THE EFFECT OF FOLKTALE MOVIE ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MAS TPI SAWIT SEBERANG

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for the Degree of Educational Bachelor S.1. Program

By:

AJENG AYU LESTARI

34.14.3.008

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2018

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FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA UTARA

MEDAN

2018

Nomor : Istimewa   Medan, 25-Juni-2018

Lamp   : 6 (Enam) sks   Kepada Yth;

Prihal : Skripsi   Bapak Dekan Fakultas Tarbiyah

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                             di –

                            Tempat

Assalamualaikum Wr.Wb

       Setelah membaca, meneliti, dan memberikan saran-saran perbaikan seperlunya terhadap skripsi mahasiswi :

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Judul   **: "The Effect of Folktale Movie on the Students' Ability in Writing Narrative Text at MAS TPI Sawit Seberang"**

       Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

       Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

                             Wassalam,

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SURAT PENGESAHAN

Skripsi yang berjudul : "**The Effect of Folktale Movie on the Students' Ability in Writing Narrative Text at MAS TPI Sawit Seberang"** oleh **Ajeng Ayu Lestari**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

03 Juli 2018 M
19 Syawal 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, 25 Juni 2018

Yang Membuat Pernyataan

<u>Ajeng Ayu Lestari</u>
NIM. 34.14.3.008

ABSTRACT

Ajeng Ayu Lestari. The Effect of Folktale Movie on the Students' Ability in Writing Narrative Text at MAS TPI Sawit Seberang Thesis. Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

The aim of this research is to find the effectiveness of folktale movie on the Students' ability in writing narrative text which was observed and analyzed from students of tenth grade at MAS TPI Sawit Seberang. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students of MAS TPI Sawit Seberang. This study was conducted with two groups namely experimental group (32 students) and control group (32 students). Then the researcher taught in the experimental class by using folktale movie and in control class without using folktale movie. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from written test, then, it was analyzed by using SPSS V 20. The finding of this research shows that teaching narrative text by using folktale movie was effective. It is proved by t_{value} (4.368) which is higher than t_{table} in the degree significance 5% (1.669). Furthermore, the test of hypotheses showed that sig 2 tailed (p) was 0.000\0 while alpha (α) was 0.05 (0.000 < 0.05) meaning that H_0 (Null Hypothesis) was rejected and H_α (Alternative Hypothesis) was accepted. In others words, the use of folktale movie in teaching narrative text give effect in improving toward the students' ability in writing narrative text.

Keywords: Folktale Movie, Writing and Narrative Text.

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

All praise be to Allah, Lord of the worlds, who has given His loving and blessing until he writer can finish her "Skripsi". Peace and gratitude may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

This "Skripsi" is presented to English Education Department, Faculty of Tarbiyah and Teachers' Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, 25 Juni 2018

Ajeng Ayu Lestari
NIM. 34.14.3.008

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of the activities done by the learners of language (English) and one of the skills in language. Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. [1] When we write something, we have to gather our abilities, knowledge, and experiences to connect between the words and our thought for expressing ourselves into written media. Based on the idea above, Jane B. Hughey, et all stated "writing is difficult, often the most difficult of all language skills in both first and second language development".[2]

The writing processes include the deciding the topic, developing the topic by using some strategies or methods, doing prewriting for the first and second draft, revising the draft, and writing the final draft. According to Comprone in Jane B. Hughey, "writing is a transcription of the process of composing ideas: it is not the product of thought but it is actualization and dramatization".[3]

There are some types or genres of text in writing. One of the genres of the text is narrative text.[4] Narrative presents a story by showing sequence of events. It needs specific detail information to be convincing because narrative text tells about the process of story, moving from beginning to end, from first event to the last. In general, it has a characterictic to entertain the readers because it is a fiction

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[1] Utami Dewi. 2013. *How to Write,* (Medan: La- Tansa Press), p. 2
[2] Jane B. Hughey, et al. 2004. *Teaching ESL Composition Principles and Techniques,* (Massachussetts: Newbury House Publisher), p. 38
[3] *Ibid*, p. 38
[4] Rudi Hartono. 2008 . "Genre-based Writing", *How to Teach Text types*), p. 1

or an imaginative story. In addition, it usually tells about one's experiences or a short story, which state a conflict and resolution of problem. Narrative presents in storybook, autobiography, fable, fairy tales, etc.

Since writing become complex ability, it is important for teachers to use appropriate media in teaching writing. Movie is one of the media that helps students to learn writing because movie can make students develop ideas for writing, and also help students to reach their vocabularies. Moreover, teachers can work with all the skills by listening to the dialogs, reading the subtitles in English, and providing practice in speaking and writing activities.

Shawnda Moss assumed that, if film is used effectively, it will make the students have stronger literary criticism, varied interpretation, increase in reading and writing skills, enthusiasm for further reading and study, and increase communication.[5]

Based on the theory above, the researcher is interested in using movie especially folktale movie as medium to teach writing narrative at the tenth grade of MAS TPI Sawit Seberang because there are many advantages that could help students improve their writing skill, for instance, helping students generate their ideas for writing, identifying the certain genre of a text, and also making students experience fun learning in their writing class.

According to School Based Curriculum (Kurikulum 2013) 2017, the purpose of learning English in MAS TPI Sawit Seberang, Especially writing, is "expressing the ideas in monolog or written text in the form of report, narrative,

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[5] Shawnda Moss. 2014. *Effectively Using Film in the Classroom*.

and analytical exposition accurately, fluently and acceptably in daily life context and accessing the knowledge".[6]

Based on the explanation above, it is clear that writing skill needs many aspects which should be mastered by the students. Based on my observation at MAS TPI Sawit Seberang, it is clearly that most of the students still had difficulties and problems in learning English, especially in writing skill. Their writing ability was still so far from the expectation of the curriculum. This could be indicated as the following symptoms:

1. Some of the students were still difficult to convey their ideas into the text.
2. Some of the students were still difficult to develop the topic into sentence.
3. Some of the students were unable to develop the topic sentence into supporting sentences for each paragraph.
4. Some of the students were still difficult to develop idea in supporting paragraph/s.
5. Some of the students were unable to make the correct narrative text.
6. Some of the students were difficult to make their writing coherent.

Based on the problems exposed by the researcher above, it was obvious that most of the students at the school still have problems or difficulties which should be solved as soon as possible. Either the difficulties are on the students or caused by others factor (writing difficulties itself). Therefore, the researcher interested in conducting a research on the tittle " The Effect of Folktale Movie on the Students' Ability in Writing Narrative Text At MAS TPI Sawit Seberang".

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[6]Eko Susanto, S. Pd . 2017. *Silabus Bahasa Inggris K13* MAS TPI Sawit Seberang.

B. Statement of the Problems

The problem of the research can be identified as follows:

1. The students still get difficulties to convey their ideas into the text.

2. The students still get difficulties to develop the topic into sentence.

3. The students unable to develop the topic sentence into supporting sentences for each paragraph.

4. The students still get difficulties to develop idea in supporting paragraph/s.

5. The students unable to make the correct narrative text. The students get difficulties to make their writing coherent.

C. Research Question

The problems of this study were formulated as follows :

1. Is there any significant effect students' ability in writing narrative text between the students who were taught of using folktale movie and those who were taught without folktale movie?

D. Purposes of the Study

The objectives of the research are as follows:

1. To find out the significant effect of students' ability in writing narrative text between the students who were taught of using folktale movie and those who were taught without using folktale movie.

E. Significance of the Study

This study is expected being useful for:

1. To enlarge the writer's knowledge about the research, especially in the topic of students' ability of writing narrative text.

2. To give positive contribution to the students in improving their ability in writing narrative text.

3. To give positive contribution to the teacher of English to develop the students' ability of writing narrative text.

4. To give contribution in development of teaching and learning English theoretically of practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

5. To add references for other next researchers having the same problem as the writer's.

F. Limitation of the Study

Based on the identifications of the problem above, it is very important for the researcher to limit the problem. The researcher would like to focus on the effect of using folktale movie on students' ability in writing narrative text at MAS TPI Sawit Seberang.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts or terms which are applied in the research. Some terms in this study and they need to be theoretically explained. Thus, the following explanation the researcher aimed toward the clear explanation.

1. Ability

According to Martin H.manser, ability is a power, and Allyn and Bacon say that ability is potential capacity or power to do something physical or mental or special nature power to do something well.[1] Generally, ability can be defined as capacity of power (to do something physical or mental) or special natural to do something well. The word ability is many of synonyms, they are capacity, talent, skill, competence and intelligence. Intelligence is the ability in undertaking activities that are difficult, complex and abstract and which are adaptive to a goal and are done quickly and which have social value and which lead to the creation of something new and different.[2]

Because ability is part of intellectual and physical activities the teacher has important role to develop the students' behavior. The ultimate objective of physical educator is to develop over behavior that will manifest itself throught active participant in various types of physical activity.

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[1] Allyn and Balcon. 2010. *Phsycology the Science*, (London: Longman), p. 2
[2] S.K mangal,. 2002. *Advanced Educatonal Psychology*, (New Delhi), p. 280

This basic communication skill is your starting point in feature writing for the news media. You have to have the interest and you have to have writing ability".[1] In short, writing ability is an ability of someone in expressing his/herself by giving written information so this can be read and learned by other people.

2. Writing

Allah SWT Said in the Qur'an about His command to write, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Alaq :

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِئ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِئ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

Read (prophet Muhammad) in the name of your lord who created, created the human from a (blood) clot, Read! Your lord is the Most Generous, who taught by the pen, taught the human what he did not know. (Al- 'Alaq : 1-5).[2]

Based on that, we can know that writing is one of the language skills. Writing is also the expression of language in form of letters, symbols, or words. The primary of writing purpose is communication , the people have used many tools for writing including paints, pencil, pen, typewriter, and computer screen.[3] This statement is supported by Al-Qur'an. The word "Qalam" is verse 4 of surah Al-Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text. Allah states in the glorious Al-Qur'an Al-Qalam : 1.

