by measuring the mean score of experimental and control group. From the result of the test in the table 4.3 and 4.6 the data was collected to find out whether the effect of applying animation movies on the students' writing achievement in narrative text. The collected data were analysis by using t-test independent sample formula. From the result of the test in experimental group the highest score of the post-test was 97, and the test in control group the highest score of the post-test was 80. By firstly finding out the standard deviation of the post-test between experimental and control group by using the formulas :

(For experimental group)

$$S_1^2 = \frac{n_1(\sum x_1^2) - (\sum x_1)^2}{n_1(n_1 - 1)}$$

(For control group)

$$S_2^2 = \frac{n_2(\sum x_2^2) - (\sum x_2)^2}{n_2(n_2 - 1)}$$

In calculating standard deviation, the table of the score should be changed into the table of calculating of standard deviation. It can be seen in table 4.7 below.

Table 4.7

The Calculation Table of Standard Deviation

No.	X_1	X_2	$X_1{}^2$	$X_2{}^2$
1	60	50	3600	2500
2	80	65	6400	4225
3	76	65	5776	4225
4	60	65	3600	4225
5	84	65	7056	4225
6	80	60	6400	3600
7	60	75	3600	5625
8	75	80	5625	6400
9	65	50	4225	2500
10	70	60	4900	3600
11	65	65	4225	4225
12	84	60	7056	3600
13	75	60	5625	3600
14	80	55	6400	3025
15	90	55	8100	3025
16	70	50	4900	2500
17	60	60	3600	3600
18	60	60	3600	3600
19	65	60	4225	3600
20	80	75	6400	5625
21	60	45	3600	2025
22	77	45	5929	2025
23	70	40	4900	1600
24	90	60	8100	3600
25	97	40	9409	1600
26	78	60	6084	3600
27	84	55	7056	3025
28	60	45	3600	2025
Total	$\sum X_1 = 2055$	$\sum X_2 = 1623$	$\sum X_1{}^2 = 153991$	$\sum X_2{}^2 = 97025$

Notes :

X_1 = post-test (experimental group)

X_2 = post-test (control group)

$X_1{}^2$ = quadrate post-test (experimental group)

$X_2{}^2$ = quadrate post-test (control group)

$\sum X_1$ = total of value in post-test (experimental group)

$\sum X_2$ = total of value in post-test (control group)

$\sum X_1{}^2$ = total of quadrate in post-test (experimental group)

$\sum X_2{}^2$ = total of quadrate in post-test (control group)

Based on the table previously,the calculate of standard deviation was below

For experimental group :

$$S_1^2 = \frac{n_1\left(\sum x_1^2\right) - \left(\sum x_1\right)^2}{n_1(n_1 - 1)}$$

$$S_1^2 = \frac{28(153991) - (2055)^2}{28(27)}$$

$$S_1^2 = \frac{4311748 - 4223025}{756}$$

$$S_1^2 = \frac{88723}{756}$$

$$S_1^2 = 117,35$$

For control group :

$$S_2^2 = \frac{n_2\left(\sum x_2^2\right) - \left(\sum x_2\right)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{28(97025) - (1623)^2}{28(27)}$$

$$S_2^2 = \frac{2716700 - 2634129}{756}$$

$$S_2^2 = \frac{82571}{756}$$

$$S_2^2 = 109,22$$

Table 4.8

The Calculation Table

No	X	Y	X_i $(X - \bar{X})$	Y_i $(Y - \bar{Y})$	$X_i{}^2$	$Y_i{}^2$	$X_i Y_i$
1	60	50	-15	-8	225	64	120
2	80	65	5	7	25	49	35
3	76	65	1	7	1	49	7
4	60	65	-15	7	225	49	-105
5	84	65	9	7	81	49	63
6	80	60	5	2	25	4	10
7	60	75	-15	17	225	289	-105
8	75	80	0	22	0	484	0
9	65	50	-10	-8	100	64	80
10	70	60	5	2	5	4	10
11	65	65	-10	7	100	49	-7
12	84	60	9	2	81	4	18
13	75	60	0	2	0	4	0
14	80	55	5	-3	25	9	-15
15	90	55	15	-3	225	9	-45
16	70	50	5	-8	25	64	-40
17	60	60	-15	2	225	4	-30
18	60	60	-15	2	225	4	-20
19	65	60	-10	2	100	4	-20
20	80	75	5	17	25	289	85
21	60	45	-15	-13	225	169	195
22	77	45	2	-13	4	169	-26
23	70	40	5	-18	10	324	-90
24	90	60	15	2	225	4	30
25	97	40	22	-18	484	324	-396
26	78	60	3	2	9	4	6
27	84	55	9	-3	81	9	-27
28	60	45	-15	-14	225	196	210
Total	$\sum X = 2055$	$\sum Y = 1623$	$\sum X_i = -15$	$\sum Y_i = 0$	$\sum X_i{}^2 = 3206$	$\sum Y_2{}^2 = 2744$	$\sum X_i Y_i = 130$

