



**THE EFFECT OF SHORT ANIMATED FILM ON  
WRITING NARRATIVE TEXT AT THE NINTH  
GRADE SUDENTS OF MTS N 2 MADINA**

**A THESIS**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the requirement  
for the Graduate Degree of Islamic Education (S.Pd) in English  
Department*

Written By:

**RIZKY FADLIAH**  
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**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF SYEKH ALI  
HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**



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**2023**

## LETTER AGREEMENT

Term : Munaqosyah  
Item : 7 (seven) exemplars

Padangsidempuan, Januari 2023  
a.n. Rizky Fadliah  
To:Dean  
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Rizky Fadliah, entitled "The Effect of Short Animated Film on Writing Narrative Text at The Ninth Grade Students of MTs N 2 Madina". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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## DECLARATION LETTER OF WRITING OWN THESIS

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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Padangsidempuan, 2 December 2022  
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## AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

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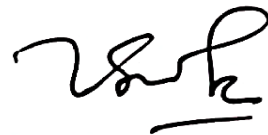
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### **LEGALIZATION**

**Thesis** : **The Effect of Short Animated Film on Writing  
Narrative Text at The Ninth Grade Students of  
MTs N 2 Madina**

**Name** : **Rizky Fadliah**

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Padangsidimpuan, November 2022.  
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**Department** : English Education (TBI-2)  
**Title of Thesis** : The Effect of Short Animated Film on Writing Narrative Text Mastery at The Ninth Grade Students of MTs N 2 Madina

### **ABSTRACT**

This study intended to investigate the effect of Short Animated Film on Writing Narrative Text at The Ninth Grade Students of MTs N 2 Mandailing Natal. The problems faced by students in writing narrative text were: 1) Students were lack of vocabulary and motivation when writing learning activity was on going, 2) Students were confuse how to translate the text correctly. 3) Students were confuse in grammar correctly.

This study had three formulations of the problem, they were: how is students' writing mastery before learning using short animated film? how is students' writing mastery after learning using short animated film? Is there any significant effect of using short animated film on Writing Mastery at the grade IX students of MTs N 2 Mandailing Natal?. The purposes of this study were to describe the students' mastery in writing English before learning using short animated film, to describe the students' mastery in writing English after learning using short animated film and to examine whether there was significant effect of using Short Animated Film on Writing Mastery at the IX grade students of MTs N 2 Mandailing Natal.

This study used quasi experimental quantitative method with pre-test and post- test design. The population was all of the students at the ninth grade of MTs N 2 Mandailing Natal. The samples were IX C grade as experimental class consisting of 32 students and IX G grade as control class consisting of 32 students. The data were collected through pre-test and post-test in writing test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using short animated film. The mean score of experimental class in pre-test was 55.18 and the mean score of control class in pre-test was 51.85 Moreover, the mean score of experimental class in post-test was 60.18. and the mean score of control class in post-test was 54.46. In addition, after doing T-test, this study found that  $t_{count} > t_{table}$  ( $2.67 > 2.00$ ). Therefore, alternative hypothesis ( $H_a$ ) of this study was accepted, null hypothesis ( $H_0$ ) was rejected. It can be concluded that there was effect of using short animated film on writing narrative text at the ninth grade students of MTs N 2 Mandailing Natal.

**Key words:** *Short Animated Film, Writing Mastery*



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Narrative Text Mastery at The Ninth Grade Students  
of MTs N 2 Madina

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan film animasi pendek terhadap penguasaan menulis pada siswa kelas IX MTs N 2 Mandailing Natal. Masalah yang dihadapi siswa dalam menulis adalah: 1) Siswa kurang memiliki kosakata dan motivasi ketika kegiatan pembelajaran menulis sedang berlangsung, 2) Siswa bingung bagaimana menerjemahkan teks dengan benar. 3) Siswa bingung bagaimana menyusun tata bahasa dengan benar.

Penelitian ini memiliki tiga rumusan masalah, yaitu; bagaimana penguasaan menulis siswa sebelum diajar dengan menggunakan film animasi pendek? bagaimana penguasaan menulis siswa setelah diajar dengan menggunakan film animasi pendek? Apakah ada pengaruh yang signifikan penggunaan film animasi pendek terhadap Penguasaan menulis pada siswa kelas IX MTs N 2 Mandailing Natal?. Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan siswa dalam menulis bahasa Inggris sebelum pembelajaran dengan menggunakan film animasi pendek, untuk mendeskripsikan penguasaan siswa dalam menulis bahasa Inggris setelah pembelajaran dengan menggunakan film animasi pendek dan untuk menguji apakah ada pengaruh yang signifikan dari penggunaan film animasi pendek. Film animasi pendek pada Penguasaan Menulis pada siswa kelas IX MTs N 2 Mandailing Natal.

Penelitian ini menggunakan metode kuantitatif quasi eksperimental dengan desain pre-test and post-test. Populasi adalah seluruh siswa kelas IX MTs N 2 Mandailing Natal. Sampel penelitian adalah kelas IX C sebagai kelas eksperimen yang terdiri dari 32 siswa dan kelas IX G sebagai kelas kontrol yang terdiri dari 32 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes menulis dan dianalisis dengan menggunakan rumus T-test.

Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan film animasi pendek. Rata-rata skor kelas eksperimen pada pre-test adalah 55.18 dan rata-rata skor kelas kontrol pada pre-test adalah 51.85. Selain itu, nilai rata-rata kelas eksperimen pada post-test adalah 60.18 dan nilai rata-rata kelas kontrol pada post-test adalah 54.46. Selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa  $t_{hitung} > t_{tabel}$  ( $2.67 > 2.00$ ). Oleh karena itu, hipotesis alternatif ( $H_a$ ) penelitian ini diterima, hipotesis nol ( $H_0$ ) ditolak. Dapat disimpulkan bahwa ada pengaruh penggunaan film animasi pendek terhadap penguasaan menulis pada siswa kelas IX MTs N 2 Mandailing Natal.

**Kata kunci:** Film Animasi Pendek, Penguasaan Menulis

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, November 2022  
Researcher

Rizky Fadliah  
Reg. No. 18 203 00103

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is the productive skill, it means that writing is the act of composing the ideas, experience, feeling, and thought for the writer to the reader and this written should be meaningful for the reader. Fitri state writing is a medium of communication that represents language through the inscription of signs and symbols.<sup>1</sup> Writing is an activity to transform thoughts or ideas into symbols that can be read and understood by others. Based on Rayendri writing is one of difficult subjects at school.<sup>2</sup>

There are many material of teaching writing in SMP/MTs N from the curriculum 2013. They are procedure text, report text and narrative text. The material of writing narrative text is Sangkuriang. In this research, the researcher wants to know the students ability in writing skill a specially writing narrative text.

Narrative Text is a kind of text or story which tell about complication or problematic events that the purpose is to amuse or entertain to the reader and tries to find the resolutions to solve the problems.

There are several ways that has been done by goverment to improve the quality of education in Indonesia, one of them is deciding the appropriate curriculum to be adjusted. School also have an effort to raise the

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<sup>1</sup> Fitri Rayani Siregar, "Teaching Writing and Evaluating Students' Writing (in Process Approach)," *http://jurnal.iain-padangsidempuan.ac.id*. 01 No. 01 (Juli 2014): 3.

<sup>2</sup> Rayendriani Fahmei Lubis, "Narrative Text," *http://jurnal.iain-padangsidempuan.ac.id*. 4 No 2. (Juli 2016): 2.

students ability, school also have the way to raise the students ability. In the other ways, the teachers have a big role in ensuring the students to master English as their foreign language. Teacher adjusting an interesting strategy of method is one of the important factors in making good impression in the classroom activity.

In the real condition of writing skill in the field is still poor. Based on private interviewed with Ms. E one of the English teacher in MTs N 2 Mandailing Natal located in Panyabungan. “Students have problems in learning about writing narrative text. First the students lack of vocabulary because they don’t have interest to memories vocabulary. Then, the students confused to translate the text because they don’t have some of vocabulary. And the last the students still confused in grammar of narrative text because because they don’t know tenses that used in narrative text”.<sup>3</sup> This fact indicated that the students’ ability in writing narrative text are still poor.

According to Hamruni factors to learn writing narrative text are teacher, student, goal, teaching materials, learning activities, method, learning resources, evaluation, situation, environment and media.<sup>4</sup> So, the media is one of important to use in learning writing skill.

According to Listiyaning, teaching media can be classified into three categories. They are: visual media, audio media and audio Visual

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<sup>3</sup>Ms. E, English Teacher of MTs N 2 Madina, *Private Interview* : at 21<sup>th</sup> December 2021.

<sup>4</sup>Hamruni, *Strategi Pembelajaran* (Yogyakarta, 2012), p.11.

Media.<sup>5</sup> They are some kind of audio visual media. One of them is short animated film. Short animated film is an audio visual media or moving picture which has the duration is about 7 until 10 minutes. It is fun film and brief about the cartoon or animation only.

The role of short animated film on teaching writing narrative text as a media on learning to make the students more interesting and more easier to understand about writing narrative text.

Based on the explanation above, the researcher is interested to do a research entitled “The Effect of Short Animated Film on Writing Narrative Text at the Ninth Grade Students of MTs N 2 Madina”.

## **B. Identification of the Problem**

Writing is one of important skills that must to learn by the students. Writing is productive skill, the students can express their feeling or imagination in writing. Writing is indirectly skill that use by people to communicate with the other people without physical appearance.

There are several factors of writing narrative text such as teacher, student, goal, teaching materials, learning activities, method, learning resources, evaluation, situation, envirement and media. One of them is short animated film.

## **C. Limitation of the Problem**

From the identifications of problems above, there are some factors in writing narrative text such as teacher, student, goal, teaching materials,

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<sup>5</sup>Listiyaning Sumardiyani and Zulfa Sakhiya, speaking for Instructional purpose a Handbook, (Semarang : IKIP PGRI Press, 2007), p. 48-59.

learning activities, method, learning resources, evaluation, situation, environment and media.

This research did not discuss all of the factors. This research only focus on one factor, it is media. It is short animated film.

The reason why this research use media is because this factor is more interesting and more easier in teaching writing narrative text.

#### **D. Formulation of the Problem**

Based on the background of the study, the problem of study can be formulated as follows :

1. How is the students' narrative text writing ability before using short animated film at the IX grade of MTs N 2 Mandailing Natal?
2. How is the students' narrative text writing ability after using short animated film at the IX grade of MTs N 2 Mandailing Natal?
3. Is there any significant effect of using short animated film to students' on writing narrative text at the IX grade of MTs N 2 Mandailing Natal?

#### **E. Objectives of the Research**

Considering of the problem above, the objectives of the research can be formulated for : to know the effect of short animated film to students writing narrative text at MTs N 2 Mandailing Natal located in Panyabungan which is described as follow :

1. To find out students' ability in writing narrative text before learning by using short animated film as media in teaching writing narrative text.
2. To find out students' ability in writing narrative text after learning by using short animated film as media in teaching writing narrative text.
3. To identify any significant effect before and after learning by using short animated film as media in teaching narrative text.

#### **F. Significant of the Research**

Based on the title "the effect of short animated film on writing narrative text", the research intended to be useful for :

1. Headmaster

For the Headmaster, this study has a function to motivate the English teacher to teach English in good way.

2. Teachers

It is purpose to develop teaching English especially in teaching writing. It also have the teacher make the learning process more interesting.

3. Another Researchrs

For the researcher, it will be usefull as a references in teaching and learning process in the future. It will increased the researchers' competence also.

## **G.Outline of the Thesis**

Chapter I consists of seven sub chapter. They are background of the problem, identification of the problem, limitation of the problem, formulation of the research, purposes of the research, significances of the research and outline of thesis.

Chapter II consists of theoretical description, which explains about writing narrative text, short animated film, and conventional teaching. Besides that, chapter II consists of review of related findings, conceptual framework and hypothesis.

Chapter III consists of: first, research methodology described about place and time of research where and when the research is done. Second, research design is about kinds of research. Third is about population and sample. Fourth is definition of operational variable. Fifth instrument of collecting data. Sixth is technique of collecting data. They are procedure of data collection and technique of data analysis.

Chapter IV consists of : first, data description and discussion which research present about the result of the research. Second, result of the hypothesis what the researcher found in the research.

Chapter V consists of : first, conclusion and suggestion which researcher answer formulation of the problem and hypothesis. Second, suggestion about problem solving which researcher found in this research.

## CHAPTER II

### LITERATURE REVIEW

#### A . Theoretical Description

##### 1. Writing Narrative Text

###### a. Definition of Writing

According to Greene “writing is one means for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of individual”.<sup>1</sup> Meanwhile Raymond says “writing is a way of remembering and thinking. Through writing, people need to recall what in their memory is about and what they are going to write”.<sup>2</sup> It means, writing is a way of remembering and thinking of students by combining the words.

Nunan state “writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph”.<sup>3</sup> Based on Basturmen “writing is a way to express the ideas, emotion, feels and opinion in written form”.<sup>4</sup> Furthermore Harmer says that “writing is a way to produce language and express idea, feeling and opinion”.<sup>5</sup>

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<sup>1</sup>Harry A. Greene and Friends Developing Language Skills in the Elementary School, (Boston, London, Sydney), p. 284

<sup>2</sup>Raymond L Calabrese and Page A Smith, Mentor’s Wisdom, n.d.

<sup>3</sup>D. Nunan, Designing task for communicative classroom, (Cambridge: Cambridge University Press, 1998).

<sup>4</sup>Warsidi, Basic Academic Writing, p.50.

<sup>5</sup>“Jeremy Harmer – How to Teach Writing, (Longman: Person Education Limited),” 2004.

From on the explanation above, the conclusion can be drawn that writing is a process that involves the brain as a tool for thinking ideas through written form, where the idea should be developed into a good paragraph with good content. The mechanics of the writing process are based on organizing, vocabulary, and language usage.

### **b. Purpose of Writing**

Writing has many purposes. The purpose of writing is not only about how to share opinion in someone mind but the purpose of writing can be to inform a new information and also examine a process of something. According to James there are some purpose of writing. They are:

a) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

b) To Persuade

People sometimes write to make someone do or believe something by giving some reason. It is to persuade someone through their writing.

c) To Express

People writes almost everything includes their self expression. Writing also provides opportunity to show their personality.

d) To Entertain

Writing is also able to entertain. Buy reading the funny story writing, people may laugh and it can really entertains omeone with this purpose.<sup>11</sup>

Meanwhile, in curriculum 13 of SMP/MTs N, the goals of writing narrative text to entertain the reader or listener.<sup>12</sup>

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<sup>11</sup>James A, Reinking and Andrew W. Hart, *Strategies for Successful Writing*, (New Jersey: Prentil-Hall, 1986), p.4

<sup>12</sup> Siti Wachidah, Asep Gunawan and Ouikurema Purwati, *Bahasa Inggris , Think Globally Act Locally* (Medan: Pusat Kurikulum dan Perbukuan, Kemendikbud, t.t.).



### c. The Process of Writing

Based on Richards the writing process comprising four main stages, they are: planning, drafting, revising and editing.

1. Prewriting (planning)

Prewriting is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

2. Drafting

Drafting is beginning the step of writing. Drafting stage is to take the outline, focus on the content and developing the topic clearly.

3. Revising

Revising is r e-read the text and repair the content.

4. Editing

Editing is review the revising, re thinking the content and check grammar, sentence structure and word choice.