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[1] Bruce Garrison. 2004. *Feature Writing: Fourth Edition,* (New York: Laurence Erlbaum Associates), p. 6

[2] T. Wahidin. 2014. *As-Salam Alqur'an dan Terjemahnya Edisi 1000 Doa*. (Bandung: Al-Mizan Publishing House), p. 598

[3] Utami Dewi. 2013. *How to Write,* (Medan: La- Tansa Press), p. 2

ن ۚ وَالْقَلَمِ وَمَا يَسْطُرُونَ.

The Meaning: *"Nun, by the pen and by what they (the angels) write (in the records of men)". (Al-Qalam: 1)*[4]

Based on those verse, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By wtiting, one generation can transfer their knowledge to the next generations.if there are not writings, the knowledge will be lost, religion track will no exist and life will not be comfortable. Because writing contains ideas, desires and expression that will be expressed. It shows that the tool of writing and writing itself have important roles.

And in Hadits our prophet Muhammad (peace be upon him)[5]

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

The meaning : *" Tie science to the book (write it)"* (Geneology Ahadist Ash-Shahiihah number. 2026)

In other Hadits our prophet Muhammad (peace be upon him)

حَدَّثَنَا وَكِيعٌ، عَنْ أَبِي كِيْرَانَ، قَالَ: سَمِعْتُ الشَّعْبِيَّ، قَالَ: " إِذَا سَمِعْتَ شَيْئًا فَاكْتُبْهُ وَلَوْ فِي الْحَنِطِ

The meaning : *Have tolk us Wakii, from Abu Kiiran, he said : I heard Asy-Sya'biy said : "When you hear something (knowledge), record or write it even*

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though in the walls." (Narrated from Abu Khaitsamah in Al-'Ilmu number . 146 ; Shahih. Also narrated Ad-Duulabiy in Al- Kunaa number. 1632).

Based on the Hadits above explained that the students should be spirit of remembering or memorizing what he has learned, either by rote in the chest or by writing. Indeed, man is a place forgotten. Then if he was not eager to repeat the lesson he got, the science has achieve could be lost in vail or he will forget it.

At the time of Rasulullah, even encouraged to write a knowladge that he had heard, even though in the walls. In order that they are not forgotten and recalled. It means that writing has important role in human life.

Writing can be defined as the way of expressing ideas through written forms. Hughey et al states that writing is essential form of communication because through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, angers, and frustrations.[6] Also, Bell and Burnaby in Nunan state that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.[7]

The similar idea is defined by Syafi'i that writing is a process of generating language and communicating.[8]

Writing can be viewed into two main aspects; they are writing as a process and writing as a product.

Nunan States that there are two different views about nature of the writing; the first is product approach and the second is process approach. The product

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[6] Jane B. Hughey, et al. 2004. *Teaching ESL Composition Principles and Techniques,* (Massachussetts: Newbury House Publisher), p. 33
[7] David Nunan. 2005. *Designing Task for Communicative Classroom,* (Cambridge: Cambridge University Press), p. 35
[8] M. Syafii S. 2011. *From Paragraph to a Research Report,* (Pekanbaru: LBSI), p. 161

approach focuses on the end of the result of the act of composition and the process approach focuses on the means where by the completed text was created as on the as the end of product itself.[9]

In addition, Flower in Hughey et al says that writing is a problem solving of a way of processing to attain goal.[10] Also, Comprone in Hughey et al states writing is a transcription of the process of composing ideas; it is not the product of thought but it is actualization and dramatization. Writing is the complex process because writing cannot just be mentioned as the written work but it is more about the process, procedure, and steps in resulting that written work.

Writing is a medium of communication. As what is stated before, by writing, a person can express his/her feeling that is called the way of communication. According to Peha, writing is the communication of content for a purpose to an audience.[11] In accordance of the theory, there are three key words; *content, purpose*, and *audience*. These mean that:

a. Content (main idea + key detail). The content of a piece is what the writer wants to say. There are two parts of content: the *main idea*, the one of the most important thing the author wants you to know; and the *key detail,* the additional information that supports and explains the main idea.

b. Purposes (think + do). The purpose of piece is why the writer wrote it. The writers want their readers to *think* something after they've finished reading. Sometimes, they want their readers to *do* something too.

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[9] David Nunan. 2005. *Designing Task for Communicative Classroom,* (Cambridge: Cambridge University Press), p. 36

[10] Jane B. Hughey, et al. 2004. *Teaching ESL Composition Principles and Techniques,* (Massachussetts: Newbury House Publisher), p. 38

[11] Steve Peha. 2010. "The Writing Teacher's Strategy Guide"*, Teaching That Makes Sense* (Cambridge: Cambridge University Press), p. 8

c. Audience (people + questions). The audience for a piece is who the writer writes to. The writer chooses the subject and the methods of presenting material according to who will read the finished product.[12] We always write to people. Sometimes it's a specific person, sometimes it's a group of people. And people always have questions they want you to answer. So, you can think of the audience as the *people* you are writing to and the *questions* they have about your topic.

a. Kinds of Writing

There are some kinds of writing, we can divide the kinds into some types as follows:

a. Expository Writing, where the writing serves to explain and inform.

b. Descriptive Writing, writing that serves to show and describe.

c. Narrative Writing, tells story.

d. Persuasive Writing, arguing for or againts an issue.

e. Creative Writing, interestingly, creative writing is a vague term, but it includes (while isn't limited to) fiction (across the genre), poetry, drama, screenwriting, autobiographies and more.

Another way to divide the kinds of writing is from a target audience, or purpose point of view. So there can be :

1. Academic writing, includes essay, research papers, reports and so on, each of them may use some of the modes listed above.

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[12] Joy M. Reid. 2010. *The Process of Composition,* (New Jersey: Prentice Hall. Inc), p. 2

2. Professional writing, writing for academic or scientific journals, business reports, position papers, policy statement, and the likes, because these have to follow a standardized form.

3. Business writing includes technical writing, business plan writing, resume writing, letter writing, and etc.

4. Copywriting, writing marketing text, grant writing.

5. Journalists, columnists, article writers (staff or freelance) –these writers write for newspapers and magazines either news articles, commentary or aricles which focus on a certain subject.

6. Non-fiction book writers.

7. Fictions, novelists, screenwriters, playwrights, short stories writers, etc.

8. Poets.[13]

Then, if we see the kinds of writing from the basic , there ara three kinds as follows :

1. Correspondence writing, content about fact and straight to the point.

2. Technical writing is the presentation of information that helps the reader solves a particular problem.

3. Creative writing is anything where the purpose is to express thoughts, feelings, and emotions rather than to simply convey information.

b. Aspect of Writing

Writing is a complex process, writing itself has several aspects related to performance in writing. According to J. D. Brown in H. D. Brown in Syafi'i, there are six general aspects of writing,[14] those are:

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[13] Melly, *Kinds of Writing*, Wednesday, april 26, 2018, Toronto, (http://allkinds ofwriting,blogspot.com/2006/04/kindsofwriting.htmlCanada), february 26, 2018.

a. Content

1) Thesis statement

2) Related ideas

3) Development of ideas through personal experience, illustration, facts, opinion

4) Use of description, cause/effect, comparison/contrast

5) Consistent focus

b. Organization
1) Effectiveness of introduction

2) Logical sequence of ideas

3) Conclusion

4) Appropriate length

c. Discourse

1) Topic sentence

2) Logical sequence of ideas

3) Transition

4) Discourse markers

5) Cohesion

6) Rhetorical conventions

7) Reference

8) Fluency

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[14] M. Syafi'i S. 2011. *From Paragraph to a Research Report,* (Pekanbaru: LBSI), p. 165

9) Economy

10) Variation

d. Syntax

e. Vocabulary

f. Mechanics

1) Spelling

2) Punctuation

3) Citation of reference

4) Neatness and appearance

c. The Process of Writing

There are many models of writing process. The writing process is a systematic approach to writing that includes prewriting, drafting, revising, editing and publishing.

1. Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).[15]

There are five prewriting techniques that will help you think about and develop a topic and get words on paper: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline. These

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[15] Utami Dewi. 2011. *How to Write* (Medan, La-Tansa Press) p. 11

technique help us to think about and create material. And they are central part of the writing process.[16]

2. Drafting

Drafting occurs when you put your ideas into sentences and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connenct your ideas. A draft is a work in progress. A good essay undergoes several revisions don't assume that your first draft is your best draft.[17]

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting, don't worry if you hit a snag. Just leave a blank space or add a comment such as "Do Later" and press on to finish the paper. Also don't worry yet about grammar, punctuation, or spelling. You don't want to take time correcting words or sentences that you may decide to remove later. Instead, make it your goal to state your thesis clearly and develop the content of your paper with plenty of specific details.[18]

3. Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger.

There are three stages to the revising process:

a. Revising content

b. Revising sentences

c. Editing

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[16] John Langan. 2004. *College Writing Skills* (New York, McGraw Hill) p. 23
[17] Utami Dewi. 2011. *How to Write* (Medan, La-Tansa Press) p. 20
[18] John Langan. 2004. *College Writing Skills* (New York, McGraw Hill) p.31

To revise the content of your essay, ask these questions:

a. Is my paper **unified**?

b. Is my paper **supported**?

c. Is my paper **organized?**[19]

4. Editing and Proofreading

These are the broad categories for proofreading:

a. Check for such things as grammar, mechanics, and spelling.

b. Check the facts: if your writing includes details, be sure you have included the information correctly.

c. Confirm legibility: if you have written your final draft, make sure that each word is legible[20].

5. Publishing

The final step of the writing process is publishing. This means different things depending on the piece you are working on.

a. Bloggers need to upload, format and post their piece of completed work.

b. Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.

c. Journalists need to submit their piece (usually called "copy") to an editor again. There will be a certain format for this.

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[19] *Ibid*, p. 33
[20] *Ibid*, p. 22

d. Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure follow them. If you have written a novel, look for an agent who represents your genre.[21]

3. Text

Text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraprhase, annotation, or commentary.[22]

a. Types of Text (Genre)

If we want to write a text, we should know the purpose of our writing so that we can decide the type of text that we want to use. There are some type of text as follows[23]:

1) Recount Text

Recount text is used to retell events for the purpose of informing or entertaining.