Based on the calculation scores of experimental and control group,it showed

that the sum of calculation table in experimental group was $\sum X = 2055$, $\sum Y = 1623$,

$\sum X_i = -15$, $\sum Y_i = 0$, $\sum X_i{}^2 = 3206$, $\sum Y_2{}^2 = 2744$,and the result of $\sum X_i Y_i = -130$. Table

4.8 previously,calculating table that explained formula for post-test in

experimental and post-test in control group was implemented to final t-critical value both groups as the basic to the hypothesis of the research.

The following formula t-test was implanting to find out the t-observed value both groups as the basic test hypothesis of this research.

1. Coeficient r

$$R_{xy} = \frac{n\sum xiyi - (\sum xi)(\sum yi)}{\sqrt{\{n\sum xi^2 - (xi)^2\}\{n\sum yi^2 - (yi)^2\}}}$$

$$R_{xy} = \frac{28(-130) - (-15)(0)}{\sqrt{\{28(3206) - (-15)^2\}\{28(2744) - (0)^2\}}}$$

$$R_{xy} = \frac{-3640 - 15}{\sqrt{\{(89768) - (225)^2\{(13944) - (0)^2\}}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{\{89543 - (0)\}\{13944 - (0)\}}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(89543)(13944)}}$$

$$R_{xy} = \frac{-3655}{\sqrt{(1248587592)}}$$

$$R_{xy} = \frac{-3655}{353,360}$$

$$R_{xy} = 0,103$$

2. Testing Hypothesis

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

$$t = \frac{75 - 58}{\sqrt{\frac{20,30}{28} + \frac{41,26}{28} - 0,10344\left(\frac{4,505}{\sqrt{28}}\right)\left(\frac{6,424}{\sqrt{28}}\right)}}$$

$$t = \frac{17}{\sqrt{\frac{61,56}{28} - (0,206876 \left(\frac{4,505}{5,3}\right) \left(\frac{6,424}{5,3}\right)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688)(0,85)(1,212)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688)(1,0302)}}$$

$$t = \frac{17}{\sqrt{(2,19857) - (0,20688)(1,0302)}}$$

$$t = \frac{17}{(2,19857) - (0,213127776)}$$

$$t = \frac{17}{\sqrt{1,985442224}}$$

$$t = \frac{17}{1,409057211}$$

$$t = 12,0648$$

3. Determining the Percentage of the Effect

$$D = (r_{xy})^2 \text{ x } 100\%$$

$$= (0,1034)^2 \text{ x } 100\%$$

$$= (0,1069) \text{ x } 100\%$$

$$= 10,69$$

$$= 10,7 \%$$

From the result have known that the capability of using animation method was 10,7%.

C. Finding

The finding of the research were described based on the result of the hypothesis test t_{obs} = 12,06,and result of df N-2 = 28-2 = 26 so had gotten t-table score =2,06,this could explained that t_{obs}>t-table (12,06>2,06) from this result could know that Ha was corrected. It means that there was the effect of using animation movies on the students' writing achievement in narrative texts.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the data analysis,conclusions were drawn as the following :

1. That there is a significance effect of animation movies on the students' writing achievement in narrative texts.

2. The result show that $t_{obs} = 12,06$,result of df N-2 = 28-2 = 26,t-table score is 2,06. This could explained that t_{obs}>t-table (12,06>2,06).

B. Suggestion

In relation to the conclusion above,suggestion were put forward as follows :

1. To students in SMP Muhammadiyah 47 Sunggal,could add the knowledge in writing especially grammar and vocabulary,the students should study harder to improve their ability in mastering writing skill correctly. So it makes students to be active learners.