5. Publishing

Publishing is the last stage in writing process. Before publishing must be eliminated errors written. The students must have intended their written to make it readable.<sup>13</sup>

From the explanation above, can be concluded that there are some steps must be followed by the author to make a good writing. The general step, they are: prewriting, drafting, editing, and publishing

### d. The Component of Writing

There are some components to writing skills that need to be considered. According to Heaton there are five significant components of writing, they are :

1. Content

Content is the part of topic that the writer want to write. Content of writing should be understandable. It purpose to make the readers can understand the message of the text and the reader can get the information from it also.

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<sup>13</sup>Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (Unitid Kingdom: Cambridge University Press, 2002), p. 316-317

## 2) Organization

Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

## 3) Vocabulary

Vocabulary is a collection of words that a person has. It is a list of words that used as an important component in speaking or writing. One of effect of vocabulary for students is spelling. Students can spell the words and they know how to write it also.

## 4) Language Use

Language use is the material that regulates about the constructions. Good writing is writing that has correct sentences, using appropriate tenses, words and others.

## 5) Mechanic

Mechanics is refers to the appropriate of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling and punctuation. In addition, mechanic is the part to regulate the procedures for good writing.<sup>14</sup>

Based on explanation above, it can be concluded that there are five ways that must we know in component of writing they are content, organization, vocabulary, language use, and mechanic.

### e. Definition of Narrative Text

According to Hornby “narrative text is a description of events”.<sup>15</sup>

In other Elliot state “narrative (story) in the human sciences should be defined provisionally as discourses with a clear sequential order that connect events in a meaningful way for a definite audience and thus offer insight about the world and or people’s experience of it”.<sup>16</sup>

According to Mahusi, “narrative is a paragraph which tell something, condition or an event. The character will be human or animals

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<sup>14</sup>J.B. Heaton, “Writing English Language Test.”,p. 146

<sup>15</sup> AS Hornby, *Oxford Advanced Learner’s Dictionary* (USA: Macmillan, 2000).

<sup>16</sup>Juliani Damera et al, “ Error Analyze of Students in Writing Narrative Text”  
Linguistic, English Education Art (LEEA) Journal 3 (2019), p. 164. Retrieved from  
<https://journal.ipm2kpe.or.id>

and the event is shown chronologically”.<sup>17</sup> Moreover, Meyers states that “narrative is one of the most powerful ways of communicating with others. It can be conclude that narrative has purpose to entertain the readers with interesting stories.narrative is a social role as a medium for entertainment and changing social opinion and attitudes”.<sup>18</sup> Narration is a description of events, especially in a novel or story, that act process of feeling a story.<sup>19</sup> This means, narrative is about a series of events that are imaginative story or unreal in the form of imagination.

#### **f. Social Function of Narrative Text**

Pardiyono state “social function is telling what the aim of the text”.<sup>20</sup> Narrative is the kind of text that has purposes to entertain the reader or listener. Narrative text tells about what is happening or what has happened.

#### **g. Generic Structure of Narrative Text**

The generic structure of narrative text focuses on a series of stages that propose to build a story. In traditional narrative the stages include.<sup>21</sup>

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<sup>17</sup> Novita Sahara July, “Common Grammatical Errors in Writing Narrative Text of Eight Grade Students at MTs Negeri Sijenjang”, 2017, p. 4-5. Retrieved from <http://ejournal.iainkendari.ac.id/langkawi/article/view/936>.

<sup>18</sup>Peter Knapp and Megan Watkins Genre, Text Grammar. Technologies for Teaching and Assesing Writing (Australia: UNSW Press Book, 2005), p. 220. Retrieved from <https://www.pdfdrive.com/genre-text-grammar/technologies-for-teaching-and-assesing-writing-e156774997>.

<sup>19</sup>Homby, Oxford Advance Learners’ Dictionary, p. 1013.

<sup>20</sup>Pardiyono, Teaching Genre Based Writing (Yogyakarta: AndiOffset, 2007),p.272

<sup>21</sup>Bosede Fakeye and DO Fakeye, ‘Instruction in Text Structure as a Determinant of Senior Secondary School Students’ Achievement in English Narrative Text in Ido Local Government Area, Oyo State, ‘ AFRREV IJAH: An International Journal of Arts and Humanities 5, No.2 (2016), p. 273 Redrieved from <https://doi.org/10.4314/ijah.v5i.22>.

#### a. Orientation

“Orientation is about the opening paragraph where the characters of the story are introduced”.<sup>22</sup> Orientation is parts of text give setting or opening about narrative. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. The introduction of the characters who involve in the story, time and the place where the story takes place.

#### b. Complication

“Complication is parts of text to inform about the conflict in narrative. Sequence of events (complication) this part tells the sequence of the story. The problem faced by the character”.<sup>23</sup> It is in the middle of story. Complication is a series of events in which the main character attempts to solve the problem.

#### c. Resolution

“Resolution is the ending of the story containing the problem solution. Resolution is the part where the problem is resolved, it consists of the final events of the story and it answers question how did it end?”.<sup>24</sup> Resolution is parts of text to describe about the reaction to solve the problem. Resolution, it tells how the problem was solved it also called solving problem.

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<sup>22</sup>Artono Wadirman and Masduki B. Jahur, English in Focus, ed. Team of Setia Purna Inves (Jakarta: Pusat perbukuan Departmen Pendidikan Nasional Tahun 2008, 2008), p. 90.

<sup>23</sup>Ibid

<sup>24</sup>Emi Ermawati, narrative Structure of Short Stories, First Edition (Malang: UIN Maliki Press,2010),p.37.

#### d. Coda

“Coda is the describe reflection or evaluation the conflict about narrative”.<sup>25</sup> Coda, it tells what the story has told or tells again to character and contains the message of moral value to the readers.

From some explanation above, the researcher concluded that generic structure of narrative text consists into four, there are : orientation, complication, resolution, and the last is coda.

#### h. Language Features of Narrative Text

According to Sanggam there are some language features of narrative text, they are :

- 1) Certain nouns, pronouns, animals, and certain things in the story, such as maid, stepsisters, housework etc.
- 2) Adjectives extending noun phrases, such as long black hair, two red apples, etc.
- 3) Time connectives and conjunctions to make events sequence, such as then, before that, soon, next, etc.
- 4) Adverb and adverbial phrases to show location and time of events, such as here, in the mountain happily ever after, etc.
- 5) Action verbs in past tense: stayed, climbed, jumped, etc.
- 6) Saying verbs indicating utterance such as said, told, promised, and thinking verb identifying the thought, perception or feeling of the character in the story.
- 7) The use of past tense.<sup>26</sup>

Based on the explanation above, this research conclude that language features in narrative text are to find the adjectives extending noun phrases, action verb in past tense, time connectives and conjunction.

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<sup>25</sup>Lubis, “writing Narrative Text”, p.69.

<sup>26</sup>Sanggam Siahaan & Kisno Shinoda, Generic Text Structure (Pematang Siantar: Graha Ilmu, 2008), p. 73.

### **i. The Material of Writing Narrative Text**

In the 2013 curriculum, there are some materials of teaching English that must be mastered by students. They are listening, speaking, reading and writing. Writing is one of language skills that taught at junior high school. Writing as the main tool of communication has an important position in school. Writing becomes one of the skills to be mastered by junior high school students.

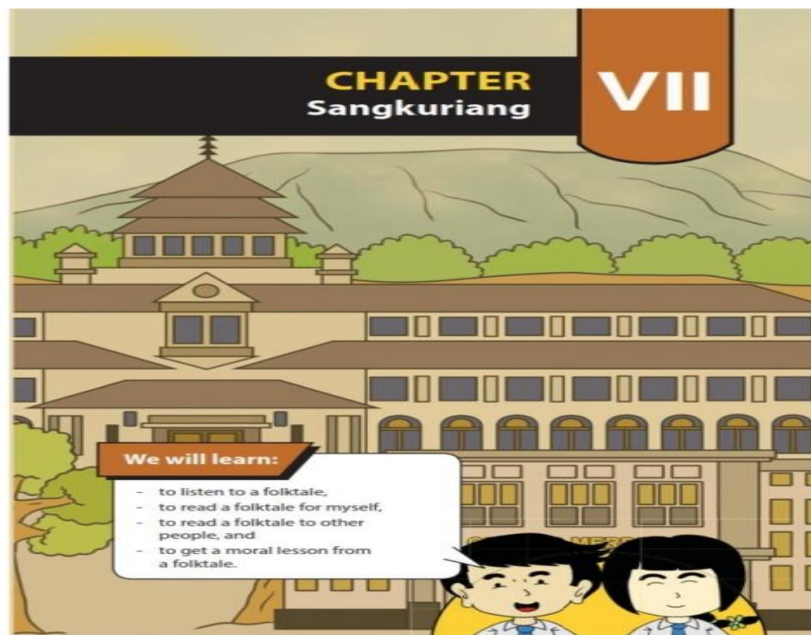
There are many materials should be mastered by students in text book, such as Congratulation, Let's live a healthy life!, Be healthy, be happy, This is how you do it!, Everybody is always in the middle of something, Sangkuriang, They are made in Indonesia, What is it!, Come and visit us! And You can always come back home.<sup>27</sup>


From those materials, not all of the topics will be discussed. This research only focus on chapter seventh in the last semester. This topic talk about narrative text. Based on syllabus in k13 from students' textbook at grade IX Permendikbud version this chapter talk about a kind of text or story which talk the past activities.

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<sup>27</sup> Siti Wachidah, Asep Gunawan and Ouikurema Purwati, *Bahasa Inggris , Think Globally Act Locally*.

## Material and Exercise of Writing Narrative Text about The Classroom



 Observing & Asking Questions


We will listen to our teacher reading a folktale from West Java. The title is "Sangkuriang".

 Here are what we will do. **First**, we will listen carefully to our teacher reading the folktale. During the time, you will answer some questions about the story. **Then**, one of us will write the complete story on the board. The rest of us will write the story on a piece of paper. **Finally**, we will ask and answer questions about the story.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. While we are writing, we will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

### Material in Chapter VII

Source : English Text Book ( Think Globally Act Locally )

 Observing & Asking Questions

We will discuss what we can learn from "Sangkuriang".

Here are what we will do. **First**, we will read the questions carefully. **Second**, we will find the answer from the story in our notebook. **Then**, we will answer the questions orally. We can ask our teacher questions, too.

We will use a dictionary. We will make sure we know the meaning of every word in the folktale. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly.

- 1) Who was Dayang Sumbi? Describe her.
- 2) Who was Tumang? Why did Dayang Sumbi marry him?
- 3) Was Tumang a human being or a dog?
- 4) What did Sangkuriang know about Tumang?
- 5) One day Sangkuriang killed Tumang. Did he kill him because he was a bad son to his father? Why did he kill him?
- 6) If you were Dayang Sumbi, would you tell Sangkuriang the truth or would you keep the secret from him? Explain your answer.
- 7) What happened to Sangkuriang after he killed Tumang?
- 8) When Sangkuriang saw Dayang Sumbi, he proposed to marry her. Was he a bad son to his mother? Why did he want to marry her?
- 9) Why did Dayang Sumbi ask Sangkuriang to build a lake and a boat in one night?
- 10) Why could not Sangkuriang finish the boat?
- 11) How did the boat get upside down?
- 12) What have we learnt from the story?
  - a. You must not kill your parents.
  - b. You must not marry your mother.
  - c. You should not hide the truth.
  - d. You should accept the truth that you will get old.

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## Exercise in Chapter VII

Source : English Text Book ( Think Globally Act Locally)

### 2. Short Animated Film

#### a. Definition of Media

.According to Heinich media are “ means of communication and source of information”.<sup>28</sup> Based on Arsyad “medium is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer”.<sup>29</sup>

<sup>28</sup> Heinich, Robert, Michael Molenda, James D. Russel, *Instructional Media and the New Technology of Instruction* (New York: John Wily Sons, 1982).

<sup>29</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta: RajaGrafindo Persada, 2008), p.4.



In other words, “medium is a component of learning source or physical vehicles that consists of instructional material in students’ environment which can motivate students to learn”.<sup>30</sup> So, this means media is one important of teaching learning process, it can transfer the information from the teacher to the students. Media can make the interesting class and students are not bored when teacher use the media to deliver the material.

### **b. Classification of Media**

According to Listiyaning teaching media can be classified into three categories. They are :

#### 1) Visual Media

They are media that can be seen. It would captivate visual sense-eyes- mostly. It can be form a picture, moving picture or animation or flash card.

#### 2) Audio Media

They are media that can be listened. It means that audio media has sound in which listened by us and to mean.

#### 3) Audio Visual Media

They are media that have sound and picture. Film is example from audio visual media in teaching.<sup>31</sup>

So, this research use the audio visual media as a media of teaching writing narrative text. One of the example of audio visual media is short animated film.

### **c. Short Animated Film**

According to Brodwell “short animated movie or film do not do continuously filming outdoor action in the real time, but they create as

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<sup>30</sup>Azhar Arsyad, Media Pembelajaran, p.4

<sup>31</sup>Listiyaning Sumardiyani and Zulfa Sakhiya, speaking for Instructional purpose a Handbook, (Semarang : IKIP PGRI Press, 2007), p. 48-59.

series of images by shooting one frame at a time”.<sup>32</sup> Marshall says “short animated film can stimulate the students’ writing skill, maintain their motivation, interest and provide the authentic language that used in the film”.<sup>33</sup> So, short animated film help the teacher create the enjoyable class and make the students excite in learning writing. Short animated film is audio visual media, it have the motion picture and we can hear the voice of the speaker and it can be replayed in more one time.

This research used short animated film. The short animated film that is specified is age for students from junior school. Short animated short film which has a funny function, can learn it and cheerful learning process. The film can be an effective means of writing lesson, as it offers students an idea to write to share their opinions in writing and stimulate their interest in teaching and learning process.

#### **d. The Advantages and Disadvantages of Film**

According to Harmer there are many advantages of short animated video (film) can be used in language learning. They are:

1. Seeing Language in Use, by using the video, the students not only hear the language of the speaker but they can be saw the language also.
2. Cross-Culture Awareness, not only learn about the language, the students will learn about the culture of the people. How the people behave, live and think through the video.
3. The Power of Creation, the use of video in teaching and learning language develop the creativity and communicative uses.

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<sup>32</sup> Bordwell, D., Thompson, K., and Smith., *Film Art: An Introduction* (New York: McGraw-hill Education, 2017).

<sup>33</sup> Marshall B. Romney and Paul John Steinbart, *Accounting Information System*, 9th edition (Prentice Hall, 2004).

4. Motivation, the students interest will be increased when they learn writing skill by using the video. They never bored when they watch the video in the class.<sup>34</sup>

Beside the advantages, use film as a media also has several disadvantages. There are:

1. During playing film, teachers cannot explain any material because it can disturb student' concentration.
2. Students cannot understand the film well if it is played too fast.
3. If the listening equipment has bad quality , the students can not listen the sound of the film.
4. The equipment is expensive.<sup>35</sup>

So, short animated film is a good media on learning writing narrative text and also this media can use by teacher to teaching writing narrative text.

#### **f. Procedure of Short Animated Film**

Procedure to applying Short Animated Film in Teaching Writing Narrative Text. In the process of teaching, teacher can use stimulate media to stimulate her/his students' interest. In this case, the teacher has to think the appropriate and effective media that will be applied in the teaching learning process.

The teacher have to think the media that she/he want to apply for the students. One of the media is short animated film, short animated film is suitable media to use in teaching writing narrative text. Stoller says "Films/movies and videotapes are so flexible and motivating, they are

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<sup>34</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (England: Person Education Limited, 2001), p. 282

<sup>35</sup>Ibid, p. 287.

most effective as springboards for language production and practice”.<sup>36</sup>

The main idea of short movie/film help the students express their idea in writing narrative text easily.