Its generic structure as follows;

a. Orientation   : provide the setting and introduces participants.

b. Events   : tell what happened, in what sequences.

c. Reorientation : optional-closure of events.

2) Report Text

Report text is used to describe the way things are, with referance to a range of natural, man- made and social phenomenon in our environment.

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[21] Utami dewi. 2011. *How to Write*. (Medan, La-Tansa Press) p. 23
[22] Rinastuty. 2005. *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 1
[23] *Ibid*, p. 1-7

Its generic structure is as follows:

a. General classification : tells what the phenomenon under discussion.

b. Description : tells what the phenomenon under discussion is like in terms or parts, qualities, habits, or behaviors, if living; uses if non-natural.

3) Discussion Text

The purpose of discussion text is to present (at least) two points of view about an issue.

Its generic structure is as follows:

a. Issue : it contains statement and preview

b. Arguments : point and elaboration

c. Conclusion or recommendation

4) Explanation Text

It has function to explain the processes involved in the information or workings of natural or socio-cultural phenomenon.

Its generic structure is as follows:

a. General statement : to position the reader

b. Explanation : a sequenced explanation of why or how something occurs

c. Conclusion

5) Hortatory exposition text

Its function is to persuade the reader or listener that something should or should not be the case.

Its generic structure is as follows:

a. Thesis : announcement of issue concern

b. Argument : reasons for concern, leading to recommendation.

c. Recommendation : statement of what ought or ought not to happen

6) News item text

It has function to inform readers, listners, or viewers about events of the day which are cinsidered newsworthy or important.

Its generic structure is as follow:

a. Newsworthy events : recounts the event in summary form.

b. Background events : elaborate what happened, to whom, in what circumstances.

c. Sources : comments by participants in, witness to and authorities' expert on the event.

7) Narrative text

It has function is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Its generic structure is as follows:

a. Orientation : sets the scene and introduces the participants.

b. Complication : a crisis arise.

c. Resolution : the crisis is resolved, for better or for worse.

8) Procedure text

It is to decsribe how something is accomplished through a sequence of actions or steps. Its generic structure is as follows:

a. Goal

b. Materials (not requires for all procedural text)

c. Steps 1-n (i.e. goal followed by a series of steps oriented to achieving the goal).

9) Descriptive text

Descriptive text is to describe a particular person, place or thing. Its generic structure is as follows:

a. Identification   : identifies phenomenon to be described.

b. Description   : describe parts, qualities, characteristics.

10) Anecdote text

It is to share with others an account of an unusual or amusing incidene. Its generic structure as follows:

a. Abstract   : signals the retelling of an unusual incident.

b. Orientation   : sets the scenbe.

c. Crises   : provides details of the unusual incident.

d. Reaction   : reaction to crise.

e. Coda   : optional-reflection on or evaluation of the incident.[24]

b. Narrative Text

Based on Alice Savage and Patricia Mayer, a narrative is a story. It has an introduction that engages the reader's interest, a body that gives details about the main event or action in the story, and a conclusion that describes the outcome.[25]

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[24] Rinastuty. 2005. *Understanding Report and Description Text*. (Jakarta, Pt. Wadah Ilmu) p. 4

The other definition, narration is story writing. When you write a narrative paragraph, you write events in the order that they happen. In other words, you use time in order to organize your sentence.[26]

Based on *Th.* M. Sudarwati And Eudia Grace, narrative is the text that has purpose to amuse or entertain and to deal with actual/imaginative experience in different ways.[27]

A narrative is a constructive format (as a work of speech, writing, song, film, television, video games, photography or theatre) that describes a sequence of non-fictional or fictional events. The word is derived from the Latin verb *narrare*, "to recount", and is related to the adjective *gnarus*, "knowing" or "skilled".[28]

In brief, narrative writing refers to story writing which is organized based on what really happen in the story. It is written in particular temporal sequences that have purpose to entertain, to amuse, to motivate, and to give lesson for the readers.

1. Purpose of Narrative Text

Based on *Th.*M. Sudarwati and Eudia Grace, the purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn a resolution.

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[25] Alice Savage And Patricia Mayer. 2005. *Effective Academic Writing 2: The Sort Essay,* (New York: Oxford University press), p. 58

[26] Alice Oshima and Ann Hogue. 2007. *Introduction to Academic Writing: Third Edition,* (United States of America: Pearson Education Inc), p. 24

[27] Th. M. Sudarwati and Eudia Grace. 2006. *LOOK AHEAD An English Course: for senior high school students year X ,* (Jakarta: Erlangga), p.74

[28] Wikipedia, *"Narrative"*, (27 february 2018)

2. Text Organization of Narrative Text

a) Orientation

Set the scene: where and when the story happened, introduces the participants of the story.

b) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic).

3. Languages Features

a) Nouns: Travelers, bundles, tree, road, etc.

b) Pronouns: they, their, its, it, etc.

c) Noun phrases: the dusty and rough road, a big old tree, etc.

d) Time connectives and conjunctions: one day, a week, later, than, a long, long time ago, when, etc.

e) Adverbs adverbial phrases: angrily, in borrow, etc.

f) Material processes (action verbs): arrived, ate, went, etc.

g) Verbal processes (saying verbs): asked.[29]

4. The Example of Narrative Text

Below is the example of narrative text

The Legend of Rawa Pening

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[29] Th. M. Sudarwati and Eudia Grace. 2006. *LOOK AHEAD: An English Course: for senior high school students year X,* (Jakarta: Erlangga), p.154

| Orientation |

Once upon a time, there wa a little poor boy come into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

| Complication |

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lessung", a big woman mortar for poundingrice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lessung" as boat". The "lessung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy come closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobady succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Every body was dumbfounded.

| Resolution |

Suddenly, from the hole left by stick, water spouted out. It did not stop unti it flooded the village. And no one was saved from the water except the little boy and the generous old women who gave him shelter and meal. As she told him, he used the "lessung as a boat and picked up the old woman. The whole village became a huge like. It is now known as Rawa Pening lake in Salatiga. Central java, Indonesia.

4. Media

The word media comes from the Latin medius which literally means 'middle', 'intermediary' or 'introduction'. In Arabic, the media is an intermediary (or an introduction of the message from the sender to the recipient of the message). According to Gerlach & Ely (1971) in Azhar Arsyad said that the media when understood in broad outline is human, material, or events that create conditions that make the student acquire knowledge, skills, or attitudes, In this sense, teachers, textbooks and school environments are the media.More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearranging visual or verbal information.[30]

Heinich, and friends (1982) put forward the term medium as an intermediary that delivers information between source and receiver. Thus,

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[30] Azhar Arsyad. 2011. *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada) p. 3

television, film, photographs, radio, audio recording, projected images, printed materials, and the like are media communications. If the media carries messages or information that is instructional or contains instructional purposes then the media is called learning media.[31]

Meanwhile, Gagne and Briggs (1975) in Azhar Arsyad implicitly say that instructional media includes tools physically used to convey the content of teaching materials, composed of, among other books, tape recorders, tapes, video cameras, graphics, television, and computer.[32]

In other words, the media is a component of a learning resource or physical vehicle that contains instructional materials in a student environment that can stimulate students to learn. Media is everything that can help the learning process, which is used to facilitate the teacher deliver the material and make it easier for students to understand the learning materials.

In teaching and learning activities, often the use of the word learning media is replaced with terms such as hearing instrument, instructional material, hearing-visual communication, visual education, educational technology, visual aids and explanatory media.

Based on the description of some of the restrictions on the media above, the following are presented common traits contained in each boundary.[33]

1. Educational media has a physical sense that today is known as hardware, that is something that can be seen, heard, or touched with the senses.

2. Educational media has a nonphysical understanding known as

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[31] *Ibid*, p. 4
[32] *Ibid*, p. 4
[33] *Ibid*, p. 6-7

software, the content of messages contained in the hardware that is the content to be conveyed to students.

3. The emphasis of educational media is on visual and audio.

4. Educational media has a sense of aids on the learning process both inside and outside the classroom.

5. Educational media is used in the rangkan of communication and interaction of teachers and students in the learning process.

6. Educational media can be used in bulk (e.g. radio, television), large groups and small groups (eg movies, slides, videos, OHPs), or individuals (e.g. modules, computers, tape radio / lasers, video recorders).

7. Attitudes, actions, organizations, strategies, and management related to the application of a science.

a. Classification of Instructional Media

Media classification is based on the shape and physical characteristics basically distinguish the media into two, namely two-dimensional media and three-dimensional media. Two-dimensional media is a media that looks without projection and size length times wide and can only be observed from one direction only view. Examples are, maps, drawings, charts, and more. While the media three-dimensional media that appearance without projection, the size of the long times the width of the high times and can be observed from any point of view. Examples are, globe, human skeleton model, and others.

A simple experience-based media classification can be categorized into three levels of experience, namely (a) direct experience of experience through

direct involvement in an event, (b) artificial experience of modeling, dramatization and recording of objects or events;) experience of words ie spoken words, recording words of recording media and written or printed words.[34]

Classification based on sensory perception classifies learning media in three groups, namely (a) visual media, eg books and graphics media, (b) audio media, eg radio (c) audio-visual media, such as television and film. Classification based on its use classifies the media in three parts, namely (a) individual learning media, (b) learning media using group, (c) instructional media that use in bulk.