2. The English teacher could apply animation movies in teaching about practice writing narrative text in the classroom. English teacher should try some variations in the teaching mastering writing skill,not only just based on the text book as the main of teaching writing in narrative text,but also the teacher must finding the interesting method that can give stimulus for the students. It made the students enjoy and not feel bored.

3. The effect of animation movies on the students' writing achievement in narrative texts can improve the quality of teaching. The teacher had to choose strategy in teaching. The teacher make 5 item as the criteria for mastering writing skill ; Fluency,grammar,vocabulary,content and spelling. So,the students could more understand about writing,more active and creative in learning.

4. The readers as in out from them someday they go to field of teaching English in the class.

5. Other researcher,as an information and reference material acquiring knowledge and understanding about the study of practice daily writing.

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LESSON PLAN
EXPERIMENTAL GROUP

School	:	**SMP Muhammadiyah 47 Sunggal**
Subject	:	**English**
Class/Semester	:	**VII/ I**
Topic	:	**Narrative Text**
Skill	:	**Writing**
Time Allocation	:	**2 x 40 menit**

A. Standard Competence : To respond the meaning of monologue of narrative text in the daily life context

B. Basic Competence : To respond the meaning of simple monologue using oral language accurately,fluency,and acceptably in daily life context in the form narrative.

C. Indicators : 1 Identify the settings of the tell movie story that they have listen

2. Identify the main characters of the tell movie story

3. Identify the plot of the tell movie story

4. Identify the problem arises followed by other problems of the tell movie story.

5. Identify the solution to the problem of the tell movie story.

D. Learning Objective

At the ends of this learning activity,the students are able to :

a) Identify the setting of the movie story that they have listen.

b) Identify the main characters of the tell movie story.

c) Identify the problem arises followed by other problems of tell movie story.

d) Identify the solution to the problem of the tell movie story.

E. **Materials :**

a). Topic   : Narrative text

b). Teaching aids   : Animation movie and essay test

F. Learning Method:

a) Showing and explanation movie

b) Discuss in pair work

G. Learning Activity:

   A. Pre Activity

   1) Greeting

   2) Before study,pray begin.

   3) Check present list.

   4) Teacher gives motivation.

   5) Teacher tell about the indicators that will be reached.

   B.   Main Activity

   1)   Teacher ask the students to listen the tell movie story

2) Teacher ask the students to identify the settings of the tell story

3) Teacher ask the students to identify the main characters of the tell story

4) Teacher ask the students to identify the plot of the tell story

5) Teacher ask the students to Identify the problem arises followed by other problems of tell story.

6) Teacher ask the students to identify the solution to the problem of the tell story

C. Post Activity

In the post activity :

1) Teacher ask the students to making up a narrative text based on the movie that they listen.

2) Teacher ask the students make a narrative text based on fluency,grammar,vocabulary,content,and spelling.

3) Teacher gives chance to the students to ask their problems.

D. Last Activity

1) The teacher giving a chance to the students to ask

2) The teacher gives an exercise and assigment.

3) The teacher review the lesson

4) Close greeting

TEST

1.Watch and listen carefully the movie story !

2. Make a narrative text based on movie story that you watch and listen !

Long time ago in a post ice North America, there were three brothers named Kenai, Denahi and Sitka. Denahi the middle brother, Sitka the oldest,work hard. They think that Kenai should work more and play less. Kenai, the youngest, hates bears because they fight for the same food, overtake the land,and ruin his coming-of-age ceremony. Each brother was

given his own totem when they came of age: Sitka, the eagle of guidance and Denahi, the wolf of wisdom. At the ceremony, Kenai is presented by the bear of love. When Sitka is killed in a battle by a bear that Kenai provoked,Tanana,the tribal shaman woman, officiate a funeral rite for Sitka. Afterward,Kenai throws away his totem and ignores the village teachings of brotherhood with animals. He sets out to hunt the bear for revenge and eventually kills it.

This contentment is shattered when Koda tells the story of his separation from his mother. Kenai is aghast as he puts the pieces together and realizes the story is about the fight he and his brothers had with the bear. Kenai realizes to his horror that the bear he killed was Koda's mother. Distraught at the harm he has done to a cub he has grown to love, Kenai flees the gathering.