According to Stoller, procedures of media short animated film are:

1. Pre-viewing Activity

In this activity, the students prepare to viewing the short movie. The teacher giving the brainstorming to develop the students’ background knowledge about the narrative text.

2. Viewing Activity

Viewing activity is to facilitate the actual of a video. In this activity, help the students to focus about the character, setting and plot of the story. The short movie is show until the end and the teacher can play the short movie twice at that time.

3. Post viewing Activity

In this activity, the students will write the narrative text based the information that they got when they watch the short animated film.<sup>37</sup>

Xing devided the procedures of media short animated film are :

1. The teacher gives students part or whole section of animation film to watch.
2. Teacher explain about the animation film
3. Students pay their attention and wacth the animation film
4. The students discuss about the animation film that is related to the material
5. The students write their understanding about the animation film.<sup>38</sup>

From the explanation above, this research use Xing’s theory because the procedure or setps more clearly, it also more interesting and more easier for the teacher to apply in the classroom.

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<sup>36</sup> Stoller, Fredericka, *Films and Videotapes in the ESL/EFL Classroom*, 1988.

<sup>37</sup> Stoller, Fredericka.

<sup>38</sup> Xing Chencen (Samuel), *How to use English movies to improve a students listening and speaking ability in* (University of Wisconsin-Platteville, 2011).

## B. Teaching Writing Narrative Text by Using Short Animated Film

In teaching writing narrative text the teacher have to be creative. The teahcer can use media in teaching writing narrative text. This research to define the teacher for use short animated lm in teaching writing narrative text.

Teaching writing narrative text by using media short animated film can be seen in this table below :

**Table. 1**  
**Teaching writing narrative text by Using Short Animated Film**

Teacher Activities	Procedures	Students Activities
<b>A. Pre-Teaching</b>		
1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and pray before learn
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present.
3. Teacher ask the students about the last material and relate it with the new material.		1. Students answer the teacher question and the last material.
4. Teacher tell about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
<b>B. While - Teaching</b>		

1.The teacher gives students part or whole section of short animated film to watch.	1.Watch short animated film	1.The students pay attention to the teacher. 2.The students remaind the whole section of animation film to watch.
2. The teacher explain about the short animated film	2. Explain the video of short animated film	1. The students listen to the teacher. 2. The students focus about the character, setting and plot of the story.
3. The teacher play the short animated film.	3. Pay attention	1. Students pay their attention 2. Students wacth the short animated film
4. The teacher tell to discuss about the short animated film that is related to the material	4. Discuss about the short animated film	1.The sudents discuss about the short animated film that is related to the material 2. The students make a note about short animated film thats related to the video 3. The students discuss about the vocabulary, generic structure and language feature from the sangkuriang of short animated film. 4. The students write the text of narrative about sangkuriang
5. The teacher tell to present their understanding about the short animated film.	5. present their understanding about the short animated	1. The students make a conclusion from the video 2. The students present

	film	their understanding about the short animated film
<b>C. Post – Teaching</b>		
1. Teacher ask the students about their understanding about the material.		1. Students answer the teacher’s question and tell their problem.
2. The teacher summarize the lesson by himself or together with the students.		1. Students listen to the teacher. 2. The students make summarize while the teacher conclude the lesson.
3. Teacher closes the teaching learning activity.		1. Students give the greeting to the teacher.

### **C. Conventional Teaching**

Conventional teaching is the strategy used by the teachers to teach the writing to the students. Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face to face manner in the classroom. These instructors initiate discussion in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams.<sup>39</sup>

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<sup>39</sup>Yap Wei Li, “Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module, “International Journal of Information and Education Technology 6, no. 2 (2016): 105-12, <https://doi.org/10.7763/ijiet.2016.v6.667>

The teacher of MTs N 2 Mandailing Natal still uses the conventional teaching in teaching learning process, that can be seen on the following text:

- a) The teacher asks the students to open the textbook
- b) The teacher reads the material in the textbook.
- c) The teacher explains about the material
- d) The teacher gives some examples about the material and asks the students understanding about the material and the example
- e) The teacher gives the tasks about the material to the students.<sup>40</sup>

There are some advantages and disadvantages of conventional teaching.

a. Here some advantages of the conventional teaching :

- 1) Teacher easily master class
- 2) The material is easy to to organize
- 3) The conventional method could be followed by a large number of student.
- 4) The conventional method is essay to prepare and carry it out, the teachers easily teach lesson well.<sup>41</sup>

b. The conventional method also has some disadvantages. There are :

- 1) The conventional teaching makes the students feel boring when used at all time and too long.
- 2) The teacher is difficult to conclude that students understand and are interested in learning-teaching process.
- 3) The conventional teaching makes the students to be passive.<sup>42</sup>

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<sup>40</sup>English Teacher, "Private Interview., November 08th 2021 in MTs N 2 Madina,".

<sup>41</sup> Wahyuniati "Keefektifan Model Konstektual Untuk Meningkatkan Keterampilan Menulis Narasi," *Universitas Muhammadiyah Purwokerto*, 2013, <https://doi.org/10.1210/jcem.76.6.8501142>.

<sup>42</sup> Wahyuniati "Keefektifan Model Konstektual Untuk Meningkatkan Keterampilan Menulis Narasi."



Based the explain above, it can be conclude that the conventional method has some advantages that help the teacher to teaching writing. The disadvantages of this method have not big effect to reduce the method.

#### **D. Review of Related Finding**

According to the title of this research, there were some researcher which have done the research that related to this title as follows :

The first research, this study was aimed for discussing about the effect of action movie trailer in teaching writing narrative text at senior high school. The purpose of this study to find out the effect of the use action movie trailer toward students' narrative text writing at the tenth grade students of MAN 1 Pontianak. This is quantitative research and the method of the research is experimental quantitative study that involved in two classes. The similarities between this research with the present study is the use narrative text.<sup>43</sup>

The second research, the purpose of this study to find out whether there is effective using animated short film to improve the students' English writing perpomence in narrative text at SMK Muhammadiyah 2 Bontoala. This is quantitative research and the method of the research is pre-experimental quantitative study that involved in two classes. The

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<sup>43</sup>Muhammad Arif Nuriyanto, "The Use of Action Movie Trailer in Teaching Narrative Text Writing at MAN 1 Pontianak".

similarities between this research with the present study is the use narrative text.<sup>44</sup>

The third, this study was aimed for discussing about the effect of movie in teaching writing recount text at senior high school. The purpose of this study to find out the effectiveness of movies as media in teaching of recount writing for the tenth grade students of SMA 6 Semarang. This is quantitative research and the method of the research is experimental which conducted in two classes, there are experimental group (X 2) and control group (X 5). The X 2 was taught by using movie, while the X 5 was taught without movie (using text). The similarities between this research with the present study is the use movie.<sup>45</sup>

From the previous study, it can be seen that movie/film can achieve students' writing mastery. The researcher would like to analyze about "The Effect of Short Animated Film on Writing Narrative Text at the Ninth Grade Students of MTs N 2 Madina".

### **E. Conceptual Framework**

Short animated film is a media in teaching English that can help students more interesting and more easier to understand in master writing a specially narrative text. It can make the students be active in the learning process in the classroom. This media can be played one in a classroom.

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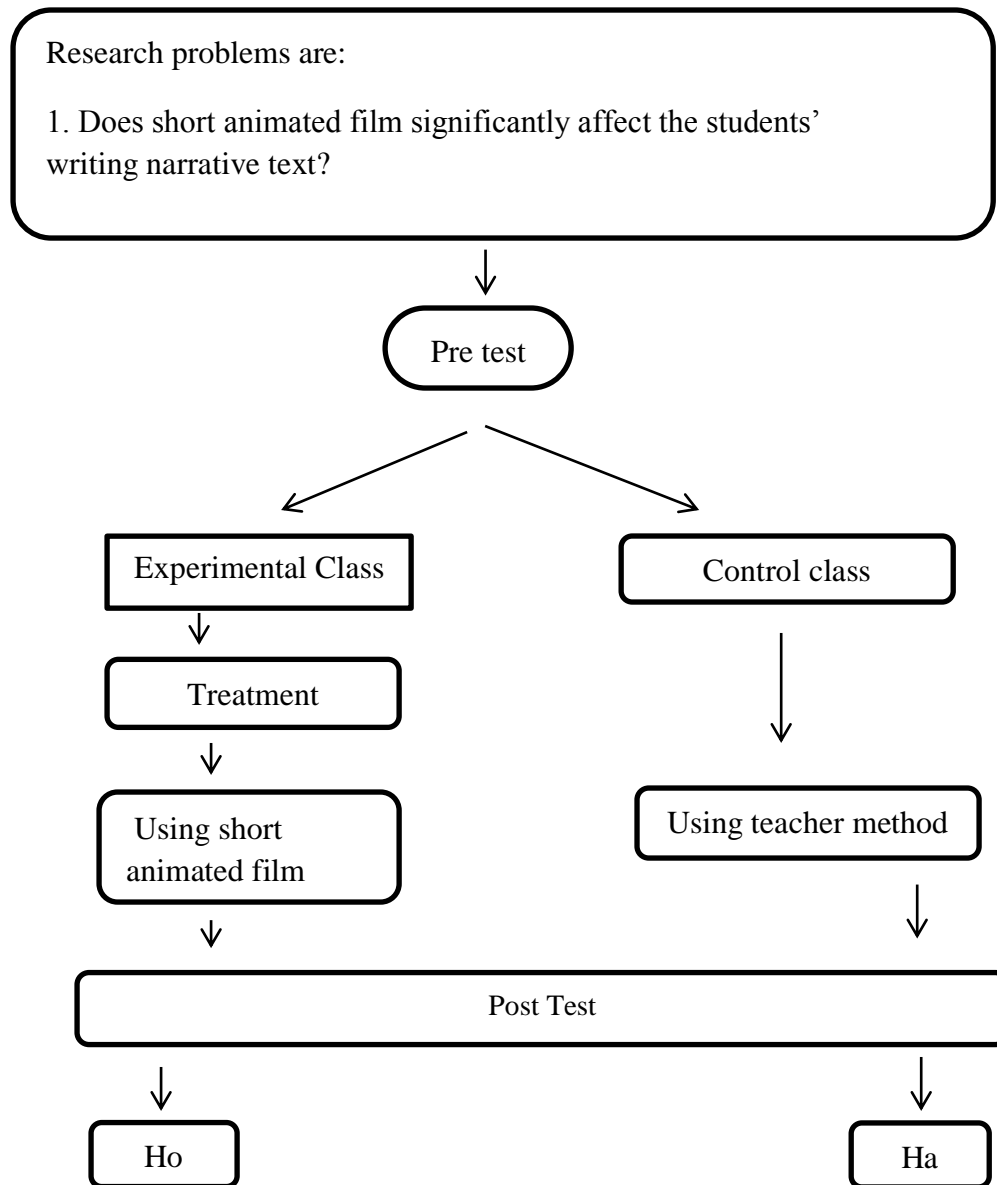
<sup>44</sup>Nasruddin, "Using Animated Short Film in Teaching Writing on Narrative Text At The Tenth Grade Students' in SMK Muhammadiyah 2 Bontoala Makassar in The Academic Year 2019/2020.

<sup>45</sup>Ika Aries Tantiya, "Teaching Writing Recount Text Through Movie (An Experimental Research at The Ninth Grade of SMA N 6 Semarang)".

Narrative text is a kind of text or story which talk the past activities and tell about complication or problematic events that the purpose is to entertain the reader and tries to find the resolutions to solve the problems.

The concept of short animated film in writing narrative text is to make the students more effectively in develop to produce their writing narrative text. To know the effect of this media, there are two classes used as the sample of collecting data for this research. The classes are pre-test and post test.

The first step is pre-test, it give to students in control class and experimental class to know their ability before the treatment. After get the result, give the treatment to experimental class by using shor animated film, in another hant teach in control class by using teacher's technique. The last step is post-test, it give to both of class to find out the effect of short animated film on writing narrative text at the ninth grade students of MTs N 2 Mandailing Natal.



**Figure 1 : Conceptual Framework**

## F. Hypothesis

The hypothesis of this research are :

1. Ha : There is a significant effect of using short animated film for students writing narrative text at the IX Grade MTs N 2 Mandailing Natal.

2. Ho : There is no significant effect of using short animated film for students writing narrative text at the IX Grade MTs N 2 Mandailing Natal.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of Research**

The location of this research was in MTs N 2 Mandailing Natal. The school is located on Jl. Trans Sumatera Bukittinggi – Padang Sidempuan, Parbangunan, Panyabungan. This research started from november 2021 until finish.

#### **B. Research Design**

The kind of this research was quantitative research in experimental form. It is manipulated the independent variable and observe the effect of independent variable. The manipulated variable is called the experimental treatment or the independent variable and the observed and measured variable is called the dependent variable.<sup>46</sup>

This research was true experimental design. Because this research found the population, took the sample, made the sample in to two classes, as an experimental class and as control class, gave the pre-test and post test, do the experiment to experimental class. Then found the differencies between them.

In this research there were two classes as a sample, one of them as an experimental class and the other one as a controll class. The experimental class was the class that taught by using short animated film and control class is the class that taught without using short animated film.

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<sup>46</sup> Ary, Donald, *Introduction to Reserch in Eight Edition* (Canada: Nelson Education, 2010).

**Table 2**  
**Post Test and Pre Test Group Design**

Class	Pre – Test	Treatment	Post – Test
Experimental Class	√	√	√
Control Class	√	X	√

The design above shows that experimental class and the control class were given a pre-test. Then, the treatment was given to the experimental only. The last, both were given a post-test.

### C. Population and Sample

#### 1. Population

The population was the whole students at grade IX students of MTs N 2 Mandailing Natal. It consisted of 11 classes. The population number is shown in the table below:

**Table 3**  
**The Population of the IX Grade MTs N 2 Madina**

No.	Class	Students
1.	IX a	33
2.	IX b	33
3.	IX c	35
4.	IX d	33
5.	IX e	33
6.	IX f	33
7.	IX g	32
8.	IX h	33
9.	IX i	33
10.	IX j	33
11.	IX k	32
Total population		363

## 2. Sample

Sample is part or representatives of the population. According to Gay “Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected”.<sup>47</sup> In this research, the researcher used random sampling. Random sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample.<sup>48</sup> Random sampling used by lottery technique. It means that in this research the sample takes class IX-c = 35 students and IX-g = 32 students. So total of sample of this 64 students. It can be seen from the table below :

**Table 4**  
**Sample of the research**

Experimental Class	Control Class	Total
IX c = 35	IX g = 32	67

### D. Definitions of Operational Variable

To avoid misunderstanding in assuming the title of this research, the researcher need to classify some term of this research as follows :

1. Short animated film is audio visual media, it has the motion picture and people can hear the voice of the speaker and it can be replayed in more one time.

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<sup>47</sup>L.R. Gay and Peter Airisian, p.120

<sup>48</sup>L.R. Gay and Peter Airisian, . , p.123



2. Writing narrative text is process that involves the brain as a tool for thinking ideas through written form. It is about a series of events that are imaginative story or unreal in the form of imagination.