The classification of media through the presentation form and manner of presentation can be classified into seven groups, namely (a) group unity, graphics, print and still images, (b) second group, silent projection medium (c) third group, audio medium, (d) the fourth group, the fifth audio-visual media (e), the sixth living picture / fim (f) group, the seventh group television, the multimedia media.[35]

5. Movie

A movie or motion picture is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.[36]

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[35] Ali mudiofir and Evi fatimatur. 2004. *Desain Pembelajaran Inovatif.* (Jakarta: PT Raja Grafindo Persada) p.139-140
[36] Wikipedia, *"Movie",* (27 February 2018)

Movies, also known as films, are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas). People in every part of the world watch movies as a type of entertainment, a way to have fun. Fun for some people can mean laughing, while for others it can mean crying, or feeling afraid. Most movies are made so that they can be shown on big screens at cinemas or movie theatres. After movies are shown on cinema screens for a period of time (ranging from a few weeks to several months), movies are shown on pay television or cable television, and sold or rented on DVD disks or video cassette tapes, so that people can watch the movies at home. Later, movies are shown on television stations.[37] In addition, movies are media of communication using moving, picture and sound to talk story or information to help people learning about ideas.

a. Movie Genres

Based on Teaching with Movies: A Guide for Parents and Educators, The genres of movie are:

1. Action (Disaster): Stories whose central struggle plays out mainly through a clash of physical forces.

2. Adventure: Stories whose central struggle plays out mainly through encounters with new "worlds."

3. Comedy: Stories whose central struggle causes hilarious results.

4. Coming-of-Age Drama: Stories whose central struggle is about the hero finding his or her place in the world.

5. Crime: Stories whose central struggle is about catching a criminal.

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[37] Simple.Wikipedia, *"Movie"*, (27 February 2018)

6. Detective Story/Courtroom Drama: Stories whose central struggle is to find out what really happened to expose the truth.

7. Epic/Myth: Stories whose central struggle plays out in the midst of a clash of great forces or in the sweep of great historical change.

8. Fantasy: Stories that are animated, or whose central struggle plays out in two worlds — the "real" world and an imaginary world.

9. Gangster: Stories whose central struggle is between a criminal and society.

10. Horror: Stories whose central struggle focuses on escaping from and eventually defeating a monster (either human or non-human).

11. Love (Romance): Stories whose central struggle is between two people who each want to win or keep the love of the other.

12. Science Fiction: Stories whose central struggle is generated from the technology and tools of a scientifically imaginable world.

13. Social Drama: Stories whose central struggle is between a champion and a problem or injustice in society. Usually the champion has a personal stake in the outcome of the struggle.

14. Thriller: Stories whose central struggle pits an innocent hero against a lethal enemy who is out to kill him or her.[38]

b. Folktale Movie

Folktale is a general term for different varieties of traditional narrative. The telling of stories appears to be a cultural universal, common to basic and complex societies alike. Even the forms folktales take are certainly similar from

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[38] *Teaching with Movies: A Guide for Parents and Educators,* (The F.I.L.M. Project) 2005, p. 11

culture to culture, and comparative studies of themes and narrative ways have been successful in showing these relationships. Also it is considered to be an oral tale to be told for everybody.[39]

There are some previous studies which are relevant to teaching English using movie as media: Hanik (2009) studied *The Use of an Animated Film Entitled "Garfield the Movie" to Improve the Students' Ability in Writing Narrative Texts*. This final project is an experimental study to answer the question of how an animated film entitled "Garfield the Movie" is used in teaching writing narrative text. The result of the research showed that the use of the animated film entitled "Garfield the Movie" in teaching writing narrative text was effective. Besides, the film can attract the students' attention in learning process.[40]

A movie or motion picture is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. The process of filmmaking has developed into an art form and industry.[41]

Based on the definition the researcher concludes, folktale movie is a series of moving image that tell about folk story. Folktale movie is one of the media used in teaching and learning process. Based on Claire L. Malarte-Feldman, folktales have been adapted for a variety of genres and media, including theatre, cartoons and comics, illustrations, animation, film and video, poetry, television,

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[39] Wikipedia*, "Folklore"*, (27 February 2018)

[40] Ainul Hufron, Novia Trisanti. 2016. *Journal of English Language Teaching : English Digital Talking Books as Media to Teach Narrative Text*. Universitas Negeri Semarang.
[41] Wikipedia*, "Movie"*, (27 February 2018)

the graphic novel, and so on.[42] It means the folktale movie is a popular thing that will be used as a teaching media. Many people like watching movie and sometimes the movie make them join in the situation of the events of the movie, it makes them remember and understand about the story talking about and if we use the story in teaching and learning process it can make the students more interestedin studying especially in teaching narrative.

Folktale movie has been one of the most popular teaching media because it can give combination between the cultural tradition of folk life and modern sounding visualization presented as source of idea in studying English. It is not just popular because of it appearance but also it can make the students watch this involved in the situation of events in the movie. Consequently, it can make the students understand more about the material.

c. Types of Folktales

Based on Tina L. Hanlon**,** types of folktales are:

1. Marchen/Fairytales – set in an unreal world, without locality; no definite characters; filled with magic. Humble heroes kill adversaries, succeed to kingdoms, and marry princesses. Ex: Cinderella, The Sleeping Beauty, Snow White, Jack and the Beanstalk.

2. Animal/Talking Beast Stories – not fables (which are didactic and moralistic); animals are the main characters; animals may demonstrate a simple lesson about human nature; little or no magic. Ex: The Bremen Town Musicians, Puss in Boots, The Three Little Pigs, The Three Billy Goats Gruff.

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[42] Donald Haase. 2008. *The Greenwood Encyclopedia of Folktales and Fairy Tales, Volumes 1–3,* (United States of America: Greenwood Press), p. 2

3. Cumulative Tale – successive incidents with repetition; little magic; simple or absent conflict. Ex: The Old Woman and Her Pig, The Farmer in the Dell, The House that Jack Built, The Gingerbread Man.

4. Drolls – stories of numskulls and simpletons; give examples of outrageous stupidity; full of exaggerated nonsense. Ex: Jack stories, The Three Sillies, The Husband Who Was to Mind the House.

5. Stories of the Real and Practical World – characters, plots, and settings that are possible; little exaggeration; no magic involved. Ex: Bluebeard.

6. Porquoi Stories –explain how or why something is the way it is today; often have animals as main characters. Ex: Why the Chipmunk's Back is Striped, Why Rabbit has a Short Tale, Just So Stories (literary porquoi tales).

7. Literary Fairy Tale or Art Fairy Tale – a specific author who retells traditional tales from a personal perspective and/or creates her/his own original stories using folklore motifs; uses more poetic language; fashions characters who develop and change; introduces literary devices. Some who did this were Hans Christian Anderson ("The Little Mermaid", "The Ugly Duckling", & "The Princess and the Pea"), Howard Pyle, Carl Sandburg, & Isaac Bashevis Singer ("The Devil's Trick"). This has become HUGE in YA lit today. Ex: Robin McKinley, Donna Jo Napoli, and Gail Carson Levine.

8. Trickster Tales – usually about animals who trick other animals; the trickster usually wins due to his cleverness and some kind of character flaw of his victim. Ex: Brer Rabbit, Anansi.

9. Tall Tales – about people who supposedly really lived and places which really exist; protagonists perform superhuman deeds; especially popular in and often associated with the United States. Ex. Pecos Bill, Paul Bunyan, Davy Crockett, John Henry.[43]

6. The Function of Folktale Movie on Students' Ability in Writing Narrative Text

According to Floriasti, Movie gives extra help to the learners in writing narrative texts. They find it enjoyable and fun while and after watching the movies. This condition supports them to start writing. Watching movies can reduce the number of grammatical errors and increase the quality of the writing content. It is because movies give them much inspiration for what to write and how to write.

Also, It is expected that displaying movies in the class will give many benefits to students not only for fixing the content and grammar of the writing but also for improving and mastering the vocabulary.[44]

Based on the study of Lusiana, From the finding's analysis and interpretations, the writer can safely draw some conclusion. First, animated film in teaching writing has been proven to have an influence on students' narrative writing. This result was encouraged statistically by t-test calculation in post-test scores which shows that the null hypothesis was rejected. The significant value (0,00) is less than the level of significance (0,05). Furthermore, based on students'

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[43] Getemreading*., "Types of Folktales"*, (27 February 2018)
[44] Floriasti, Tri Wahyuni. 2011. *Teaching Narrative Text Using Short Movie*. Skripsi. Universitas Negeri Yogyakarta. 27 Februari 2018.

writing product, it can be seen that students' understanding of elements within narrative writing such as generic structure were improved.[45]

Based on the information above, movie is very effective teaching medium in improving students' ability in writing narrative text because using it can improve the quality of writing content, mastering the vocabulary, students' understanding about narrative generic structure. In addition, all kinds of improvement stated are the main aspect of writing ability.

B. Related Study

This proposal relevance with thesis under the title :

Retno Ayu Murwani Puspitasari, (UNNES, 2006/2007) *"The Use of Animation Movies for Developing Students' Writing Skill of Narrative Texts a Case Study of Teaching English at Eleventh Grade Students of SMAN 10 Semarang in the Academic Year of 2006/2007"*. She tried to find out advantages animation movie in students' skill in writing narrative text. The result of the tests shows that the students' scores in the writing draft I were 64, 3%. It means that the test was not successful. On the other hand, in the writing of the revision II, the students' achievement reached 72, 9%. It means that the test was successful.[46] It means that, animation movie is good for developing students' writing skill of narrative text.

Lela Lusiana, (UPI, 2008) *"The Effectiveness of Using Animated Film in Teaching Writing Narrative Text"* that was proposed to investigate the

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[45] Lela Lusiana,. 2008. *The Effectiveness of Using Animated Film in Teaching Writing Narrative Text* (An Experimental Study in the Second Grade Students of Senior High School), (Bandung: Pendidikan Bahasa Inggris, FPBS, Kiemtafsirah).
[46] Retno Ayu Murwani Puspitasari. *2007. The Use of Animation Movies for Developing Students' Writing Skill of Narrative Text a Case Study of Teaching English at Eleventh Grade Students of SMAN 10 Semarang in the Academic Year of 2006/2007,* (Semarang: Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, UNNES. Prof. Dr, Rustono).

effectiveness of teaching writing narrative text by using animated film for tenth grade students of senior high school. After receiving the different treatment, the two groups got the different results. The post-test mean score of the experimental group was 62.65 while the mean score of the control group was only 53.15. The significant difference between two groups showed that the use of animation film in teaching narrative text was effective. The conclusion taken from the research is that animation film gives contribution in teaching writing narrative text to the tenth grade students of Senior High School.[47] It means that, animation film is effective for teaching students in writing narrative text.