The film ends with Kenai as a bear, accompanied by Koda, being welcomed back by his tribe and pressing his paw print tom he cliff wall, which bears the handprints of countless generations of other tribe members who also fulfilled the calling of the their totem animals.

H. Score

The Indicator Scoring in Writing

(Taken From Glass)

1). Component : Idea and Contents

Description : Idea, topic or theme, focus,fact and ilustration.

Score 5

- Idea is clearly,focus and match with the topic

- All the details are concrete and specific

- The details are interesting and original to support the idea

- All parts are integrated and appropriate

Score 4

- Idea is clearly,focus and match with the topic

- The details are concrete and specific

- The details are interesting and original to support the idea

- All parts are integrated and appropriate

Score 3

- Generally,the topic and theme is appropriate and clearly

- A few detail concrete

- There is any inappropriate parts.

Score 2

- There is any idea is not related

- Threre is less detail and all of idea is generally.

- The detail have prediction dan sketchy

Score 1

- Its not focus and clearly from the idea, any parts is not indicated.

- Detail is not konsisten,clearly,or trivial

2. Component : Organization

Deskription : Psycal structure or rhetorical structure, chronological, coherence.

Score 5

- The opening is clear and interesting

- Paragraph and topic is clear and consistent.

- The conclusion is relevan,clear,logic and efective

- The transition is consistent,accurate,and matching.

Score 4

- The opening is interesting

- The paragraphs is consistent

- The ending is efective

- The transition is matching.

Score 3

- The opening is efective,but not creating a strong sense

- There is any paraghrap not acccurate and matching

- Try to using the logic and evective correlation

- There is any trantition not accurate and matching.

Score 2

- The opening is not efective.

- The paragraph is not clear

- The correlation is not logic

- There is any trantition is correct.

Score 1

- The opening is very bad

- Organization,chronologic is not clear

- Not use trantition

3. Component : Word Choice

Deskripsi:Variation dan types of sentence, eficiency and effectiveness of sentence.

Score 5

- All of sentences is perfect

- Variation of sentence is consistent (complex, compound, dan simple)

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 4

- Variation of sentence is consistent

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 3

- Sometimes using varied sentence

- There is any variation on the first sentence

- There is any matching trantition.

Score 2

- Only using simple sentence and compound sentence.

- Few variation on the first sentence

- Few transition on the sentence

Score 1

- Punctuation and sentence is very bad.

- Only using simple sentence and fragments

- Sentence is very bad

- Transition is very bad.

4. Component : Sentence Fluency

Deskription:Variation and types of sentence,eficiency and effectiveness of sentence

Score 5

- All of sentence is perfect

- Variation of sentence is consistent (complex, compound, dan simple)

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 4

- Variation of sentence is consistent

- Variation of sentence is creative

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- Only using simple sentence and compound sentence.

- Few variation on the first sentence

- Few transition on the sentence

Score 1

- Punctuation and sentence is very bad.

- Only using simple sentence and fragments

- Sentence is very bad

- Transition is very bad.

5. Component : Convention

   Description : Spelling, punctuation, reference, and clearliness

   Score 5

   - Spelling is clear and correct

   - Punctuation is accurate,creative,and guide the readers

   - Capitalization of grammar and usege is complex,consistent,and clear

   Score 4

   - Generally,spelling,punctuation,capitalization,grammar and usage is clear
     and correct.

   Score 3

   - There is any spelling is not correct

   - Sometimes,punctuation,capitalization,grammar and usage is correct.

   Score 2

   - Sometimes error in spelling

   - Lots of error in punctuation,capitalization,grammar and usage

   Score 1

   - Spelling is very bad

   - There is no punctuation

- Capitalization,grammar and usage is not correct

There are 5 item and each is scored 1-5,the maximum score is 25. The scoring was based on the analytic method. The scored multiplied by 4. For example a students who get 25,the score will be multiplied by 4,it means s/he gets 100. Students who get 5 is multiplied by 4 so s/he gets 20.