### **E. Instrument of Collecting Data**

It is very important for the researcher to collect the data of the research. It has a purpose to make the research more sistematically and easier. In this research, the test was used as an instrument of this research. The type of test was eassay test. To know the students' writing skill, there are some categories that must be measured in writing test in Junior High School. Based on the teacher's book in PERMENDIKBUD K13 version, the indicators of writing can be seen on table below:

The soring for the test is based on the rating scale scoring rubric:

**Table 5**  
**Indicator of Writing Narrative Text**

<b>Indicator</b>	<b>Aspect</b>	<b>Score</b>	<b>Criteria</b>
Generic structure	Orientation	4	The orientation is very complete and clear
		3	The orientation are complete and clear
		2	The spelling and punctuation are not complete
		1	The orientaion, spelling, punctuation are not complete and clear
	Complication	4	The complication is very complete and clear

		3	The complication are complete and clear
		2	The spelling and punctuation are not complete
		1	The complication, spelling, punctuation are not complete and clear
	Resolution	4	The resolution are very complete, arranged and relate to the complication
		3	The resolution are quite complete and arranged
		2	The resolution are not complete but quite arranged
		1	The resolution are not complete and are not arranged
	Coda	4	The coda are complete, clear and relate to the topic
		3	The coda are enough and clear
		2	The coda are not complete
		1	The coda are not complete and not clear
Language feature			
	Use past tense	4	the grammars are true and correct
		3	less but does not affect the meaning
		2	inappropriate and affect the meaning
		1	the grammars are difficult complete
	Using	4	Appropriate and complete

	conjunction	3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using adverb of time	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using action verb	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using nouns/pronouns	4	Appropriate and complete
3		Quite right and quite complete	
2		Appropriate not complete	
1		Not appropriate and not complete	

(Source : Siti Wachidah et al., Buku Bahasa Inggris “Think Globally Act Locally”)

Note :

1. 80 – 100 : Very good
2. 70 – 79 : Good
3. 60 – 69 : Enough
4. 50 – 59 : Bad

5. 0 – 49 : Fail

$$\text{Final score} = \frac{\text{students score}}{\text{maximum score}} \times 100.$$

## **F. Validity and Reliability of Instrument**

### 1. Validity

The test in this research was writing test. A good test must be have validity. A valid instrument refer to extent to which an instrument measures what is supposed measure. In this rsearch, the researcher used construct validity to valid the test. Construct validity means how well you can translated or transfomed a concept, idea or behaviour that construct into a functioning and operating reality.

### 2. Reliability

Realibility is the consistency of the measurement. It means that reability is the consistency and accuracy in scoring that would have come from one measure which is investigated. Reability is one of aspect in good test

## **G. Technique of Collecting Data**

In this research, the researcher collected the data by using pre-test treatment and post-test.

### a. Pre- est

- 1) The researcher prepared essay to the students along with the  
A nswer sheet.
- 2) The researcher administrated it to control class and also treatment  
class.

- 3) The researcher explained what students were going to do.
- 4) The researcher asked the students to make story of sangkuriang.
- 5) The researcher gave the time to finish it.
- 6) The researcher collected the answer sheet
- 7) The researcher checked the answer sheet and counted the students' Writing ability of narrative text.

b. Treatment

In this case, the researcher gave the treatment for the experimental class about writing narrative text by using short animated film. The treatment in experimental class is giving the example of short animated film the sangkuriang for a test and gave the students an explanation about how to be applied short animated film in writing narrative text.

c. Post test

After giving the treatment to the students with short animated film, the researcher gave a post – test with the same topic in the pre – test. The procedure of post test was same with pre – test. In this part, the students asked to write a narrative text. It aimed to find out there was a significant effect of the treatment or not. This test is to know the effect of using short animated film in writing about narrative text in experimental class.

## H. Technique of Data Analysis

To analyze the data, the researcher used “t” test. “T” test is one of statistic examined the difference two variable. The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class.

In this research, the researcher used the technique of data analysis as follow:

### a. Normality Test

Normality test was one of the significant prerequisites that can be continued in investigating the information of the exploration. It was done to analyze if the dissemination of information gathered was typical or not. The researcher used the normality test by using Chi-Quadrate formula, as follow :

$$X^2 = \sum \frac{f_o - f_h}{f_h}$$

Where:

$X^2 = Chi-Quadrate$

$f_o$  = Frequency is gotten from the sample or observation (questioner)

$f_h$  = Frequency is gotten from the sample as image from frequency is hoped from population.<sup>49</sup>

### b. Homogeneity test

The homogeneity test used for determine whether some of the population variances are the same or not. On the off chance that both

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<sup>49</sup>AnasSudjiono, *PengantarStatistikPendidikan*(Jakarta: PT Raja GrafindoPersada, 2005), p.298.

classes are same, it is called homogeneous. To test homogeneity, this consider utilized the taking after equation:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}^{50}$$

## I. The Hypothesis Test

Experimental research is done through experimental class and control lesson. After test is prepared, two of classes are tested by utilizing method of information investigation. The method of the data analysis that utilized in this inquire about is free T-test formula:

$$Tt = \frac{\frac{X1 - X2}{\sqrt{(s1^2 + s2^2)}}}{n1 + n2}$$

Where:

- t : the value which the statistical significant
- X1 : the average score of the experimental class
- X2 : the average score of the control class
- s1<sup>2</sup> : deviation standard of the experimental class
- s2 : deviation standard of the control class
- n1 : number of experimental class
- n2 : number of control class.<sup>51</sup>

If T-test is higher than table, the researcher can conclude that H<sub>a</sub> accepted and H<sub>0</sub> rejected. It means that there is significant effect of short animated film on student's writing narrative text. If t-test is lower than table, the writer can conclude that H<sub>a</sub> will be rejected and H<sub>o</sub> will be accepted. It means that there is no significant effect of short animated film on writing narrative text at the ninth grade students' of MTs N 2 Mandailing Natal.

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<sup>50</sup>Mardalis, Metode Penelitian: Suatu Pendekatan Proposal

<sup>51</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p.275

## CHAPTER IV

### THE RESULT OF THE RESEARCH

This chapter presents the result of the research. To analyze the data, the researcher has collected data through pre-test and post-test in the both of classes, experimental class and control class. To find out the effect of short animated film on students' writing narrative text mastery, this research can be calculated the data by using quantitative analysis. Then, this research can be described the data as follow.

#### A. Description of Data

##### 1. The Pre-Test Score of Experimental and Control Class

In pre-test of experimental and control class, the researcher calculated the result which had been got from the students in answering writing test. The score of pre-test experimental and control class can be seen in table as follows:

**Table 6**  
**The Score of Experimental and Control Class in Pre-test**

<b>Data Description</b>	<b>Experimental Class</b>	<b>Control Class</b>
Lowest Score	27	27
High Score	72	69
Mean	51.74	51.25
Median	51.77	51
Modus	51.7	49.81
Std. Deviation	10.55	12.13

Based on table above, it can be concluded that data got from experimental class can be described as : the lowest score was 27, the highest score was 72, mean was 51.74, median from the score was 51.77,



modus from the score in experimental class was 51.7, then, standard deviation was 10.55.

Based on the table above, it can also be concluded that data got from control class can be described as : the lowest score was 27, the highest score was 69, mean score was 51.25, median from the score was 51 and modus from the score in control class was 49.81. Then, standard deviation was 12.13.

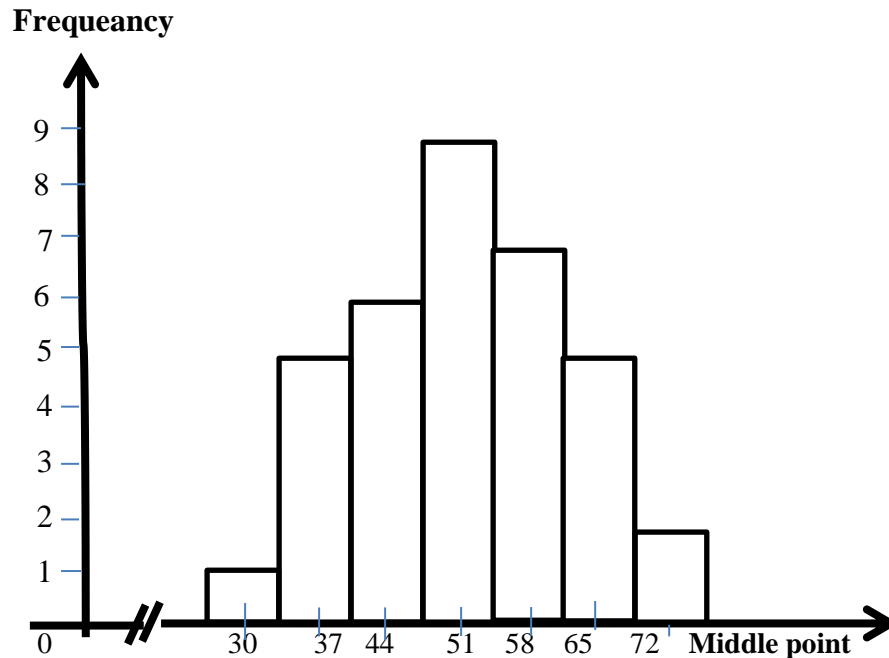
Then the calculation of the frequency distribution of the students' score of pre test data from experimental class as follow:

**Table 7**  
**Distribution Frequency of Pre-test Data From Experimental Class**

<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentages</b>
27 – 33	30	1	2.85%
34 – 40	37	5	14.28%
41 – 47	44	6	17.14%
48 – 54	51	9	25.71%
55 – 61	58	7	20%
62 – 68	65	5	14.28%
69 – 75	72	2	5.71%

From the table above, the students' score in experimental class between 27 – 33 was 1 students (2.85%), class interval between 34 – 40 was 5 students in the percentage (14.28%). Then, class interval between 41 – 47 was 6 students (17.14%), interval class between 48 – 54 consisted of 9 students in percentage (25.71%). Class interval between 55 – 61 was 7 students in percentage (20%). Class interval between 62 – 68 was 5

students in percentage (14.28%). Class interval between 69 - 75 was 2 students in percentage (5.71 %).



**Figure 2**  
**Data Description of Pre- Test from Experimental Class**

The figure 2 described the students score based on the interval class. The comparison between the highest score and the lowest score can be seen from the histogram of the students' score of experimental class in pre- test shown that the highest in middle point 72 was 2 students and the lowest score in middle point 30 was 1 students.

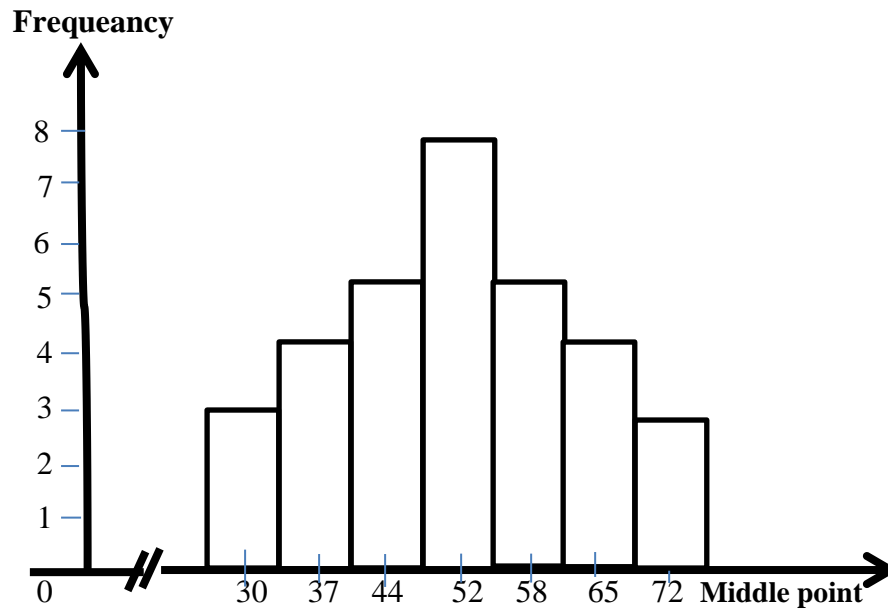
Then the calculation of the frequency distribution of the students' score of pre test data from control class as follow:

**Table 8**  
**Distribution Frequency of Pre-test Data From Control Class**

<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentages</b>
27 – 33	30	3	9.37%
34 – 40	37	4	12.5%
41 – 47	44	5	15.62%
48 – 54	52	8	25%
55 – 61	58	5	15.62%
62 – 68	65	4	12.%
69 – 75	72	3	9.37%

Besides, from the table of, the students' score in control class interval between 27 – 33 was 3 students (9.37%), interval class between 34 – 40 was 4 students in the percentage (12.5%). Then, class interval between 41- 47 was 5 students (15.62%). Class interval between 48 – 54 was 8 students in the percentage (25%). Class interval between 55 – 61 was 5 (15.62%). Class interval between 62 – 68 was 4 (12%). Class interval between 69 – 75 consisted 3 students in the percentage (9.37%).

In order to get description of the data clearly and completely, pre test value of control class if it is presented in the form of histogram can be seen at figure as follows:



**Figure 3**  
**Data Description of Pre- Test from Control Class**

The figure 3 described the students score based on the middle point. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in pre- test shown that the highest interval in middle point 72 was 3 students and the lowest score in middle point 30 was 3 students.

## **2. The Post Test Score of Exprimental and Control Class**

In post- test of exprimental and control class, the researcher calculated the result which had been got by the students in answering writing test. The data of post- test experimental and control class can be seen in table as follows:

**Table 9**  
**The Score of Experimental and Control Class in Post-Test**

<b>Data Description</b>	<b>Experimental Class</b>	<b>Control Class</b>
Lowest Score	50	47
High Score	94	83
Mean	72.08	66.95
Median	72.16	66.92
Modus	73	66.96
Std. Deviation	10.67	9.72

Based on table above, it can be concluded that the data got from experimental class can be described as; the lowest score was 50. the highest score was 94, mean was 72.08 median from the score was 72.16, modus from the score in experimental class was 73, then, standard derivation was 10.67.