Tini Suhartini, (UPI, 2010)"*The Use of Film Trailer in Teaching Writing Narrative Text*". The calculation of the dependent t-test on the control group shows that the mean in post-test is higher than the mean on pre-test score (5.45< 3.70). In addition, it is found that the tobt is higher than tcrit (-4.413 > 2.093) which means there is a significant difference in score of the control group before and after gettingthe materials from textbook. Yet, the obtained mean of the control group in post-test is lower if it is compared to mean of the experimental group (7.85<5.45). The analysis showed that film trailers can improve the students' writing ability in writing narrative text than textbook materials.[48] It means that, the use of film trailer is good to improve the students' writing skills in writing narrative text.

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[47] Lela Lusiana. 2008. *The Effectiveness of Using Animated Film in Teaching Writing Narrative Text* (An Experimental Study in the Second Grade Students of Senior High School), (Bandung: Pendidikan Bahasa Inggris, FPBS, Kiemtafsirah).

[48] Tini Suhartini. 2010. *The Use of Film Trailer in Teaching Writing Narrative Text,* (Bandung: Pendidikan Bahasa Inggris, FPBS, Didi Suherdi).

Based on the researchers above, the researcher will use Folktale Movie on Students' Ability in Writing Narrative Text At MAS TPI Sawit Seberang.

C. Conceptual Framework

Conceptual framework is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify the variable use in analysing the data. In this research, there are two variables; they are (1) using folktale movie as X variable and (2) Students ability in writing narrative text as Y variable. Because this research is experimental research, the researcher will divide the classes into two classes, experimental class and control class.

The data will be taken by using test (pre-test and post-test). The researcher in this case will do the research to the samples separated into two classes. The experimental class will be treated with folktale movie and the control class will be taught by using ordinary way by their teacher. However, the test that will be given is the same between both classes; the difference is only on the treatment which will be given. The treatment will be used for the students' ability in writing Narrative text.

D. Hypothesis

Based on the theoretical and conceptual framework above, the following hypothesis were formulated by the researcher :

1. **Ha** : There is significant effect of using folktale movie on students' ability in writing narrative text at MAS TPI Sawit Seberang.

2. **Ho**: There is no significant effect of using folktale movie on students' ability in writing narrative text at MAS TPI Sawit Seberang.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of Research

The research will being conducted at MAS TPI Sawit Seberang. The location of research is on Jl. Sawit Seberang, Langkat. The researcher choose of this location because:

1. The problem is found in this school

2. The same research is never be conducted in this place

3. The students have low ability in writing narrative text

4. The students have low motivation to learn english, expecially in writing narrative text

5. The school welcome that aim to improve the teaching learning quality

B. Research Design

In this study, the researcher used experimental research method. To collect the data, the sample was divided into two classes. One of the classes was assigned as the experimental group and the other one was as the control group.

Experimental group was the group that received treatment by folktale movie, while the control group was the group that did not received treatment by folktale movie but only received leaturing method.

The procedure of administering the assignment as the instrument of the study was the test administrate to both groups of students before they learn about writing narrative text. Then, the same assigment administered to both

sample groups after they taught about writing narrative text, the experiment design in this study:

Table 3.1

Design of the Research

Group	Step 1	Step II	Step III	Class
Experimental	**Pre-test**	**Treatment by using folktale movie**	**Post-test**	**X-C**
Control	**Pre-test**	**Treatment by using Leaturing Method**	**Post-test**	**X-A**

In this research, there are two variables; they are (1) using folktale movie as X variable and (2) Students ability in writing narrative text as Y variable. Because this research is experimental research, the writer will divided the classes into two classes, experimental class and control class.

A. Variable X is using folktale movie . The procedures of using folktale movie are :

According to Stempski in Richard and Renandya, there are three stages to apply the video/movie in language class[1], including:

1. The teacher prepares the students to watch the video/movie by tapping/review their background knowledge about the movie that want the

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[1] Jack C. Richard, and Willy A. Renandya, *Methodology in Language Teaching,* (USA: Cambridge University Press, 2002), p. 364

teacher is used, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

2. The teacher primarily facilitates the actual viewing of video/movie. They involve playing and replaying the entire sequence or relevant parts.

3. The teacher requires students to focus on important aspects such as factual information, plot development, or the language used in a particular situation first.

4. The teacher then will have students do a series of task that require them to concentrate on specific detail, such as sequence of events or a particular utterances used.

5. The teacher requires students to react to the video/movie or to practice some particular language points. The range of post viewing activities is enormous; in this term is writing activity.

B. Variable Y is the students' ability in writing narrative texts. Some indicators of the students' ability in writing narrative texts are :

1. The students are able to write the content.

2. The students are able to make a good orientation.

3. The students are able to make a good complication.

4. The students are able to make a good resolution.

5. The students are able to use suitable vocabularies.

6. The students are able to use action verb.

7. The students are able to use temporal connection.

8. The students are able to use past tense

9. The students are able to spell words.

10. The students are able to use punctuation.

C. Population and Sample

According Endang Mulyatiningsih, Population is a collection of people, animals, plants or objects that have certain characteristics to be studied.[2]

The population is the totality of the value might be good results counting or the qualitative and quantitative of certain characteristics about a bunch of objects is complete and clear.[3]

Population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions[4].

The population of this research was the first year students at MAS TPI Sawit Seberang Academic year 2017/2018. There were three classes of the first year students (X-A, X-B and X-C) and the total number of the first years students were 96 students.

It can be seen in this following table :

Table 3.2

The Population of the Research

No	Class	Population
1.	X-A	32

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[2] Endang, Mulyatiningsih. 2014. *Metopel Terapan Bidang Pendidikan*. Bandung: Alfabeta. p. 9

[3] Nana, Sudjana. 2010. Penilaian Hasil Proses Belajar Mengajar. (Cet. XV). Bandung: PT. Ramaja Rosdakarya. p. 20

[4] Sugiyono. 2017. *Metode Penelitian Pendidikan (Pendekatan kuantitatif, kualitatif dan R&D)..* (Alfabeta). p. 117

2.	X-B	32
3.	X-C	32
Total		96

Source of Data : Headmaster of MAS TPI Sawit Seberang

Academic Year 2017/2018.

Sample is part of population will be object of the research.[5] In this study, the researcher was used cluster random sampling. It is more feasible or convenient to select groups of individuals as sample than select individuals from a population. Thus, in this study the unit of sampling was not individuals but group of individuals.

The sample was randomly taken by using lottery technique. Each class in the first year students was written in a piece of paper. Then they were place in a box. The box was shakes and two pieces was taken by researcher. The classes in the two pieces of paper would be the sample. The classes are X- A and X-C. These two classes were divided into two groups, experimental and control group. To choose where the experimental class and control class, the researcher used interviewed for the English teacher, the english teacher gaves suggestion to the researcher to make X- A as the Control class, and X- C as Experiment class, based on the quality of the classes. Class X-C as the experimental group was taught by using folktale movie and class X- A as the control group was taught without using folktale movie.

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[5] Syahrum dan Salim. 2012. *Metodologi Penelitian Kuantitatif*. (Bandung: Citaputaka Media) p. 113

The sample can be seen as follow:

Table 3.3

The Sample of the Research

No	Class	Sample
1.	X-A	32
2.	X-C	32
Total		64

D. Data Collection

In collecting data, the researcher use technique :

1. Test : The test will be used in this research is written test, by using pretest and posttest in the experimental class and control class. The topic of pretest and posttest is about story of narrative text. The students in the experimental and control class will teaching by using different method. The students in the experimental class learned narrative text by using folktale movie meanwhile the students in the control class learned narrative text without using folktale movie its name leaturing method. This test divided into two test, pre-test and post-test. The test can be seen in appendix IV and V.

a. Test

The test will be used to collect the data about the students' ability in writing narrative text. The test would be divided into pre-test, treatment and post-test.

1. Pre –test

Pre-test will be designed in order to know the students' ability in writing narrative text before the treatment given. The pre-test aimed to see whether two class of the students are relatively homogeneous. Pre-test wii be given to the students before treating them.

2. Treatment

In order to find the effectiveness of folktale movie in teaching narrative text. The experimental will be taught by using folktale movie as media and the control group will be taught without folktale movie as media.

3. Post-test

After the treatment will be conducted, the post-test will administered to both experimental group and control group. The result of both groups are evaluated to find out the effectiveness of using folktale movie on their ability in writing narrative text. Post-test will be given after treating the students by using folktale movie. The form of the test is writing narrative text.

b. Validity

Validity is the extent to which it measures what it is supposed to measure. For obtain the validity of test, the face and content validity were used by adjusting the test with SKKD *(Standar Kompetensi dan Kompetensi Dasar)*

c. Reliability

Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first be reliable as a measuring test.[6]Then, to make the test

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[6]J.B. Heaton. 2000. *Writing English Language Test.* London: Longman. p. 159.

reliable, an analytical scale is use as the students' assessment in writing. It assesses some aspects, such as content, organization, vocabulary, language use, and mechanical skill.

E. Data Analysis

The researcher will be used the data from students' tests to find out the result of students' ability in writing narrative text by using folktale movie which is applied in the experimental class, then without using folktale movie in the control class. After all students' scores were obtained, next the researcher will be conducted prerequisite data analysis: normality and homogeneity. The normality test and homogeneity test were tested by using SPSS. After analyzed normality test and homogeneity test, the researcher will be used T-test to find out the differences between students' score that are taken from pre-test and post-test in experimental class and control class.

a. Normality Test

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:[7]

1. Open SPSS program.

2. Input all the data.

3. Click Analyze from the top menu, choose descriptive statistics and click explore.

4. Move the data from the left box into the box in Dependent List.

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[7] Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It)*. Sheffield: Sheffield Hallam University. p. 73

5. Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

6. Click Continue and OK.

b. Homogenity Test

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[8]

1. Open SPSS program.

2. Input the data in the data view.

3. Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.

4. Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.