Medan,23 September 2017

English Teacher   **Researcher**

Laila Safitri S.Pd   **Agung WiraPratama**

Headmaster SMP Muhammadiyah 47 Sunggal

John Henry Ritonga B.Sc,S.Pd

LESSON PLAN

CONTROL GROUP

School	**: SMP Muhammadiyah 47 Sunggal**
Subject	**: English**
Class/Semester	**: VII/ I**
Topic	**: Narrative Text**
Skill	**: Writing**
Time Allocation	**: 2 x 40 menit**

A. Standard Competence : To respond the meaning of monologue of narrative text in the daily life context

B. Basic Competence : To respond the meaning of simple monologue using oral languag eaccurately,fluency,and acceptably in daily life context in the form narrative text.

C. Indicators : 1 Identify the settings of the tell short story that they have read

2.Identify the main characters of the tell story

3. Identify the plot of the tell short story

4.Identify the problem arises followed by other problems of the tell short story.

5.Identify the solution to the problem of the tell short story.

D. Learning Objective

At the ends of this learning activity,the students are able to :

e) Identify the setting of the tell story that they have read.

f) Identify the main characters of the tell short story.

g) Identify the problem arises followed by other problems of tell story.

h) Identify the solution to the problem of the tell story.

E. Materials :

a). Topic   : Narrative text

b). Teaching aids   : Modeling of Text and essay test

c). Source   : Unit 7 (page 106-112)

F. Learning Method:

a). Explanation

b). Discuss in pair work

G. Learning Activity:

A. Pre Activity

1). Greeting

2). Before study,pray begin.

3). Check present list.

4). Teacher gives motivation.

5). Teacher tell about the indicators that will be reached.

B. Main Activity

1).Teacher ask the students to listen the tell short story

2).Teacher ask the students to identify the settings of the tell short story

3).Teacher ask the students to identify the main characters of the tell short story

4).Teacher ask the students to identify the plot of the tell short story

5).Teacher ask the students to Identify the problem arises followed by other problems of tell short story.

6).Teacher ask the students to identify the solution to the problem of the tell short story

C. Post Activity

In the post activity :

1).Teacher ask the students to making up a narrative text based on the story that they listen.

2).Teacher ask the students make a narrative text based on fluency,grammar,vocabulary,content,and spelling.

3).Teacher gives chance to the students to ask their problems.

D. Last Activity

1).The teacher giving a chance to the students to ask

2).The teacher gives an exercise and assigment.

3).The teacher review the lesson

4).Close greeting

TEST

Text 1 (Narrative text)

CINDERELLA

Once upon a time there was a girl named Cinderella. She lived with her step mother and two step sisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. They made her busy all day long. Cinderella was sad because she wanted to go to the ball. They went to the ball without her.

Fortunately, a fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. She was very happy at the ball.

Questions below !

1. How many characters are mentioned in the story?
2. Why was Cinderella sad?
3. What is the purpose of the text?
4. Show us the generic structure of the text?
5. Is there any reorientation in the text above? Why?

H. Score

The Indicator Scoring in Writing

(Taken From Glass)

1). Component : Idea and Contents

Description : Idea, topic or theme, focus,fact and ilustration.

Score 5

- Idea is clearly,focus and match with the topic

- All the details are concrete and specific

- The details are interesting and original to support the idea

- All parts are integrated and appropriate

Score 4

- Idea is clearly,focus and match with the topic

- The details are concrete and specific

- The details are interesting and original to support the idea

- All parts are integrated and appropriate

Score 3

-    Generally,the topic and theme is appropriate and clearly

-    A few detail concrete

-    There is any inappropriate parts.

Score 2

-    There is any idea is not related

-    Threre is less detail and all of idea is generally.

-    The detail have prediction dan sketchy

Score 1

-    Its not focus and clearly from the idea, any parts is not indicated.

-    Detail is not konsisten,clearly,or trivial

2. Component : Organization

    Deskription : Psycal structure or rhetorical structure, chronological, coherence.

    Score 5

-    The opening is clear and interesting

-    Paragraph and topic is clear and consistent.

-    The conclusion is relevan,clear,logic and efective

-    The transition is consistent,accurate,and matching.

Score 4

-    The opening is interesting

-    The paragraphs is consistent

-    The ending is efective

- The transition is matching.

Score 3

- The opening is efective,but not creating a strong sense

- There is any paraghrap not acccurate and matching

- Try to using the logic and evective correlation

- There is any trantition not accurate and matching.

Score 2

- The opening is not efective.

- The paragraph is not clear

- The correlation is not logic

- There is any trantition is correct.