Based on table above, it can be concluded that the data got from control class can be described as: the lowest score was 47, the highest score was 83, mean was 66.95 median from the score was 66.92 modus from the score in control class 66.96 then, standard deviation was 9.72

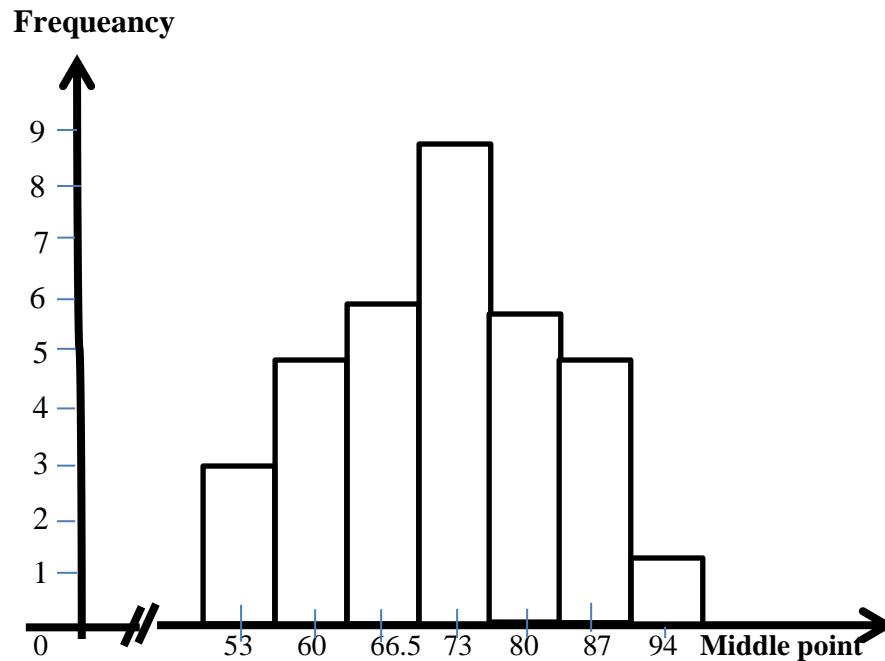
Then the calculation of the frequency distribution of the students' score of post test data from experimental class as follow:

**Table 10**  
**Data Distribution Frequency of Post-test from Experimental Class**

<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentages</b>
50 - 56	53	3	8.57%
57 - 63	60	5	14.28%
64 - 69	66.5	6	17.14%
70 - 76	73	9	25.71%
77 - 83	80	6	17.14%
84 - 90	87	5	14.28%
91 - 97	94	1	2.85%

From the table above, the students' score in experimental class between 50 – 56 was 3 students in percentage (8.57%), class interval between 57 – 63 was 5 students in percentage (14.28%), class interval between 64 – 69 was 6 students in percentage (17.14%), class interval between 70 – 76 was 9 students in percentage (25.71%), class interval between 77 – 83 was 6 students in percentage (17.14%), class interval between 84 – 90 was 5 students in percentage (14.28%), class interval between 91 – 97 was 1 students in percentage (2.85%),

In order to get description of the data clearly and completely, Post test value of experimental class if it is presented in the form of histogram can be seen at figure as follows :



**Figure 4**  
**Data Description of Post – Test from Experimental Class**

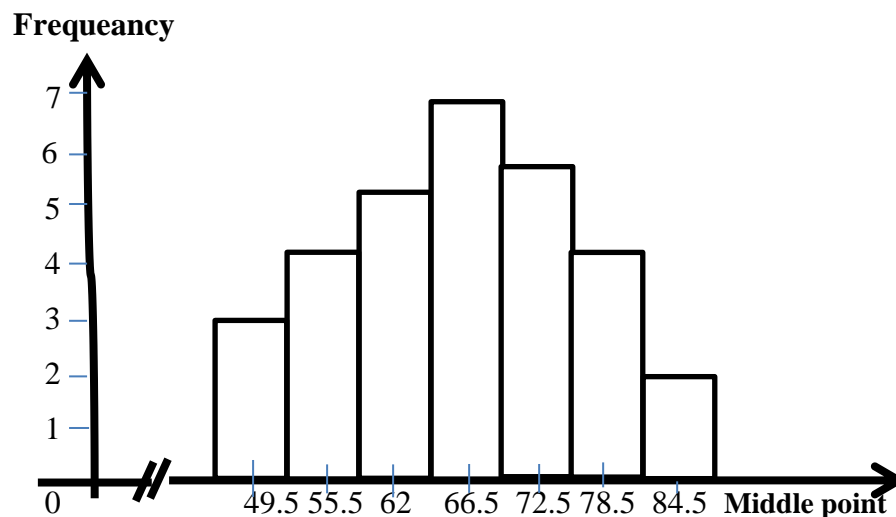
The figure 4 described the students score based on the interval classes. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of experimental class in post- test shown that the highest in middle point 94 was 1 students and the lowest score in middle point 53 was 3 students.

Then the calculation of the frequency distribution of the students' score of post test data from control class as follow:

**Table 11**  
**Distribution Frequency of Post-test Data from Control Class**

Interval	Mid-Point	Frequency	Percentages
47 – 52	49.5	3	9.37%
53 – 58	55.5	4	12.5%
59 – 63	62	5	15.62%
64 – 69	66.5	7	21.87%
70 – 75	72.5	6	18.75%
76 – 81	78.5	5	15.62%
82 – 87	84.5	2	6.25%

Besides, from the table of, the students' score in control class interval between 47 – 52 was 3 students (9.37%), interval class between 53 – 58 was 4 students in the percentage (12.5%), class interval between 59 – 63 was 5 students (15.62%). Class interval between 64 – 69 was 7 students in the percentage (21.58%). Class interval between 70 – 75 was 6 (18.75%). Class interval between 76 – 81 consisted 5 students in the percentage (15.62%). Class interval between 82 – 87 consisted 2 students in the percentage (6.25%).





The figure 5 described the students score based on the middle point. It can be seen the comparison between the highest score and the lowest score. From the histogram of the students' score of control class in post-test shown that the highest interval in middle point 84.5 was 2 students and the lowest score in middle point 49.5 was 3 students.

## B. Data Analysis

### 1. Normality and Homogeneity Test

a) Normality and Homogeneity of Pre Test in Experimental Class and Control Class

**Table 12.**  
**Normality of Pre Test in Experimental Class and Control Class**

Class	Normality test		Homogeneity test	
	$x_{count}$	$x_{table}$	$F_{count}$	$F_{table}$
Experimental Class	1.044	12.592	1.32 < 4.17	
Control class	3.65	12.592		

Based on the table above, this research can be calculated that the score of experimental was  $x_{count} = 1.044 < x_{table} = 12,592$  and control class was  $f_{count} = 3.65 < f_{table} = 12.592$ . So,  $H_a$  was accepted. It means that experimental and control class were distributed normal.

Then, the coefficient of  $f_{count} = 1.32$  was compared with  $f_{table} = 4.17$ . So, by using the list of critical value at F distribution got  $f_{0.05} = 4.17$ . It showed that  $f_{count} = 1.32 < f_{table} = 4.17$ . So, the result of this research can be concluded that the variant from the data of students' writing mastery at MTs N 2 Mandailing Natal by experimental and control class was homogeneous.

## 2. Normality and Homogeneity Test

b) Normality and Homogeneity of Post Test in Experimental Class and Control Class

**Table 13**  
**Normality of Post Test in Experimental Class and Control Class**

Class	Normality test		Homogeneity test	
	$x_{count}$	$x_{table}$	$F_{count}$	$f_{table}$
Experimental class	2.93	12.592	1.205 < 4.17	
Control class	2.23	11.070		

Based on the table above, the researcher can calculate that the score of experimental was  $x_{count} = 2.93 > t_{table} = 12.592$ , then control class was  $x_{count} = 2.23 < t_{table} = 11.070$ . So,  $H_a$  was accepted. It means that experimental and control class were distributed normal. Then, the coefficient of  $f_{count} = 1.205$  was compared with  $f_{table} = 4.17$ . So, by using the list of critical value at F distribution got  $f_{0.05} = 4.17$ . It showed that  $f_{count} = 1.205 < f_{table} = 4.17$ . So, the researcher concluded that the variant from the data of writing mastery at MTs N 2 Mandailing Natal by experimental and control class was homogeneous.

## C . Testing of Hypothesis

### 1. Hypothesis Test

After calculating the data of post test, researcher found that post test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Alternative Hypothesis ( $H_a$ ) of the

research was “There was the significant effect of using short animated film on writing narrative text at the ninth grade students of MTs N 2 Mandailing Natal”.

The hypothesis test has two criteria. They are if  $t_{count} < t_{table}$ ,  $H_0$  was accepted and if  $t_{count} > t_{table}$   $H_a$  was accepted. Based on the result of this research calculation in pre-test, the researcher found that  $t_{count}$  0.25 while  $t_{table}$  2.00 with opportunity  $(1-\alpha) = 1-5\% = 4\%$  and  $dk = n_1 + n_2 - 2 = 35+32-2 = 65$ . Cause  $t_{count} > t_{table}$  (0.25>2.00). it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, in pre-test, the two classes were same. There is no difference in both of classes. But, in post- test, the researcher found that  $t_{count}$  2.89 while  $t_{table}$  2.00 with opportunity  $(1-\alpha) = 1-5\% = 4\%$  and  $dk = n_1 + n_2 - 2 = 35+32-2= 65$  Cause  $t_{count} > t_{table}$  (2.89>2.00), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there was significant effect of using short animated film on writing narrative text at the ninth grade students of MTs N 2 Madina. In this case, the mean score of experimental class by using short animated film was 72.08 and the meanscore of control class by using conventional technique was 66.95. The gain score can be seen in the table below:

**Table 14**  
**Result of T-Test from Both Averages**

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	51.74	72.08	20.34	4.64
Control	51.25	66.95	15.7	

#### **D. Discussion of The Result**

The researcher discussed the result of this research. Based on the result of data analysis, the researcher got that the mean score of experimental class in pre-test was 51.74 and in post-test was 72.08 the the mean score of control class in pre-test was 51.25 and then in post-test 66.95 So, it can be concluded that the mean score of experimental class was higher than control class. So, short animated film had effect on writing mastery.

The researcher also provided the similar cases with this research. The first researcher is Nuryanto. The result of this research is there is an effect of action movie trailer in teaching narrative text at MAN 1 Pontianak. After calculating the data the researcher had found that the  $t_{\text{count}} = 4.55$  and  $t_{\text{table}} = 1.996$ . It means that  $H_a$  was accepted.<sup>52</sup> The similarity of Nuriyanto's research and this research is there is an effect of movie on writing narrative but the difference is kind of media which is related to short animated film.

The second researcher is Nasruddin. The result of this research is there is an effect of animated short film in teaching writing narrative text at SMK Muhammadiyah. After calculating the data this research had found that the  $t_{\text{count}} = 27.08$  and  $t_{\text{table}} = 2.03$ . It means that  $H_a$  was

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<sup>52</sup>Muhammad Arif Nuriyanto, "The Use of Action Movie Trailer in Teaching Narrative Text Writing at MAN 1 Pontianak", no 3 (2017), p.vii

accepted.<sup>53</sup> The similarity of Nasruddin's research and this research is there is an effect of animated short film on writing narrative text but the difference is kind of media which is related to short animated film.

The third researcher is Tantiya. The result of this research is there is an effect of movie in teaching writing recount text at the ninth grade of SMA N 6 Semarang. After calculating the data the researcher had found that the  $t_{\text{count}} = 1.07$  and  $t_{\text{table}} = 1.72$ . It means that  $H_a$  was accepted.<sup>54</sup> The similarity of Tantiya's research and this research is which is an effect of movie on writing but the difference kind of media there is related to short animated film.

#### **E. The Threats of the Research**

There were some aspects that could threat for this research as follow:

1. The researcher was not sure whether all of students in the experimental class and control class did the test honestly. There was a possibility that some of them answered the test by copying or imitating their friends' answer.
2. The students did not understand about the organization of the generic structure. So, it made students did not write sequentially.
3. The students also think that the score did not influence their score in the school. So, they talked each other and sometimes asked for permission.

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<sup>53</sup>Nasruddin, "Using Animated Short Film in Teaching Writing on Narrative Text at The Ninth Grade Students' in SMK Muhammadiyah 2 Bontoala Makassar", no 2 (2019), p.vii

<sup>54</sup>Helmia Tasti Adri dkk., "Using Animated Video Based on Scientific Approach To Improve Students Higher Order Thinking Skill," *Indonesian Journal of Social Research (IJSR)* 2, no. 1 (2020): 9–17, <https://doi.org/10.30997/ijsr.v2i1.23>.

4. Some of them were not interested in learning English and give the impact to their answer.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research

are:

1. Before using short animated film, students' writing narrative text mastery was poor. The mean score of pre-test for the experimental class was 51.74 and the mean score of pre-test for control class was 51.25
2. After using short animated film, the mean score of experimental class was higher than before using short animated film. The students' writing narrative text mastery is good. The mean score of post-test for the experimental class was 72.08 and the mean score for control class taught by conventional technique was 66.95.
3. This research had found the research result of t-test where  $t_0$  was higher than  $t_t$  was 0.25 and  $t_t$  was 2.89 ( $2.89 > 2.00$ ). It meant that  $H_a$  was accepted, so there was significant effect of using short animated film on writing narrative text at the ninth grade students' of MTs N 2 Mandailing Natal.

## **B. Suggestion**

After finishing this research, the researcher got many information in English teaching and learning process. Therefore, the researcher show some things that need to be proven. The researcher give some suggestion, as follow:

- 1) From the result of this research it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximazing the using of short animated film in teaching writing, because this method can achieve the students ability in writing.
- 2) From the result of this research, it is also as the information to the English teacher to use short animated film as a new reference in teaching writing to make the learning process more active and fun.
- 3) The researcher suggests to another researchers to use this method insolving another problem and find another factors that faced by students in leaning English.



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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Control Group

Satuan Pendidikan : MTs N 2 Mandailing Natal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX / Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 Pertemuan x 2 JP (90 menit)

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,

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 (factual, konseptual dan procedural) 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 Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legend story, pendek dan sederhana sesuai dengan konteks penggunaannya	3.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan berbentuk legend story pendek dan sederhana. 3.7.2 membandingkan dua teks naratif lisan pendek dan sederhana berbentuk legend story terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan	4.7.1 Menyimpulkan informasi rinci dari teks naratif lisan legend story

teks naratif, lisan dan tulis, pendek dan sederhana, terkait legend story.	4.7.2 Menampilkan (to perform ) informasi rinci teks naratif lisan legend story
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### C. Tujuan Pembelajaran

1. Menunjukkan perilaku disiplin, jujur bekerjasama dan bertanggung jawab dalam melaksanakan komunikasi terkait teks naratif tentang legend story.
2. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks naratif
3. Siswa mampu membuat naratif tulis sederhana tentang legend story, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan media short animated film.

### D. Materi Pembelajaran

**Narrative** adalah jenis teks adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

**Social function** : to amuse, to entertain the reader and vicarious experience in different ways.

#### 1. Generic structure

- a. Orientation : introduce participant and setting of the story
- b. Complication : a crisis arises
- c. Resolution : the crisis is resolved for better or for worse
- d. Coda : evaluation the conflict of the story

#### 2. Ciri – ciri Narrative Teks

- a. Berfokus pada satu tokoh atau pelaku dan biasanya individual sehingga biasanya menggunakan kata ganti seperti I, we, she, and he.
- b. Menggunakan kata sambung (conjunction) agar terlihat urut.
- c. Sering menggunakan adverb of time atau keteranganwaktu memberi tahu kita kapan sesuatu terjadi biasanya diletakkan di akhir kalimat.
- d. Menggunakan action verb .
- e. Sering menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.

**E. Metode Pembelajaran** : Diskusi, tanya jawab, pemberian tugas, dan role playing.

### F. Alat dan sumber belajar :

1. Papan tulis, spidol.
2. Sumber : Buku bahasa Inggris, Internet

### G. Langkah-langkah Pembelajaran

Kegiatan Guru	Kegiatan Siswa
A. Pre-Teaching	
1. Guru membuka kelas dengan salam dan mempersiapkan siswa untuk berdoa sebelum belajar.	1. Siswa mendengarkan guru. 2. Siswa menjawab salam dari guru dan berdoa sebelum belajar
2. Guru memeriksa daftar hadir siswa	1. Siswa mendengarkan guru. 2. Siswa menyatakan kehadiran dengan mengatakan hadir.
3. Guru bertanya kepada siswa tentang materi terahir dan menghubungkannya dengan materi baru.	1. Siswa menjawab pertanyaan guru dan materi terakhir.

4. Guru menjelaskan materi baru.	1. Siswa mendengarkan guru dengan seksama. 2. Siswa menambahkan beberapa catatan dari guru.
<b>B. While – Teaching</b>	
1. Guru menyiapkan bahan ajar tentang narrative text.	1. Siswa mempersiapkan diri untuk belajar.
2. Guru menjelaskan tentang teks naratif. Guru membahas kosa kata dan tata bahasa yang berkaitan dengan narrative text.	1. Siswa mendengarkan penjelasan guru tentang naratif teks dan juga kosa kata dan tata bahasa yang berkaitan dengan naratif teks.
3. Guru memberikan contoh tentang narrative text kepada siswa.	1. Siswa memperhatikan contoh narrative text yang diberikan guru.
4. Guru melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran	1. Siswa bertanya kepada guru tentang pelajaran narrative text.
5. Guru menyuruh siswa menulis teks naratif sederhana	1. Siswa menulis teks naratif sederhana
<b>C. Post – Teaching</b>	
1. Guru bertanya kepada siswa tentang pemahaman mereka tentang materi	1. Siswa menjawab pertanyaan guru dan siswa menyampaikan apa yang tidak mereka pahami tentang materi narrative text.
2. Guru merangkul pelajaran sendiri atau bersama-sama dengan siswa.	1. Siswa mendengarkan guru. 2. Siswa membuat ringkasan sementara guru menyimpulkan.
3. Guru menutup kegiatan belajar mengajar.	1. Siswa memberikan salam kepada guru.