5. Click the Options tab to open the options dialogue box.

6. Give a tick in Homogeneity of variance tests.

7. Click continue, and then OK

c. t-test

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be done if the data of the tests showed that they were both

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[8] *Ibid.,* 71-72

homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [9]

1. Open SPSS 20 program.

2. Click Variable View, type the name such as class and score, and in the Values, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

3. Click Data View, insert the data

4. Click Analyze, choose Compare Means and click Independent-Samples T-test.

5. Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

d. Statistical Hypothesis

After obtaining the t-test, the researcher compares t-test and t-table. Testing hypothesis uses criteria with significant degree 5% (0.05). The conclusion is obtained as follows:

Hα is accepted if to > t_{tabel} or if the Sig. (2-tailed) < 0.05.

Ho is accepted if to < t_{table}, or if the Sig. (2-tailed) > 0.05.

The hypotheses of this research are:

a. Alternative Hypothesis (Hα): "There is a significance effect of students' ability in writing narrative text between students who are

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[9] *Ibid.,* 45-46

taught by folktale movie and students who are taught without using folktale movie."

b. Null Hypothesis (Ho): "There is no significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie."

1. Scoring The Test

In scoring the test, the researcher will use score ranging from 0-100.

Table 3.4

The Assessment of Writing Skill

No	Components	Criteria	Score
1.	**Content**	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	**30-27**
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	**26-22**
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	**21-17**
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate	**16-13**
2.	**Organization**	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	**20- 18**
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	**17-14**
		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	**13-10**

		Very poor: does not communicate, not organization, or not enough to evaluate.	**9-7**
3.	**Vocabulary**	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	**20-18**
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	**17-14**
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	**13-10**
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	**9-7**
4.	**Language use**	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions	**25-22**
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	**21-18**
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	**17-11**
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	**10-5**
5.	**Mechanical Skill**	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	**5**
		Good to average: occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	**4**
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions,	**3**

		dominated by errors of spelling.	
		Very poor: punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate, meaning confused or obscured.	**2**

Table 3.5

The Classification of Students' Score[10]

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

F. Research Procedure

In conducting the research, there were some procedures that applied for taking the data :

1. In order to determine the problem, the researcher observed the students' learning process (the students' ability in writing narrative text is still low)

2. The researcher will be made the research planning through lesson plan.

3. The researcher chooses two classes that will be the control and experimental class

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[10] Suharsimi Arikunto. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara. p.245

4. The researcher conducts pre-test for control and experimental class.

5. The researcher gives treatment for experimental class.

6. The researcher conducts post-test to give evaluation in control and experimental class

7. The researcher analyzes the data collected from, pre-test, and post-test.

8. The researcher concludes the research from the result of the data analysis.

The meetings procedures of experimental and control group can be seen as follows:

Table 3.6

Experimental Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	✓ Teacher greet the students ✓ Teacher gave the pre-test	✓ Students did pre-test
2.	✓ The teacher gave a learning style questionnaire and asked the students to answer it ✓ The teacher classified the students into group based the students' learning style ✓ The teacher gave brainstorming to the students (asked them to give their opinion about the topic) ✓ The teacher gave the example of narrative text ✓ Teacher explained about narrative text, its language features ✓ Teacher asked the students	✓ Students filled the learning style questionnaire ✓ Students' did teacher's instruction ✓ Students responded teacher question ✓ Students read the text given ✓ Students paid

		to analyze the example of narrative text	attention to the teacher ✓ Students did the teachers' instruction
3.		✓ The teacher showed folktale movie that has connection with narrative text for the students ✓ The teacher persuade the students to discuss the movie that has connection with narrative text for the students ✓ The teacher applied role playing and asked the students ✓ Teacher discussed together how a narrative construct by using folktale movie ✓ Teacher asked the students in group to make the narrative text based on the topic given	✓ Students paid attention on teacher`s explanation  ✓ Students paid attention on teacher`s explanation ✓ Students did role playing in front of the class ✓ Students gave attention and ask what they don't understand ✓ Students did the practice
4.		✓ Teacher reviewed about folktale movie ✓ Teacher asked the students to make a narrative text individually ✓ Teacher guided and motivated the students ✓ The teacher asked students to use Peer-Review to check their work and discuss it together with the teacher ✓ The teacher gave feedback and correction positively and encouragingly to the content of what the students have written	✓ Students paid attention to the teacher ✓ Students did the instruction given ✓ Students follow the teachers' guidance ✓ Students' did the instruction and ask what they don't know or unclear ✓ The students' paid attention to teachers' feedback and correction

5.	✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test	✓ Students paid attention to the direction ✓ Students did the post test

Table 3.7

Control Group Activity

Meeting	Activity	
	Teacher	**Students**
1.	✓ Teacher greet the students ✓ Teacher gave the pre-test	✓ Students did pre-test
2.	✓ The teacher gave the example of narrative text ✓ Teacher explained about narrative text, its language features ✓ Teacher asked the students to analyze the example of narrative text given	✓ Students read the text given ✓ Students paid attention to the teacher ✓ Students did the teachers' instruction
3.	✓ The teacher gave a narrative text from the students' text book ✓ The teacher asked the students to try understand about the steps of writing narrative paragraph	✓ Students read the text given ✓ Students did the practice
4.	✓ Teacher asked students to make a narrative text individually	✓ Students did the instruction
5.	✓ Teacher gave direction related to the Post-test ✓ Teacher gave post test	✓ Students paid attention to the direction ✓ Students did the post test

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Description of the Data

The data of this research were collected from the first grade students of MAS TPI Sawit Seberang. There were two classes namely X-A and X-C , Folktale Movie was used in X-C and Conventional method was used in X-A. A test was given to the students to get the data about the differences of the students' ability in writing narrative text by using folktale movie and without using folktale movie.

2. Data Presentation

In this research there is data presentation presented by the researcher. The data consisted of information of students' ability in writing narrative text gathered by using pre-test and post-test.

The students' writing test was scored by calculating the five component scale such as contents, organization, vocabulary, language use, mechanics and tasks. After conducting the research, the researcher got the data of the students' scores in pre-test and post-test from both experimental and control group. For more detail, it can be seen in the following table.

a. Students' Writing Score On Pre-Test and Post-Test

Table 4.1

The Score of Pre-Test in Experimental Class

Students' Number	Experimental Class
	Pre-Test
1	75
2	60
3	60
4	70
5	50
6	70
7	65
8	55
9	55
10	55
11	60
12	60
13	55
14	50
15	60
16	65
17	60
18	60

19	60
20	50
21	50
22	55
23	40
24	50
25	50
26	45
27	60
28	40
29	50
30	50
31	65
32	50
$\sum$ n = 32	**$\sum X_0$= 1800**
Average	**56,25**
Min	**40**
Max	**75**

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,25. The lowest score in pre-test is 40 and the highest score in pre-test is 75.

Table 4.2

The Score of Post-Test in Experimental Class

Students' Number	Experimental Class
	Post-Test
1	90
2	75
3	75
4	80
5	60
6	75
7	70
8	65
9	70
10	65
11	65
12	70
13	65
14	60
15	70
16	70
17	60
18	70
19	70
20	60

21	65
22	60
23	65
24	55
25	60
26	60
27	65
28	70
29	60
30	55
31	70
32	60
∑ n = 32	**∑X₁= 2130**
Average	**66,56**
Min	**55**
Max	**90**

From the Table above, it can be seen that the average of the post-test in experimental class is 66,56. The lowest score in post-test is 55 and the highest score in post-test is 90.

Table 4.3

The Score of Pre-Test and Post-Test in Experimental Class

Students' Number	Experimental Class		
	Pre-Test	**Post-Test**	**Gained Score**
1	75	90	15
2	60	75	15
3	60	75	15
4	70	80	10
5	50	60	10
6	70	75	5
7	65	70	5
8	55	65	10
9	55	70	15
10	55	65	10
11	60	65	5
12	60	70	10
13	55	65	10
14	50	60	10
15	60	70	10
16	65	70	5
17	60	60	0
18	60	70	10
19	60	70	10
20	50	60	10

21	50	65	15
22	55	60	5
23	40	65	25
24	50	55	5
25	50	60	10
26	45	60	15
27	60	65	5
28	40	70	30
29	50	60	10
30	50	55	5
31	65	70	5
32	50	60	10
$\sum$ **n = 32**	$\sum X_0$= **1800**	$\sum X_1$= **2130**	$\sum X_2$= **330**
Average	**56,25**	**66,56**	**10,31**
Min	**40**	**55**	**0**
Max	**75**	**90**	**30**

From the Table above, it can be seen that the average of the pre-test in experimental class is 56,25 while in post-test is 66,56. The lowest score in pre-test is 40 and the highest score in pre-test is 75. While in post-test, the lowest score is 55 and the highest score is 90 points. And gained score in control class is 10,31.

Table 4.4

The Score of Pre-Test in Control Class

Students' Number	Control Class	
	Pre-Test	
1	50	
2	50	
3	60	
4	55	
5	60	
6	50	
7	50	
8	50	
9	55	
10	55	
11	55	
12	50	
13	50	
14	45	
15	45	
16	45	
17	55	
18	50	
19	60	
20	55	

21	60
22	50
23	60
24	70
25	45
26	40
27	40
28	60
29	50
30	55
31	60
32	45
$\sum n = 32$	$\sum X_0 = 1680$
Average	52,5
Min	40
Max	70

From the table above, it can be shown that the average of the pre-test in control class is 52,5. The lowest score in pre-test is 40 and the highest score in pre-test is 70.

Table 4.5

The Score of Post-Test in Control Class

Students' Number	Control Class	
	Post-Test	
1	60	
2	50	
3	50	
4	50	
5	45	
6	50	
7	40	
8	45	
9	70	
10	65	
11	60	
12	50	
13	60	
14	60	
15	60	
16	40	
17	60	
18	75	
19	70	
20	55	

21	65
22	55
23	70
24	80
25	55
26	55
27	50
28	55
29	60
30	65
31	55
32	50
∑ n = 32	**∑X₁= 1830**
Average	**57,19**
Min	**40**
Max	**80**

From the table above, it can be shown that the average of the post-test in control class is 57,18. The lowest score in post-test is 40 and the highest score in post-test is 80.