Score 1

- The opening is very bad

- Organization,chronologic is not clear

- Not use trantition

3. Component : Word Choice

    Deskripsi:Variation dan types of sentence, eficiency and effectiveness of sentence.

    Score 5

- All of sentences is perfect

- Variation of sentence is consistent (complex, compound, dan simple)

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 4

- Variation of sentence is consistent

- Variation of sentence is creative

- Trantition is consistent,accurate,and matching

Score 3

- Sometimes using varied sentence

- There is any variation on the first sentence

- There is any matching trantition.

Score 2

- Only using simple sentence and compound sentence.

- Few variation on the first sentence

- Few transition on the sentence

Score 1

- Punctuation and sentence is very bad.

- Only using simple sentence and fragments

- Sentence is very bad

- Transition is very bad.

4. Component : Sentence Fluency

Deskription:Variation and types of sentence,eficiency and effectiveness of sentence

Score 5

- All of sentence is perfect

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   Description : Spelling, punctuation, reference, and clearliness

   Score 5

- Spelling is clear and correct

- Punctuation is accurate,creative,and guide the readers

- Capitalization of grammar and usege is complex,consistent,and clear

Score 4

- Generally,spelling,punctuation,capitalization,grammar and usage is clear and correct.

Score 3

- There is any spelling is not correct

- Sometimes,punctuation,capitalization,grammar and usage is correct.

Score 2

- Sometimes error in spelling

- Lots of error in punctuation,capitalization,grammar and usage

Score 1

- Spelling is very bad

- There is no punctuation

- Capitalization,grammar and usage is not correct

There are 5 item and each is scored 1-5,the maximum score is 25. The scoring was based on the analytic method. The scored multiplied by 4. For example a students who get 25,the score will be multiplied by 4,it means s/he gets 100. Students who get 5 is multiplied by 4 so s/he gets 20.

Medan,23 September 2017

English Teacher   **Researcher**

Laila Safitri S.Pd   **Agung Wira Pratama**

Headmaster SMP Muhammadiyah 47 Sunggal

John Henry Ritonga B.Sc,S.Pd

Appendix 2

ATTENDANCE LIST (EXPERIMENTAL GROUP)

NO	NAME	MEETING 1	MEETING 2
1	ANDRE HIDAYAT M N		
2	ABDI HAZMAN		
3	AGUS PRASETYO		
4	DEAN ANDRE AKBAR		
5	DEVI APRIYANI P		
6	DIAN LESTARI		
7	DINA MAYA		
8	DINDA NAYLA AUDINA		
9	DONI ZULIANO		
10	EFRI FIRDAUS		
11	ENDAH		
12	FIKHA SARI		
13	GIBRAN IRSYAD R		
14	GINA JULIANA		
15	INDY DEWI SASTIKA		
16	INDRA ANANDA		
17	JAKA YUANDA B S		
18	KIKI AMELIA M		
19	MUHAMMAD ARDIANSYAH P		
20	MIFTAH FADILA AULIA		
21	MUHAMMAD ARFAN Q		
22	NURAINUN PRATIWI A		

NO	NAME		
23	PUTRI DEWI KESUMA		
24	PUTRI NOVITA AUDINA		
25	RADEN ALDI		
26	RIA AULIA SAMOSIR		
27	RAHMAYANI DALIMUNTHE		
28	RIRIN PERTIWI A		

ATTENDANCE LIST (CONTROL GROUP)

NO	NAME	MEETING 1	MEETING 2
1	DITYA FADILLAH		
2	DIVA PRATAMA		
3	DONI IRAWAN		
4	DWI ARTA YUDHA AKMAL		
5	DWI FARHAN RANGKUTI		
6	EMDI ABDILLAH		
7	FAISAL RAMZAH MARDIANSYAH		
8	FAJAR SAUM NUGROHO		
9	FAJARUDDIN SIDIK		
10	FERY KURNIAWAN		
11	FITIA RAMADAN		
12	FITRI RAMADANI		
13	GHARIN HUDAYA		
14	HAFILD FAHREZI		
15	HANI FATI		
16	HAIRUN SADRI		
17	HERU PRATAMA		
18	HARIYA ZAYRA		
19	HIJRAH SYAFIRA		
20	IKHWANUL PRASETYO P		
21	ILHAM AKBAR ROZZAAQ		
22	ILHAM SYAHRIL NASUTION		