#### H. Penilaian

1. Teknik : Tes tertulis (essay)
2. Bentuk : Menyusun narrative text
3. Instrument : Write down the narrative text about sangkuriang!

#### I. Pedoman Penilaian

Rubrik Penilaian

Indicator	Aspect	Score	Criteria
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Generic structure	Orientation	4	The orientation is very complete and clear
		3	The orientation are complete and clear
		2	The spelling and punctuation are not complete
		1	The orientaion, spelling, punctuation are not complete and clear
	Complication	4	The complication is very complete and clear
		3	The complication are complete and clear
		2	The spelling and punctuation are not complete
		1	The complication, spelling, punctuation are not complete and clear
	Resolution	4	The resolution are very complete, arranged and relate to the complication
		3	The resolution are quite complete and arranged
		2	The resolution are not complete but quite arranged
		1	The resolution are not complete and are not arranged
	Coda	4	The coda are complete, clear and relate to the topic
		3	The coda are enough and clear
		2	The coda are not complete



		1	The coda are not complete and not clear
Language feature	Use past tense	4	the grammars are true and correct
		3	less but does not affect the meaning
		2	inappropriate and affect the meaning
		1	the grammars are difficult complete
	Using time conjunction	4	Approriate and complete
		3	Quite right and quite complete
		2	Approriate not complete
		1	Not approriate and not complete
	Using adverb of time	4	Approriate and complete
		3	Quite right and quite complete
		2	Approriate not complete
		1	Not approriate and not complete
	Using action verb	4	Approriate and complete
		3	Quite right and quite complete
		2	Approriate not complete
		1	Not approriate and not complete
	Using nouns/pronouns/animals	4	Approriate and complete
		3	Quite right and quite complete
		2	Approriate not complete
1		Not approriate and not complete	

Note :

1. 80 – 100 : Very good
2. 70 – 79 : Good
3. 60 – 69 : Enough
4. 50 – 59 : Bad
5. 0 – 49 : Fail

Skor Penilaian :  $\frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100$ .

Validator

Elisa Erawati Lubis

Researcher

Rizky Fadliah  
Nim: 1820300103

## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Control Group

Satuan Pendidikan : MTs N 2 Mandailing Natal  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : IX / Ganjil  
Materi Pokok : Narrative Text  
Alokasi Waktu : 2 Pertemuan x 2 JP (90 menit)

#### A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, 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 (factual, konseptual dan procedural) 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 Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legend story, pendek dan sederhana sesuai dengan konteks penggunaannya	3.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan berbentuk legend story pendek dan sederhana. 3.7.2 membandingkan dua teks naratif lisan pendek dan sederhana berbentuk legend story terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, pendek dan sederhana, terkait	4.7.1 Menyimpulkan informasi rinci dari teks naratif lisan legenda 4.7.2 Menampilkan (to perform) informasi rinci teks naratif lisan legenda

legend story.	
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### C. Tujuan Pembelajaran

4. Menunjukkan perilaku disiplin, jujur bekerjasama dan bertanggung jawab dalam melaksanakan komunikasi terkait teks naratif tentang fable story.
5. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks naratif
6. Siswa mampu membuat naratif tulis sederhana tentang fable story, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan.

### D. Materi Pembelajaran

**Narrative** adalah jenis teks adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

**Social function** : to amuse, to entertain the reader and vicarious experience in different ways.

1. Generic structure
  - e. Orientation : introduce participant and setting of the story
  - f. Complication : a crisis arises
  - g. Resolution : the crisis is resolved for better or for worse
  - h. Coda : evaluation the conflict of the story
2. Ciri – ciri Narrative Teks
  - f. Berfokus pada satu tokoh atau pelaku dan biasanya individual sehingga biasanya menggunakan kata ganti seperti I, we, she, and he.
  - g. Sering menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.
  - h. Terkadang menggunakan dialog untuk mengajak pembaca berimajinasi sehingga ceritanya nampak lebih jelas dan nyata.
  - i. Menggunakan kata sambung (conjunction) agar terlihat urut.

**E. Metode Pembelajaran** : Lecturing method (conventional strategy)

**F. Alat dan sumber belajar** :

3. Alat : Papan tulis, spidol
4. Sumber : Buku bahasa Inggris, Internet

### G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi kegiatan	Alokasi Waktu
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru memulai kegiatan dengan salam</li><li>2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai</li><li>3. Guru menanyakan kabar siswa sekaligus mengabsen siswa</li><li>4. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan</li></ol>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<b>Mengamati</b> <ol style="list-style-type: none"><li>1. Guru memberikan contoh mengenai pengucapan kata dan kalimat yang ada dalam narrative text tentang legend</li></ol>	<b>30</b>

	<p>story</p> <p>2. Guru menyiapkan point-point penting tentang narrative text.</p> <p><b>Menanya</b></p> <p>1. Guru memberikan test pada murid untu melihat kemampuan siswa dalam membuat narrative text.</p> <p>2. Siswa mempertanyakan gagasan poko, informasi rinci dari narrative text tentang legend story.</p> <p><b>Mengkomunikasi</b></p> <p>1. Guru menyampaikan materi dan kemudian guru memberikan kesempatan kepada siswa untuk menghubungkan materi tersebut.</p> <p>2. Guru mengamati dan menilai hasil kerja siswa.</p> <p>3. Guru dan murid bertanya jawab tentang materi yang sudah disampaikan.</p>	
<b>Penutup</b>	<p>1. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang telah dipelajari.</p> <p>2. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.</p> <p>3. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan salam.</p>	<b>10 Menit</b>

#### H. Penilaian

- |               |  |
|---------------|--|
| 4. Teknik     | : Tes tertulis (essay)                             |
| 5. Bentuk     | : Menyusun narrative text                          |
| 6. Instrument | : Write down the narrative text about Sangkuriang! |

Teacher

Elisa Erawati Lubis, S.Pd.

NIP :



## **Appendix 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

#### **Experimental Group**

Satuan Pendidikan : MTs N 2 Mandailing Natal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX / Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 Pertemuan x 2 JP (90 menit)

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,

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 (factual, konseptual dan procedural) 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 Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legend story, pendek dan sederhana sesuai dengan konteks penggunaannya	3.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan berbentuk legend story pendek dan sederhana. 3.7.2 membandingkan dua teks naratif lisan pendek dan sederhana berbentuk legend story terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, pendek dan sederhana, terkait legend story.	4.7.1 Menyimpulkan informasi rinci dari teks naratif lisan legend story 4.7.2 Menampilkan (to perform ) informasi rinci teks naratif lisan legend story

### **C. Tujuan Pembelajaran**

7. Menunjukkan perilaku disiplin, jujur bekerjasama dan bertanggung jawab dalam melaksanakan komunikasi terkait teks naratif tentang legend story.
8. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks naratif



9. Siswa mampu membuat naratif tulis sederhana tentang legend story, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan media short animated film.

#### **D. Materi Pembelajaran**

**Narrative** adalah jenis teks adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

**Social function** : to amuse, to entertain the reader and vicarious experience in different ways.

##### 1. Generic structure

- i. Orientation : introduce participant and setting of the story
- j. Complication : a crisis arises
- k. Resolution : the crisis is resolved for better or for worse
- l. Coda : evaluation the conflict of the story

##### 2. Ciri – ciri Narrative Teks

- j. Berfokus pada satu tokoh atau pelaku dan biasanya individual sehingga biasanya menggunakan kata ganti seperti I, we, she, and he.
- k. Menggunakan kata sambung (conjunction) agar terlihat urut.
- l. Sering menggunakan adverb of time atau keterangan waktu memberi tahu kita kapan sesuatu terjadi biasanya diletakkan di akhir kalimat.
- m. Menggunakan action verb .
- n. Sering menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.

**E. Metode Pembelajaran** : Diskusi, tanya jawab, pemberian tugas, dan role playing.

**F. Alat dan sumber belajar** :

5. Papan tulis, spidol, laptop, in focus.

6. Sumber : Buku bahasa Inggris, Internet

### G. Langkah-langkah Pembelajaran

Kegiatan Guru	Procedures	Kegiatan Siswa
<b>A. Pre-Teaching</b>		
1. Guru membuka kelas dengan salam dan mempersiapkan siswa untuk berdoa sebelum belajar.		1. Siswa mendengarkan guru. 2. Siswa menjawab salam dari guru dan berdoa sebelum belajar
2. Guru memeriksa daftar hadir siswa.		1. Siswa mendengarkan guru. 2. Siswa menyatakan kehadiran dengan mengatakan hadir.
3. Guru bertanya kepada siswa tentang materi terahir dan menghubungkannya dengan materi baru.		1. Siswa menjawab pertanyaan guru dan materi terakhir.
4. Guru menjelaskan materi baru.		1. Siswa mendengarkan guru dengan seksama. 2. Siswa menambahkan beberapa catatan dari guru.
<b>B. While - Teaching</b>		
1. Guru memberikan siswa sebagian atau seluruh bagian dari film animasi pendek untuk di tonton.	1. Menonton film animasi pendek	1. Siswa memperhatikan guru. 2. Siswa menonton seluruh bagian film animasi pendek.
2. Guru menjelaskan tentang film animasi pendek.	2. Guru menjelaskan tentang film animasi pendek	1. Siswa mendengarkan guru. 2. Siswa fokus pada setting karakter dan plot cerita.

3. Guru memutar film animasi pendek.	3. Murid memperhatikan	1. Siswa memperhatikan. 2. Siswa menonton film animasi pendek
4. Guru menyuruh berdiskusi film animasi pendek yang berkaitan dengan materi	4. Diskusi tentang film animasi pendek	1. Para siswa diskusi tentang film animasi yang berhubungan dengan materi
5. Guru menyuruh murid mempresentasikan materi yang mereka pahami dari film animasi pendek.	5. Mempresentasikan pemahaman mereka tentang film animasi pendek	1. Siswa membuat kesimpulan dari video 2. Siswa mempresentasikan pemahaman mereka tentang film animasi pendek
<b>C. Post – Teaching</b>		
1. Guru bertanya kepada siswa tentang pemahaman mereka tentang materi		1. Siswa menjawab pertanyaan guru dan siswa menyampaikan apa yang tidak mereka pahami tentang materi narrative text.
2. Guru merangkum pelajaran sendiri atau bersama-sama dengan siswa.		1. Siswa mendengarkan guru. 2. Siswa membuat ringkasan sementara guru menyimpulkan.
3. Guru menutup kegiatan belajar mengajar.		1. Siswa memberikan salam kepada guru.

## H. Penilaian

7. Teknik : Tes tertulis (essay)
8. Bentuk : Menyusun narrative text
9. Instrument : Write down the narrative text about sangkuriang!

## I. Indikator Penilaian

Indicator	Aspect	Score	Criteria
Generic structure	Orientation	4	The orientation is very complete and clear
		3	The orientation are complete and clear
		2	The spelling and punctuation are not complete
		1	The orientaion, spelling, punctuation are not complete and clear
	Complication	4	The complication is very complete and clear
		3	The complication are complete and clear
		2	The spelling and punctuation are not complete
		1	The complication, spelling, punctuation are not complete and clear
	Resolution	4	The resolution are very complete, arranged and relate to the complication
		3	The resolution are quite complete and arranged
		2	The resolution are not complete but quite arranged
		1	The resolution are not complete and are not arranged
	Coda	4	The coda are complete, clear and relate to the topic

		3	The coda are enough and clear
		2	The coda are not complete
		1	The coda are not complete and not clear
Language feature	Use past tense	4	the grammars are true and correct
		3	less but does not affect the meaning
		2	inappropriate and affect the meaning
		1	the grammars are difficult complete
	Using time conjunction	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using adverb of time	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using action verb	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete
		1	Not appropriate and not complete
	Using nouns/pronouns	4	Appropriate and complete
		3	Quite right and quite complete
		2	Appropriate not complete

		1	Not appropriate and not complete

Note :

1. 80 – 100 : Very good
2. 70 – 79 : Good
3. 60 – 69 : Enough
4. 50 – 59 : Bad
5. 0 – 49 : Fail

$$\text{Skor Penilaian} : \frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100.$$

Guru Pamong

Researcher

**Elisa Erawati Lubis, S.Pd**

**NIP. 19711003 200701 2020**

**Rizky Fadiah**

**Nim. 1820 3001 03**

## **Appendix 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

#### **Experimental Group**

Satuan Pendidikan : MTs N 2 Mandailing Natal

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX / Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 2 Pertemuan x 2 JP (90 menit)

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab,

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 (factual, konseptual dan procedural) 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 Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulisan dengan memberi dan meminta informasi terkait legend story, pendek dan sederhana sesuai dengan konteks penggunaannya	3.7.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan berbentuk legend story pendek dan sederhana. 3.7.2 membandingkan dua teks naratif lisan pendek dan sederhana berbentuk legend story terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, pendek dan sederhana, terkait legend story.	4.7.1 Menyimpulkan informasi rinci dari teks naratif lisan legend story 4.7.2 Menampilkan (to perform ) informasi rinci teks naratif lisan legend story

## **C. Tujuan Pembelajaran**

10. Menunjukkan perilaku disiplin, jujur bekerjasama dan bertanggung jawab dalam melaksanakan komunikasi terkait teks naratif tentang legend story.
11. Siswa mampu mengidentifikasi tujuan, struktur, unsur kebahasaan dari teks naratif



12. Siswa mampu membuat naratif tulis sederhana tentang legend story, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan dengan menggunakan media short animated film.

#### **D. Materi Pembelajaran**

**Narrative** adalah jenis teks adalah jenis teks yang menceritakan kisah yang berisikan imajinasi atau khayalan.

**Social function** : to amuse, to entertain the reader and vicarious experience in different ways.

##### 1. Generic structure

- m. Orientation : introduce participant and setting of the story
- n. Complication : a crisis arises
- o. Resolution : the crisis is resolved for better or for worse
- p. Coda : evaluation the conflict of the story

##### 2. Ciri – ciri Narrative Teks

- o. Berfokus pada satu tokoh atau pelaku dan biasanya individual sehingga biasanya menggunakan kata ganti seperti I, we, she, and he.
- p. Menggunakan kata sambung (conjunction) agar terlihat urut.
- q. Sering menggunakan adverb of time atau keterangan waktu memberi tahu kita kapan sesuatu terjadi biasanya diletakkan di akhir kalimat.
- r. Menggunakan action verb .
- s. Sering menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.