Table 4.6

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

Students' Number	Control Class		
	Pre-Test	**Post-Test**	**Gained Score**
1	50	60	10
2	50	50	0
3	60	50	10
4	55	50	-5
5	60	45	-15
6	50	50	0
7	50	40	-10
8	50	45	-5
9	55	70	15
10	55	65	10
11	55	60	5
12	50	50	0
13	50	60	10
14	45	60	15
15	45	60	15
16	45	40	-5
17	55	60	5
18	50	75	25
19	60	70	10
20	55	55	0

$\sum n = 32$			
21	60	65	5
22	50	55	5
23	60	70	10
24	70	80	10
25	45	55	5
26	40	55	10
27	40	50	10
28	60	55	-5
29	50	60	10
30	55	65	10
31	60	55	-5
32	45	50	5
$\sum n = 32$	$\sum X_0 = 1680$	$\sum X_1 = 1830$	$\sum X_2 = 160$
Average	52,5	57,19	5
Min	40	40	-15
Max	70	80	25

From the table above, it can be shown that the average of the pre-test in control class is 52,5 while in post test is 57,18. The lowest score in pre-test is 40 and the highest score in pre-test is 70. While in post-test, the lowest score is 40 and the highest score is 80 points. And gained score in control class is 4,374.

Based on the tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly rather than the control class. This can be seen through the range

points gained by the two groups. The experimental class increased 10,31 points, from 56,25 to 66,56 while the control class increased 4,375 points from 52,5 to 57,19.

3. Analysis of Data

a) Normality Test

In this research, normality test was tested by using Lilliefors in SPSS V 20 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 32.

Table 4.7

Normality of Pre-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	,151	32	,061	,952	32	,167
Pre-Test Control	,176	32	,013	,937	32	,063

a. Lilliefors Significance Correction

Based on the data in Table 4.3, it shows that the normality is significant. It is shown by the significance in Lilliefors table of Experiment Class data is 0.061. Meanwhile, the significance in Lilliefors table of Control Class data is 0.013. Both significances of Experiment class data and Control class data are much less than the calculation Lilliefors table with critical points of 32 = 0,1542. It can be concluded that the pre-test results in both experimental class and control class are normally distributed.

Table 4.8

Normality of Post-test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Experiment	,166	32	,025	,906	32	,009
Post-Test Control	,135	32	,149	,965	32	,367

a. Lilliefors Significance Correction

Based on the data in Table 4.4, it shows that the data of experiment class is 0.025 while the data of control class is 0.149. It can be stated that the data of experiment and control class are much less than the calculation Lilliefors table with critical points of 32 = 0,1542. So, the posttest result in both experiment and control class are normally distributed.

Below is presented the frequency distribution of pre-test and posttest scores of the control and the experimental classes as the details for the normality test.
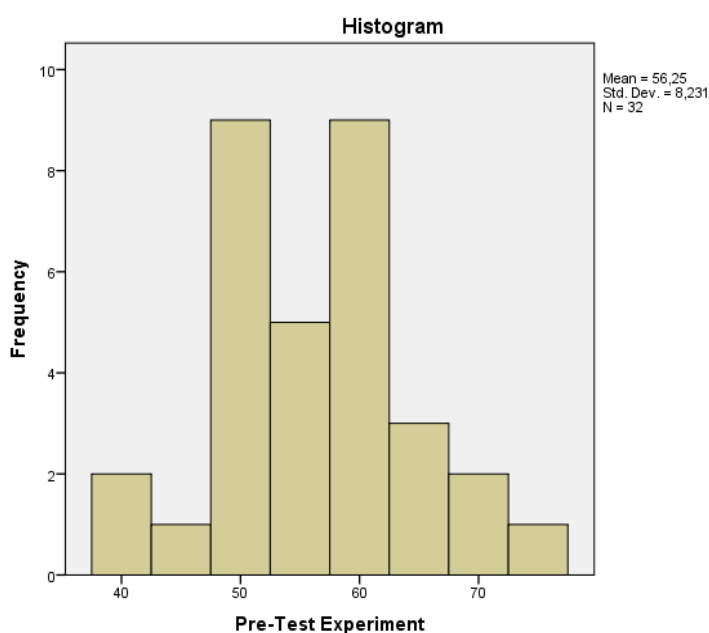
Figure 4.1
The Frequency Distribution Of Pre-Test Score Of Experiment Class
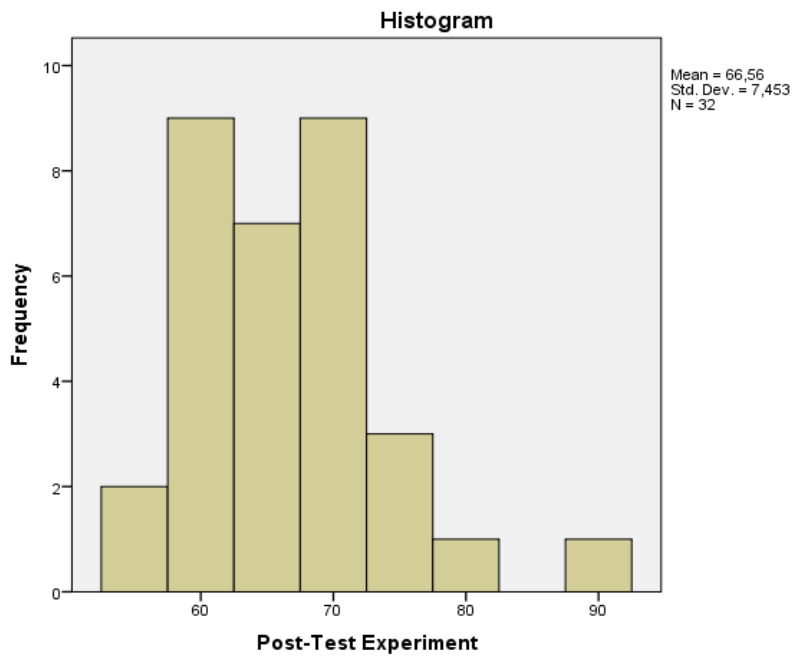
Figure 4.2

The Frequency Distribution Of Post-Test Score Of Experiment Class
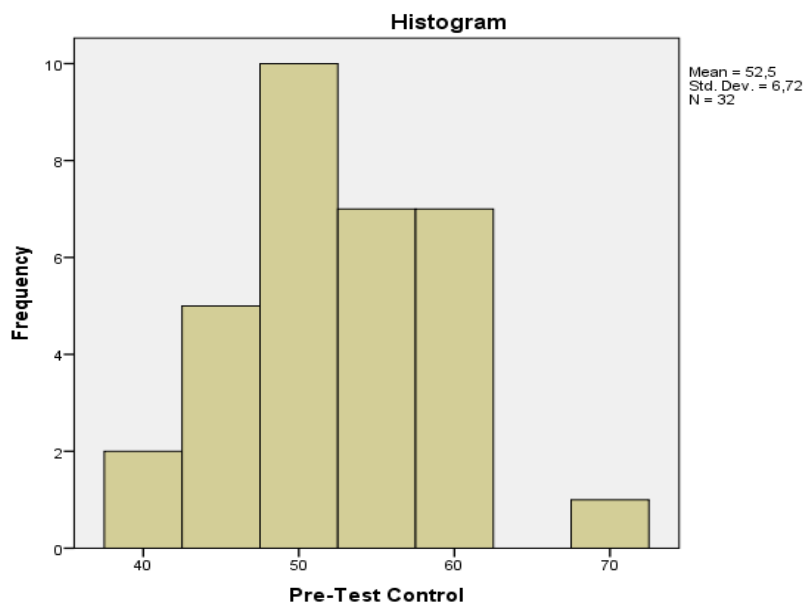
Figure 4.3

The Frequency Distribution Of Pre-Test Score Of Control Class
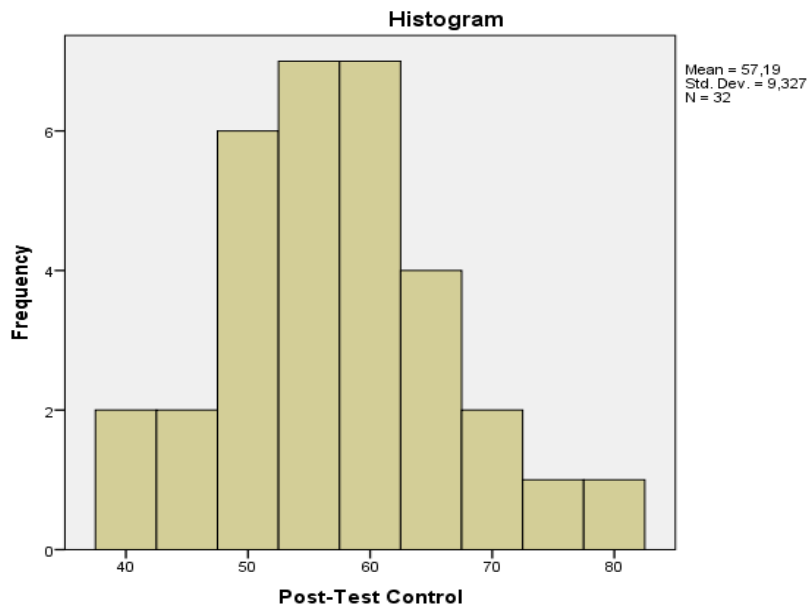
Figure 4.4

The Frequency Distribution Of Post-Test Score Of Control Class

1) Homogeneity test

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.9

Pre-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances

Pre-Test Experiment and Control

Levene Statistic	df1	df2	Sig.
,563	4	26	,691

The result of the data in Table 4.8 showed that the significance of pre-test between experiment class and control class was 0.691. Therefore, the data of pre-test was homogenous because it was higher than 0.05.

Table 4.10

Post-test of Homogeneity of Variances both Control and Experiment

Test of Homogeneity of Variances
Post Test Experiment and Control

Levene Statistic	df1	df2	Sig.
1,176	6	23	,353

The result of the data in Table 4.6 showed that the significance of post-test between experiment class and control class was 0.353. Therefore, the data of post-test was homogenous because it was higher than 0.05.