23	INDY DIHAS PUTRI		
24	IQBAL PRATAMA		
25	INTAN PRASTIA		
26	ISMIRAYANI		
27	IZZAZI ZAHRA		
28	KHAIRINA HANDAYANI		

Appendix 3

DOCUMENTATION

Appendix 4

Summary the Movies

(Brother Bear)

A.   Characters:

    1. Kenai   : the youngest of three brothers who gets turned into a bear

    2. Denahi   : the middle brother

    3. Sitka   : the oldest brother

    4. Koda   : a wisecracking ear cub who helps Kenai on his journey

    5. Rutt   : a comic Canadian moose

    6. Tuke   : another comic Canadian moose

    7. Tanana   : the shaman-woman of Kenai's tribe,

8. Tug　　　　: wise old bear

B.　　Setting : long time ago in a post – ice age North America.

C.　　Theme : how to be a real mature man.

Long time ago in a post ice North America, there were three brothers named Kenai, Denahi and Sitka. Denahi the middle brother, Sitka the oldest, work hard. They think that Kenai should work more and play less. Kenai, the youngest, hates bears because they fight for the same food, overtake the land, and ruin his coming-of-age ceremony. Each brother was given his own totem when they came of age: Sitka, the eagle of guidance and Denahi, the wolf of wisdom. At the ceremony, Kenai is presented by the bear of love. Kenai questions the totem he has been given: "you think love has anything to do with being a man?!"

When Sitka is killed in a battle by a bear that Kenai provoked, Tanana, the tribal shaman woman, officiate a funeral rite for Sitka. Afterward, Kenai throws away his totem and ignores the village teachings of brotherhood with animals. He sets out to hunt the bear for revenge and eventually kills it. Angered by Kenai's actions, the great spirits, through the spirit of Sitka, transform him into a bear. Unfortunately his other brother, Denahi, who was pursuing Kenai to stop him, does not realize what has happened. He finds Kenai's torn clothes and believes the bear he sees took his brother's life. In grief, he remembers Kenai's words to him and, as he had done.

Kenai falling into the river, Kenai awakens on the shore and in the presence of Tanana, who eases him through his initial shock at his change. Although she cannot understand his bear speech, she advises Kenai to find the mountain where the light touch the earth so that he can ask Sitka's spirit to change him to the former figures, and then she disappears without giving him directions. To Kenai's surprise, he finds he can talk with the other animals butNthe only animals who are willing to talk to him are two sibling mice, named Rutt and Tuke, who are more interested in cracking jokes at Kenai's claims to have been a man than helping him.

What follows is a journey in which Kenai, Denai don't know who is now hunting him, grows rather fond of the irresistible Koda whom he learns shares his spiritual beliefs. This in turn puts his hatred of bears in a stark perspective that forces him to reconsider, especially when he learns that koda sees humans as the same sort of dangerous monsters as he himself once believe bears to be. This culminates when they finally reach the salmon run and Kenai has the awkward experience of being surrounded by bears.

Yet, while Kenai has regained is humanity, he can no longer talk with Koda, a cub who is now orphaned yet again by the bear he had come to accept as his brother. Rather than abandon koda, Kenai tells Sitka that Koda needs him. Denahi calls Kenai "little brother" instead of "baby brother" and Sitka transforms Kenai (by his choice) back into a bear. He

and his brothers hug together and say goodbye while Koda and his mother's spirit do the same.

The film ends with Kenai as a bear, accompanied by Koda, being welcomed back by his tribe and pressing his paw print tom he cliff wall, which bears the handprints of countless generations of other tribe members who also fulfilled the calling of the their totem animals.

Appendix 5

The Measurement of the Students' Achievement
(Taken From Harris)

Criteria of Mastery	Grade
91-100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor

Less than 50	Very poor

Since there are 5 items and each is scored 1 to 5, the maximum score is 25. The scoring is based on the analytic method. This method will be better when we want to inform our students about their achievement (Heaton, 1979:109). Since the test result are raw scores so that it is necessary to multiply them by 5 to get more meaningful numerical data. By doing so, the writer obtained the rating scale of 1-100. For example, a student who gets 25 of raw score, the score will be multiplied by 4. It means s/he gets 100; a student who gets 15, the score is multiplied by 4 and s/he gets 60 and so on.