**E. Metode Pembelajaran** : Diskusi, tanya jawab, pemberian tugas, dan role playing.

**F. Alat dan sumber belajar** :

7. Papan tulis, spidol, laptop, in focus.

8. Sumber : Buku bahasa Inggris, Internet

### G. Langkah-langkah Pembelajaran

Kegiatan Guru	Procedures	Kegiatan Siswa
<b>A. Pre-Teaching</b>		
1. Guru membuka kelas dengan salam dan mempersiapkan siswa untuk berdoa sebelum belajar.		1. Siswa mendengarkan guru. 2. Siswa menjawab salam dari guru dan berdoa sebelum belajar
2. Guru memeriksa daftar hadir siswa.		1. Siswa mendengarkan guru. 2. Siswa menyatakan kehadiran dengan mengatakan hadir.
3. Guru bertanya kepada siswa tentang materi terahir dan menghubungkannya dengan materi baru.		1. Siswa menjawab pertanyaan guru dan materi terakhir.
4. Guru menjelaskan materi baru.		1. Siswa mendengarkan guru dengan seksama. 2. Siswa menambahkan beberapa catatan dari guru.
<b>B. While - Teaching</b>		
1. Guru memberikan siswa sebagian atau seluruh bagian dari film animasi pendek untuk di tonton.	1. Menonton film animasi pendek	1. Siswa memperhatikan guru. 2. Siswa menonton seluruh bagian film animasi pendek.
2. Guru menjelaskan tentang film animasi pendek.	2. Guru menjelaskan tentang film animasi pendek	1. Siswa mendengarkan guru. 2. Siswa fokus pada setting karakter dan plot cerita.

3. Guru memutar film animasi pendek.	3. Murid memperhatikan	1. Siswa memperhatikan. 2. Siswa menonton film animasi pendek
4. Guru menyuruh berdiskusi film animasi pendek yang berkaitan dengan materi	4. Diskusi tentang film animasi pendek	1. Para siswa diskusi tentang film animasi yang berhubungan dengan materi
5. Guru menyuruh murid mempresentasikan materi yang mereka pahami dari film animasi pendek.	5. Mempresentasikan pemahaman mereka tentang film animasi pendek	1. Siswa membuat kesimpulan dari video 2. Siswa mempresentasikan pemahaman mereka tentang film animasi pendek
<b>C. Post – Teaching</b>		
1. Guru bertanya kepada siswa tentang pemahaman mereka tentang materi		1. Siswa menjawab pertanyaan guru dan siswa menyampaikan apa yang tidak mereka pahami tentang materi narrative text.
2. Guru merangkum pelajaran sendiri atau bersama-sama dengan siswa.		1. Siswa mendengarkan guru. 2. Siswa membuat ringkasan sementara guru menyimpulkan.
3. Guru menutup kegiatan belajar mengajar.		1. Siswa memberikan salam kepada guru.

## H. Penilaian

10. Teknik : Tes tertulis (essay)
11. Bentuk : Menyusun narrative text
12. Instrument : Write down the narrative text about sangkuriang!

## I. Indikator Penilaian

<b>Indicator</b>	<b>Aspect</b>	<b>Score</b>	<b>Criteria</b>
Generic structure	Orientation	4	The orientation is very complete and clear
		3	The orientation are complete and clear
		2	The spelling and punctuation are not complete
		1	The orientaion, spelling, punctuation are not complete and clear
	Complication	4	The complication is very complete and clear
		3	The complication are complete and clear
		2	The spelling and punctuation are not complete
		1	The complication, spelling, punctuation are not complete and clear
	Resolution	4	The resolution are very complete, arranged and relate to the complication
		3	The resolution are quite complete and arranged
		2	The resolution are not complete but quite arranged
		1	The resolution are not complete and are not arranged
	Coda	4	The coda are complete, clear and relate to the topic
		3	The coda are enough and clear

		2	The coda are not complete	
		1	The coda are not complete and not clear	
Language feature	Use past tense	4	the grammars are true and correct	
		3	less but does not affect the meaning	
		2	inappropriate and affect the meaning	
		1	the grammars are difficult complete	
	Using time conjunction	4	Approriate and complete	
		3	Quite right and quite complete	
		2	Approriate not complete	
		1	Not approriate and not complete	
	Using adverb of time	4	Approriate and complete	
		3	Quite right and quite complete	
		2	Approriate not complete	
		1	Not approriate and not complete	
	Using action verb	4	Approriate and complete	
		3	Quite right and quite complete	
		2	Approriate not complete	
		1	Not approriate and not complete	
		Using nouns/pronouns	4	Approriate and complete
			3	Quite right and quite complete
			2	Approriate not complete

		1	Not appropriate and not complete
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Note :

1. 80 – 100 : Very good

2. 70 – 79 : Good

3. 60 – 69 : Enough

4. 50 – 59 : Bad

5. 0 – 49 : Fail

Skor Penilaian :  $\frac{\text{Skor yang diperoleh}}{\text{Skor maksimal}} \times 100$ .

Guru Pamong

Researcher

**Elisa Erawati Lubis, S.Pd**

**NIP. 19711003 200701 2020**

**Rizky Fadliah**

**Nim. 1820 3001 03**

## Appendix 3

### Instrument for Pre-Test

#### 1. Introduction

The purpose of this test to know students' ability in writing narrative text.

The time for doing the test is 30 minutes.

#### 2. Criteria

- a. Write down a narrative text that consist of orientation, complication, resolution and re-orientation/coda!
- b. If there are unclear instructions, the students can ask to the researcher.

#### 3. Question

Write down a narrative text about "Sangkuriang" !

#### 1. Introduction

Tujuan tes ini untuk mengetahui kemampuan siswa dalam menulis naratif teks.

Waktu pengerjaan tess adalah 30 menit.

#### 2. Kriteria

- a. Tulislah sebuah teks naratif yang terdiri dari orientation, complication, resolution and re-orientation/coda!
- b. Jika ada petunjuk yang kurang jelas, siswa dapat bertanya kepada peneliti.

#### 3. Pertanyaan

Tulislah teks naratif tentang "Sangkuriang" !

Validator

Researcher

Elisa Erawati Lubis, S.Pd.  
NIP.

Rizky Fadliah  
NIM. 1820200103

## Appendix 4

### Instrument for Post-Test

#### 1. Introduction

The purpose of this test to know students' ability in writing narrative text. The time for doing the test is 30 minutes.

#### 2. Criteria

Write down the narrative text that consist of orientation, complication, resolution and re-orientation/coda!

If there are unclear instruction, the students can ask to the researcher.

#### 3. Question

Write down the narrative text about story from short animated film you have wacth!

#### 1. Introduction

Tujuan tes ini untuk mengetahui kemampuan siswa dalam menulis naratif teks.

Waktu pengerjaan tess adalah 30 menit.

#### 2. Kriteria

Tulislah sebuah teks naratif yang terdiri dari orientation, complication, resolution and re-orientation/coda!

Jika ada petunjuk yang kurang jelas, siswa dapat bertanya kepada peneliti.

#### 3. Pertanyaan

Tulislah sebuah teks naratif tentang cerita yang sudah kamu tonton dari vidio/film animasi pendek!

Validator

Researcher

Elisa Erawati Lubis, S.Pd.

Rizky Fadliah

NIP.

NIM. 1820200103



## Appendix 7

### RESULT OF NORMALITY TEST IN PRE-TEST

#### A. Result of Normality Test of Experimental Class (IX-C)

1. The score of IX-c Class in pre-test from low score to high score:

27	36	36	36	38	38	41
41	44	44	44	47	50	50
50	50	52	52	52	52	52
55	55	55	55	58	58	61
63	63	63	66	66	69	72

2. High = 72

Low = 27

Range (R) = high score – low score

= 72 - 27

= 45

3. Total of classes (K) =  $1 + 3.3 \log(n)$

=  $1 + 3.3 \log(35)$

=  $1 + 3.3 (1.54)$

=  $1 + 5.08$

= 6.08

= 7

4. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{45}{7} = 6.42 (7)$

Interval Class			F	Fcum	X	Fx	x	$f(x - \bar{x})^2$
27	-	33	1	1	30	30	51.74	472.6276
34	-	40	5	6	37	185		1.086.338
41	-	47	6	12	44	264		359.4456
48	-	54	9	21	51	459		4.9284
55	-	61	7	28	58	404		274.3132
62	-	68	5	33	65	325		879.138
69		75	2	35	72	144		820.9354
<b>Total</b>			<b>35</b>		<b>357</b>	<b>1.811</b>		<b>3.897.7262</b>

5. Mean

$$\begin{aligned}
 \bar{x} &= \frac{\sum fx}{\sum f} \\
 &= \frac{1.811}{35} \\
 &= 51.74
 \end{aligned}$$

6. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - fcum}{f} \right) \\
 &= 47.5 + 7 \left( \frac{17,5 - 12}{9} \right) \\
 &= 47.5 + 7(0.61) = 47.5 + 4.27 \\
 &= 51.77
 \end{aligned}$$

7. Modus

$$\begin{aligned}
 M_o &= Bb + i \left( \frac{d_1}{d_1 + d_2} \right) \\
 &= 47.5 + 7 \left( \frac{3}{3 + 2} \right) = 47.5 + 7(0.6) \\
 &= 47.5 + 4.2
 \end{aligned}$$

$$= 51.7$$

### 8. Standar Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3.897.7262}{35}} = \sqrt{111.36360} = 10.55$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-	Limit of large of area	Large of area	<i>Fh</i>	<i>Fo</i>	$\left(\frac{(fo - fh)^2}{fh}\right)$
27 - 33	26.5	-2.39	0.4916			1	0.024431
	33.5	-1.72	0.4573	0.0343	1.169		
34 - 40	40.5	-1.06	0.3554	0.1019	3.5665	5	0.576173
41 - 47	47.5	-0.40	0.1554	0.2	7	6	0.142857
48 - 54	54.5	0.26	0.1026	0.258	9.03	9	0.000099
55 - 61	61.5	0.92	0.3212	0.2186	7.651	7	0.055391
62 - 68	68.5	1.58	0.4429	0.1217	4.2595	5	0.128733
69 - 75	75.5	2.25	0.4878	0.0449	1.5715	2	0.116838
							<b>1.044522</b>

### 9. Derajat kebebasan (Dk)

Dk = Banyak kelas - 1

$$= 7 - 1$$

$$= 6$$

10. Taraf signifikansi  $\alpha = 0.05$

$$X_{2 \text{ tabel}} = 12.592$$

$$X_{2 \text{ count}} = 1.044$$

Based on table before, the researcher found that  $x_{\text{count}}^2 = 1.044$  whit  $x_{\text{table}}^2 = 12.592$ . Cause  $x_{\text{count}}^2 < x_{\text{table}}^2$  ( $1.044 < 12.592$ ) with degree of freedom (dk) =  $7-1 = 6$  and significant level  $\alpha = 5\%$ . So distribution of IXc in pre-test was normal.

## Appendix 8

### RESULT OF NORMALITY TEST IN POST-TEST

#### B. Result of Normality Test of Experimental Class (IX-c)

11. The score of IX c class in post-test from low score to high score:

50	52	52	58	58	61	61
63	66	66	66	66	69	69
72	72	72	72	72	72	72
72	75	77	77	77	80	80
83	86	86	86	88	88	94

12. High = 94

Low = 50

Range (R) = high score – low score

= 94 - 50

= 44

13. Total of classes (K) =  $1 + 3.3 \log(n)$

=  $1 + 3.3 \log(35)$

=  $1 + 3.3 (1.54)$

=  $1 + 5.08$

= 6.08

= 7

14. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{44}{7} = 6.28(7)$

Interval Class			F	Fcum	X	Fx	x	$f(x - \bar{x})^2$
50	-	56	3	3	53	159	72.05	1.088.7057
57	-	63	5	8	60	300		726.0125
64	-	69	6	14	66.5	399		184.815
70	-	76	9	23	73	657		8.1225
77	-	83	6	29	80	480		379.215
84	-	90	5	34	87	435		1.117.5125
91		97	1	35	94	94		481.8025
<b>Total</b>			<b>35</b>		<b>513.5</b>	<b>2.523</b>		

15. Mean

$$\begin{aligned}
 \bar{x} &= \frac{\sum fx}{\sum f} \\
 &= \frac{2.523}{35} \\
 &= 72.08
 \end{aligned}$$

16. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - fcum}{f} \right) \\
 &= 69.5 + 7 \left( \frac{17.5 - 14}{9} \right) \\
 &= 69.5 + 7(0.38) = 69.5 + 2.66 \\
 &= 72.16
 \end{aligned}$$

17. Modus

$$\begin{aligned}
 M_o &= Bb + i \left( \frac{d1}{d1 + d2} \right) \\
 &= 69.5 + 7 \left( \frac{3}{3 + 3} \right) = 69.5 + 7(0.5) \\
 &= 69.5 + 3.5
 \end{aligned}$$

$$= 73$$

18. Standar Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3.986,1857}{35}} = \sqrt{113.89102} = 10.67$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-	Limit of large of area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)^2$
50 – 56	49.5	-2.11	0.4826			3	
	56.5	-1.45	0.4265	0.0561	1.9635		0.547151
57 – 63	63.5	-0.80	0.2881	0.1384	4.844	5	0.005023
64 – 69	69.5	-0.23	0.0910	0.1971	6.8985	6	0.117025
70 – 76	76.5	0.41	0.1591	0.2501	8.7535	9	0.006751
77 – 83	83.5	1.07	0.3577	0.1986	9.951	6	1.568726
84 – 90	90.5	1.72	0.4573	0.0996	3.486	5	0.657543
91 – 97	97.5	2.38	0.4913	0.034	1.19	1	0.030336
							<b>2.932555</b>

19. Derajat kebebasan (Dk)

$$Dk = \text{Banyak kelas} - 1$$

$$= 7 - 1$$

$$= 6$$

20. Taraf signifikansi  $\alpha = 0.05$

$$X_{2\text{ tabel}} = 12.592$$

$$X_{2\text{ count}} = 2.93$$

Based on table before, the researcher found that  $x^2_{\text{count}} = 2.93$  whit  $x^2_{\text{tabel}} = 12.592$

Cause  $x^2_{\text{count}} < x^2_{\text{tabel}}$  ( $2.93 < 12.592$ ) with degree of freedom(dk) =  $7 - 1 = 6$  and significant level  $\alpha = 5\%$ . So distribution of IX c in post-test was normal.



## Appendix 9

### RESULT OF NORMALITY TEST IN PRE-TEST

#### C. Result of Normality Test of Control Class (IX-G)

21. The score of IX-G Class in pre-test from low score to high score:

27	27	33	36	38	38	38
41	41	41	44	47	50	50
50	52	52	52	52	52	55
55	55	58	61	63	63	66
66	69	69	69			

22. High = 69

Low = 27

Range (R) = high score – low score

= 69-27

= 42

23. Total of classes (K) =  $1 + 3.3 \log(n)$   
=  $1 + 3.3 \log(32)$   
=  $1 + 3.3 (1.50)$   
=  $1 + 4.95$   
= 5.95  
= 6

24. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{42}{6} = 7$

Interval Class			F	Fcum	X	Fx	x	f(x- x)^2
27	-	33	3	3	30	90	51.25	1.354,6875
34	-	40	4	7	37	148		812,25
41	-	47	5	12	44	220		262,8125
48	-	54	8	20	52	416		4,5
55	-	61	5	25	58	290		227.8125
62	-	68	4	29	65	260		756,25
69		75	3	32	72	216		1.291.6875
<b>Total</b>			<b>32</b>		<b>358</b>	<b>1.640</b>		<b>4.710</b>

25. Mean

$$\begin{aligned}
 \bar{x} &= \frac{\sum fx}{\sum f} \\
 &= \frac{1.640}{32} \\
 &= 51.25
 \end{aligned}$$

26. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - f_{cum}}{f} \right) \\
 &= 47.5 + 7 \left( \frac{16 - 12}{8} \right) \\
 &= 47.5 + 7 (0.5) = 47.5 + 3.5 \\
 &= 51
 \end{aligned}$$

27. Modus

$$\begin{aligned}
 M_o &= Bb + i \left( \frac{d1}{d1 + d2} \right) \\
 &= 47.5 + 7 \left( \frac{3}{3 + 3} \right) = 47.5 + 7 (0.33) \\
 &= 47.5 + 2.31
 \end{aligned}$$

$$= 49.81$$

### 28. Standar Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{4.710}{32}} = \sqrt{147.1875} = 12.13$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-	Limit of large of area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)^2$
27 - 33	28.5	-1.87	0.4693			3	
	33.5	-1.46	0.4279	0.0414	1.3248		2.118278
34 - 40	40.5	-0.88	0.3106	0.1173	3.7536	4	0.016174
41 - 47	47.5	-0.30	0.1179	0.1927	6.1664	5	0.220629
48 - 54	54.5	0.26	0.1026	0.2205	7.056	8	0.126294
55 - 61	61.5	0.84	0.2995	0.1969	6.3008	5	0.268550
62 - 68	68.5	1.42	0.4222	0.1227	3.9264	4	0.001379
69 - 75	75.5	1.99	0.4767	0.0545	1.744	3	0.904550
							<b>3.655854</b>

### 29. Derajat kebebasan (Dk)

Dk = Banyak kelas - 1

$$= 7 - 1$$

$$= 6$$

30. Taraf signifikansi  $\alpha = 0.05$

$$X_{2\text{ tabel}} = 12.592$$

$$X_{2\text{ count}} = 3.65$$

Based on table before, the researcher found that  $x^2_{\text{count}} = 3.65$  whit  $x^2_{\text{table}} = 12.592$ . Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $3.65 < 12.592$ ) with degree of freedom(dk) =  $7-1= 6$  and significant level  $\alpha = 5\%$ . So distribution of IX g in pre-test was normal.

## Appendix 10

### RESULT OF NORMALITY TEST IN POST-TEST

#### D. Result of Normality Test of Control Class (IX-G)

31. The score of IX-G Class in post-test from low score to high score:

47	47	52	55	55	58	58
61	61	61	63	63	66	66
66	66	69	69	69	72	72
75	75	75	75	77	77	77
77	80	83	83			

32. High = 83

Low = 47

Range (R) = high score – low score

= 83-47

= 36

33. Total of classes (K) =  $1 + 3.3 \log(n)$   
=  $1 + 3.3 \log(32)$   
=  $1 + 3.3 (1.50)$   
=  $1 + 4.95$   
= 5.95  
= 6

34. Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{36}{6} = 6$

Interval Class			F	Fcum	X	Fx	x	$f(x-x)^2$
47	-	52	3	3	49.5	148.5	66.95	913.5057
53	-	58	4	7	55.5	222		524.41
59	-	63	5	12	62	310		122.5125
64	-	69	7	19	66.5	465.5		1.4175
70	-	75	6	25	72.5	435		184.815
76	-	81	5	30	78.5	392.5		667.0125
82	-	87	2	32	84.5	169		616.005
<b>Total</b>			<b>32</b>		<b>469</b>	<b>2.142.5</b>		<b>3.029,6782</b>

35. Mean

$$\begin{aligned}
 x &= \frac{\sum fx}{\sum f} \\
 &= \frac{2.142.5}{32} \\
 &= 66.95
 \end{aligned}$$

36. Median

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - fcum}{f} \right) \\
 &= 63.5 + 6 \left( \frac{16 - 12}{7} \right) \\
 &= 63.5 + 6 (0.57) = 63.5 + 3.42 \\
 &= 66.92
 \end{aligned}$$

37. Modus

$$\begin{aligned}
 M_o &= Bb + i \left( \frac{d1}{d1 + d2} \right) \\
 &= 63.5 + 6 \left( \frac{2}{2 + 1} \right) = 63.5 + 6 (0.66)
 \end{aligned}$$

$$= 63.5 + 3.96$$

$$= 66.96$$

### 38. Standar Deviation

$$S = \sqrt{\frac{\sum f(x - X)^2}{n}}$$

$$= \sqrt{\frac{3.029,6782}{32}} = \sqrt{94.67} = 9.72$$

Table of Normality Test with Chi Quadrate Formula

Interval of Score	Real Upper Limit	Z-	Limit of large of area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)^2$
47 - 52	46.5	-2.09	0.4817			3	
	52.5	-1.48	0.4306	0.0511	1.6352		1.139113
53 - 58	58.5	-0.86	0.3051	0.1255	4.016	4	0.000063
59 - 63	63.5	-0.35	0.1368	0.1683	5.3856	5	0.027608
64 - 69	69.5	0.26	0.1026	0.2394	7.6608	7	0.056998
70 - 75	75.5	0.87	0.3078	0.2052	6.5664	6	0.048856
76 - 81	81.5	1.49	0.4319	0.1241	3.9712	5	0.266526
82 - 87	87.5	2.10	0.4821	0.0502	1.6064	2	0.096439
							<b>2.235603</b>

### 39. Derajat kebebasan (Dk)

Dk = Banyak kelas - 1

$$= 6-1$$

$$= 5$$

40. Taraf signifikansi  $\alpha = 0.05$

$$X_{2\text{ tabel}} = 11.070$$

$$X_{2\text{ count}} = 2.23$$

Based on table before, the researcher found that  $x^2_{\text{count}} = 2.23$  whit  $x^2_{\text{table}} = 11.070$ . Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $2.23 < 11.070$ ) with degree of freedom(dk) =  $6-1 = 5$  and significant level  $\alpha = 5\%$ . So distribution of IX g in post-test was normal.



## APPENDIX 11

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as an experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

#### A. Variant of Experimental Class (IX C)

##### 1. Standard Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$
$$= \sqrt{\frac{3.897.7262}{35}} = \sqrt{111.36360} = 10.55$$

##### 2. Variant

$$S^2 = (10.55)^2$$
$$= 111.3025$$

#### B. Variant of Control Class (IX G)

##### 1. Standar Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$
$$= \sqrt{\frac{4.710}{32}} = \sqrt{147.1875} = 12.13$$

## 2. Variant

$$\begin{aligned} S^2 &= (12.13)^2 \\ &= 147.1369 \end{aligned}$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{147.13}{111.30} \\ &= 1.32 \end{aligned}$$

After doing the calculation, the researcher found that  $F_{count} = 1.32$ . It had been compared to F table with  $\alpha = 5\%$  and dk numerator and dominator were ( $n_1 = 35$ ,  $dk_1 = 2 - 1 = 1$  and  $n_2 = 32$ ,  $dk_2 = 67 - 2 = 65$ ). From the distribution list F, the researcher found that  $F_{table} = 4.17$ . So  $F_{count} < F_{table}$  ( $1.32 < 4.17$ ). It could be concluded that there is no difference variant between the experimental class (IX c) and control class (IX g). It means that the variant in pre- test was homogeneous.

## APPENDIX 12

### HOMEGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 was used homogeneity test by using formula as follows:

#### A. Variant of Experimental Class (IX c)

##### 1. Standard Deviation

$$SS = \sqrt{\frac{\sum f(x - X)^2}{n}}$$
$$= \sqrt{\frac{3.986,1857}{35}} = \sqrt{113.89102} = 10.67$$

##### 2. Variant

$$S^2 = (10.67)^2$$
$$= 113.8489$$

#### B. Variant of Control Class (IX g)

##### 1. Standard Deviation

$$= \sqrt{\frac{\sum f(x - X)^2}{n}}$$
$$= \sqrt{\frac{3.029,6782}{32}} = \sqrt{94.67} = 9.72$$

##### 2. Variant

$$S^2 = (9.72)^2$$
$$= 94.47$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{113.84}{94.47} \\ &= 1.205 \end{aligned}$$

After doing the calculation, the researcher found that  $f_{\text{count}} = 1.205$  with  $\alpha = 5\%$  and  $dk_1 = 2 - 1 = 1$   $dk_2 = n_1 - 1 + n_2 - 1 = 67 - 2 = 65$  from distribution list  $f$  researcher found that  $f_{\text{table}} = 4,16$  cause  $f_{\text{count}} < f_{\text{table}}$  ( $1.205 < 4.17$ ). So, there is no different variant between IX C and IX G class. It means that the variant in post-test was homogenous.

## APPENDIX 13

### T-test of Both Averages in Pre-Test

The formula was used to analyse hypothesis test of both averages was t-test, that:

$$\begin{aligned}T_t &= \frac{X_1 - X_2}{\frac{\sqrt{(s_1^2 + s_2^2)}}{n_1 + n_2}} \\&= \frac{51.74 - 51.25}{\frac{\sqrt{(10.55^2 + 12.13^2)}}{35 + 32}} \\&= \frac{0.49}{\frac{\sqrt{(111.30 + 147.13)}}{67}} \\&= \frac{0.49}{\frac{\sqrt{258.43}}{67}} = \frac{0.49}{\sqrt{3.85}} \\&= \frac{0.49}{1.96} = 0.25\end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{\text{count}} = 0.25$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 35 + 32 - 2 = 65$ ,  $t_{\text{table}} = 2.00$ . So,  $t_{\text{count}} < t_{\text{table}}$  ( $0.25 < 2.00$ ) and  $H_0$  is rejected. It means no difference the average between the average of experimental class (IX C) and control class (IX G) in pre-test.

## APPENDIX 14

### T-test of Both Averages in Post-Test

The formula was used to analyse hypothesis test of both averages was t-test, that:

$$\begin{aligned}Tt &= \frac{X1-X2}{\frac{\sqrt{(s1^2+s2^2)}}{n1 + n2}} \\&= \frac{72.05 - 66.95}{\frac{\sqrt{(10.67^2+9.72^2)}}{35 + 32}} \\&= \frac{5.1}{\frac{\sqrt{(113.84+94.47)}}{67}} \\&= \frac{5.1}{\frac{\sqrt{(208.31)}}{67}} \\&= \frac{5.1}{\sqrt{3.10}} \\&= \frac{5.1}{1.76} \\&= 2.89\end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{count} = 2.89$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n1 + n2 - 2 = 35 + 32 - 2 = 65$ ,  $t_{table} = 2.00$  So,  $t_{count} < t_{table}$  ( $2.89 < 2.00$ ) and  $H_a$  is accepted. It means there was difference average between the average

of experimental class (IX C) and control class(IX G) in this research.

## APPENDIX 15

**Chi-Square Table**

<b>Dk</b>	<b>Significantlevel</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277
<b>5</b>	4,351	6,064	7,289	9,236	11,070	15,086
<b>6</b>	5,348	7,231	8,558	10,645	12,592	16,812
<b>7</b>	6,346	8,383	9,803	12,017	14,067	18,475
<b>8</b>	7,344	9,524	11,030	13,362	15,507	20,090
<b>9</b>	8,343	10,656	12,242	14,684	16,919	21,666
<b>10</b>	9,342	11,781	13,442	15,987	18,307	23,209
<b>11</b>	10,341	12,899	14,631	17,275	19,675	24,725
<b>12</b>	11,340	14,011	15,812	18,549	21,026	26,217
<b>13</b>	12,340	15,119	16,985	19,812	22,362	27,688
<b>14</b>	13,339	16,222	18,151	21,064	23,685	29,141
<b>15</b>	14,339	17,222	19, 311	22,307	24,996	30,578
<b>16</b>	15,338	18,418	20,465	23,542	26,296	32,000
<b>17</b>	16,338	19,511	21,615	24,769	27,587	33,409
<b>18</b>	17,338	20,601	22,760	25,989	28,869	34,805
<b>19</b>	18,338	21,689	23,900	27,204	30,144	36,191
<b>20</b>	19,337	22,775	25,038	28,412	31,410	37,566
<b>21</b>	20,337	23,858	26,171	29,615	32,671	38,932
<b>22</b>	21,337	24,939	27,301	30,813	33,924	40,289
<b>23</b>	22,337	26,018	28,429	32,007	35,172	41,638
<b>24</b>	23,337	27,096	29,553	33,196	35,415	42,980
<b>25</b>	24,337	28,172	30,675	34,382	37,652	44,314
<b>26</b>	25,336	29,246	31,795	35,563	38,885	45,642
<b>27</b>	26,336	30,319	32,912	36,741	40,113	46,963
<b>28</b>	27,336	31,391	34,027	37,916	41,337	48,278
<b>29</b>	28,336	32,461	35,139	39,087	42,557	49,588
<b>30</b>	29,336	33,530	36,250	40,256	43,773	50,892

**APPENDIX 16**

**Z-Table**

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>-3.9</b>	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
<b>-3.8</b>	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
<b>-3.7</b>	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
<b>-3.6</b>	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
<b>-3.5</b>	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
<b>-3.4</b>	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
<b>-3.3</b>	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
<b>-3.2</b>	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
<b>-3.1</b>	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
<b>-3.0</b>	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
<b>-2.9</b>	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
<b>-2.8</b>	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
<b>-2.7</b>	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
<b>-2.6</b>	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
<b>-2.5</b>	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
<b>-2.4</b>	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
<b>-2.3</b>	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
<b>-2.2</b>	0.01301	0.01265	0.01230	0.01196	0.01163	0.01131	0.01100	0.01070	0.01041	0.01013



	90	5	21	87	5	22	91	0		1
<b>-2.1</b>	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
<b>-2.0</b>	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
<b>-1.9</b>	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
<b>-1.8</b>	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
<b>-1.7</b>	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
<b>-1.6</b>	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
<b>-1.5</b>	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
<b>-1.4</b>	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
<b>-1.3</b>	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
<b>-1.2</b>	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
<b>-1.1</b>	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
<b>-1.0</b>	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
<b>-0.9</b>	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
<b>-0.8</b>	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
<b>-0.7</b>	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
<b>-0.6</b>	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
<b>-0.5</b>	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
<b>-0.4</b>	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
<b>-0.3</b>	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827

<b>-0.2</b>	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
<b>-0.1</b>	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
<b>-0.0</b>	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

**Z-Table**

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916

**2.4** 0.4918 0.4920 0.4922 0.4925 0.4927 0.4929 0.4931 0.4932 0.4934 0.4936  
**2.5** 0.4938 0.4940 0.4941 0.4943 0.4945 0.4946 0.4948 0.4949 0.4951 0.4952  
**2.6** 0.4953 0.4955 0.4956 0.4957 0.4959 0.4960 0.4961 0.4962 0.4963 0.4964  
**2.7** 0.4965 0.4966 0.4967 0.4968 0.4969 0.4970 0.4971 0.4972 0.4973 0.4974  
**2.8** 0.4974 0.4975 0.4976 0.4977 0.4977 0.4978 0.4979 0.4979 0.4980 0.4981  
**2.9** 0.4981 0.4982 0.4982 0.4983 0.4984 0.4984 0.4985 0.4985 0.4986 0.4986  
**3.0** 0.4987 0.4987 0.4987 0.4988 0.4988 0.4989 0.4989 0.4989 0.4990 0.4990  
**3.1** 0,4990 0,4991 0,4991 0.4991 0,4992 0,4992 0,4992 0,4992 0,4993 0,4993  
**3.2** 0,4993 0,4993 0,4994 0,4994 0,4994 0,4994 0,4994 0,4995 0,4995 0,4995  
**3.3** 0,4995 0,4995 0,4995 0,4996 0,4996 0,4996 0,4996 0,4996 0,4997 0,4997  
**3.4** 0,4997 0,4997 0,4997 0,4997 0,4997 0,4997 0,4997 0,4997 0,4997 0,4998  
**3.5** 0,4998 0,4998 0,4998 0,4998 0,4998 0,4998 0,4998 0,4998 0,4998 0,4998  
**3.6** 0,4998 0,4998 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999  
**3.7** 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999  
**3.8** 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999 0,4999  
**3.9** 0,5000 0,5000 0,5000 0,5000 0,5000 0,5000 0,5000 0,5000 0,5000 0,5000