2) t-test

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 20 to know the significant difference between students' ability in writing narrative text in experimental class and students' ability in writing narrative text in control class. Next, the researcher used t-test to get empirical evidence about the effect of folktale movie on the students' ability in writing narrative text by using SPSS V 20. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of post test score both control and experiment class is presented in the figure below:

Table 4.11

The t-test Result of Post-test Score both Control and Experiment Class

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experiment Post-Test	32	66,56	7,453	1,317
	Control Post-Test	32	57,19	9,583	1,694

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	2,022	,160	4,368	62	,000	9,375	2,146	5,085	13,665
	Equal variances not assumed			4,368	58,456	,000	9,375	2,146	5,080	13,670

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.10, it can be seen that there was a significant different between the experiment class (M = 66,56 and SD = 7,453) and control class (M= 57,19 and SD = 9,583).

Next, the researcher was compared t_{value} and t_{table} to know whether using folktale movie in teaching writing narrative text is effective to improve students' ability in writing narrative text or not. Reviewing to the data in Table 4.10, it

shows the result of t_{value} = 4.368 with the Sig. (2-tailed) = 0.000. And t_{table} of 0.05 (5%) as the significance level is 1.669 with 62 the degree of freedom (df). It can be found that t_{value} = 4.368 > t_{table} = 1.669 and the Sign. (2-tailed) is 0.000 < 0.05. It means that the folktale movie is effective toward students' ability in writing narrative text.

4. Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant effect of folktale movie on the students' ability in writing narrative text at MAS TPI Sawit Seberang? The conclusion is obtained as follows:

H_{α}: There is a significance difference of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie.

H_o: There is no significance difference of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie.

And then, the criteria of hypotheses test as follow:

1. H_{α} is accepted if t_o > t_{tabel} or if the Sig. (2-tailed) <0.05.

2. H_0 is accepted if t_o < $t_{table,}$ or if the Sig. (2-tailed) >0.05.

Based on the result of posttest of experiment class and control class, it can be found that the t_{value} = 4.368 > t_{table} = 1.669 in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.000 < 0.05. To sum up, the t_{value} > t_{table} and the Sign. (2-tailed) < 0.05, it means that H_{α} is accepted. So, I can be concluded that

the folktale movie is effective toward students' ability in writing narrative text.

5. Findings

Students' ability in writing narrative text by using folktale movie is drastically increasing. It can be seen from the students' score in pre-test is 56.25, it means that the score of students in pre-test is **enough**, after using treatment by using folktale movie, the students' score in post-test is 66.56, it means that the score of students in post-test is **good**. So, the result after using folktale movie as media to teach students' ability in writing narrative text has increasing from **enough** to **good**.

Students' ability in writing narrative text without using folktale movie does not increase. It can be seen from the students' score in pre-test is 52.5, it means that the score of students in pre-test is **enough**, after using conventional strategy (three-phased technique), the students' score in post-test is 57.19, it means that the score of students in post-test is **enough**. So, the result after using conventional strategy (three-phased technique) to teach students' ability in writing narrative text does not increase or still in **enough** category.

There is a significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (66,56) is higher than pre- test (57,19) with gained score was 9.37 point. From the data analysis, the test hypothesis was determined by t-test that $t_{value} > t_{table}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 4.368 while the value of t_{table}

with df 62 in the significance 5% is 1.669. So the alternative hypothesis (H_α) is accepted.

B. Discussion

Based on the analysis of data in the tenth grade students' of MAS TPI Sawit Seberang, the students' ability in writing narrative text is improved by using folktale movie. The results of data from the test were divided pre-test and post-test. The students that were taught by folktale movie had higher score than those who were taught by without folktale movie.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by using folktale movie toward the students' ability in writing narrative text, because the results show that the hypothesis of H_0 is rejected and H_α is accepted. The significance differences are between by using folktale movie and without using folktale movie. Furthermore, it can be happened because the students in experiment class can writing narrative text and enjoying to writing especially writing narrative text in the class.

Based on the explanation above, the researcher concluded that the implementation of Folktale Movie had significant effect to the students' ability in writing narrative text at MAS TPI Sawit Seberang.

CHAPTER V

CLOSING

A. Conclusion

After doing the experiment in teaching narrative text by using folktale movie in experiment class and without using folktale movie in control class, the researcher analyzed the data of the experiment, then the researcher continues to conclude the research. Based on the data which has been calculated, the researcher concludes the answers of the formulation of the problems:

1. There is a significance effect of students' ability in writing narrative text between students who are taught by folktale movie and students who are taught without using folktale movie. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (66,56) is higher than pre- test (57,19) with gained score was 9.37 point. From the data analysis, the test hypothesis was determined by t-test that $t_{value} > t_{table}$ in significance 0.05 (5%). Thus, the value of the t_{value} is 4.368 while the value of t_{table} with df 62 in the significance 5% is 1.669. So the alternative hypothesis (H_α) is accepted. It means that there is significant difference between students' ability in writing narrative text which was taught by using folktale movie and without using folktale movie at the tenth grade of MAS TPI Sawit Seberang.

B. Recommendation

Based on the result of the research, the researcher would like to give some suggestions as follow:

1. Stakeholder

    For the principle of MAS TPI Sawit Seberang, it is good to motivate the teachers, especially English teacher to teach the students by using folktale movie.

2. Teachers

    For English teachers, the English teachers can use folktale movie as an alternative in learning narrative text. English teachers to make the learning activity not monotonous and enjoyable.

3. Students

    For students, it is suggested to foster their writing ability. By applying folktale movie, the students could improve their writing ability because this media give students ideas to writing narrative text, remember the story and write the story, and use the vocabulary that make them familiar with the words. So, students will have a habit to write and use the words in classroom activity even in outside classroom activity.

4. Researcher

    For the researcher, the researcher hopefully can be operated in conducting further research/ study for obtaining better result.

5. Further Researcher

    For other researcher, the result of this research can give

information or reference about implementation of folktale movie on the student's ability in writing narrative text.

C. Implication

Implication are drawn from the research finding. The discussion of the data from research finding points out that teaching and learning narrative text by using folktale movie is effective toward students' ability in writing narrative text. It was showed by the students' ability in writing narrative text by using folktale movie are performed better than the students' who did not have the treatment of folktale movie.

Moreover, it can be happened because the students have to convey their ideas, then it can be output for the students to easily in writing narrative text, helping students generate their ideas for writing, identifying the certain genre of a text and also making students experience fun learning in their writing class.

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Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP NO 1.)

Satuan Pendidikan   : MAS TPI Sawit Seberang

Kelas/Semester   : X^C / II (Dua)

Mata Pelajaran   : Bahasa Inggris

Alokasi Waktu   : 8 x 45 menit (4x pertemuan Experiment Class)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan 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 keberadaan.

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris

2.3 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks konteks penggunaannya. naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri 4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat 4.15.5 Menulis teks naratif

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3. Mengakui ketika membuat kesalahan
4. Tidak menyalahkan orang lain atas tindakannya sendiri
5. Mengidentifikasi fungsi sosial teks naratif
6. Mengidentifikasi struktur teks naratif
7. Mengidentifikasi unsur kebahasaan teks naratif
8. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
9. Menentukan struktur teks naratif dengan benar
10. Melengkapi teks naratif rumpang dengan kosakata yang tepat
11. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat
12. Menulis teks naratif

D. MATERI PEMBELAJARAN

Fungsi sosial :

Narrative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks :

Example of narative text:

Malin kundang

Orientation	This is a story about Malin Kundang. He was a boy from a very poor family who live with his mom. His father is a sailor but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one day he slip off and hurt himself. The wound left a scar on his hand.

When Malin grew up, he decided to go to city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind, his mother had no other choice but to let her only child go.

Malin was travelling by the sea, so he came along with one rich merchant. He was hoping to become one of his crew and learn from that merchant. Malin went to anyplace wherever the winds took him. Soon he will become a great succesful man.

Many years has passed since then, Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village.

Complication

On the other hand, Malin's mother was getting older. She missed her child so so much that she had always wait for Malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was Malin the moment she saw him. What makes her so sure is because of the scar on his hand. But Malin deny her as his mother because Malin's felt ashame to his wife and the crew, then he was gone.

Resolution

Malin's mother was really upset then she start to curse him. On his journey Malin's ship begin to shak ing and soon it turned into a stone until now.

Unsur Kebahasaan :

Language features of narative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense
- Using adjective: *beautiful, poor, wicked, old,* etc.
- Using time connectives: *since then, many years later, one day,* etc.
- Using action verbs, verbal, and mental processes

- Direct and indirect speeches are often used

Topik :

Legenda rakyat

E. METODE PEMBELAJARAN

Metode : Tanya jawab, Diskusi dan Penugasan

Model Pembelajaran : Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN

Media : Folktale Movie

Alat : Whiteboard, board marked, Buku Pegangan, proyektor

Sumber belajar : - Buku Bahasa Inggris

- Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik. **Motivasi** • Peserta didik diberi penjelasan tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari	10 menit

Kegiatan	Deskripsi	Alokasi Waktu
	Pemberian Acuan • Guru menyampaikan tujuan pembelajaran • Peserta didik dibagi kedalam beberapa kelompok • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	
Inti	**Mengamati :** • Mengamati dan memperhatikan folktale movie yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text serta film yang diputar di dalam kehidupakn sehari-hari **Mengeksplorasi:** • Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menulis text narrative sesuai dengan film yang telah diputar • Mempresentasikan hasil penulisan **Mengkomunikasikan** • Menyerahkan tugas menulis narrative text sesuai dengan film yang diputar .	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan	

Kegiatan	Deskripsi	Alokasi Waktu
	• Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas aktivitas kelompok peserta didik • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text.	10 menit

Kegiatan	Deskripsi

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan folktale movie yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text serta film yang diputar di dalam kehidupakn sehari-hari	

Kegiatan	Deskripsi	Alokasi Waktu
	Mengeksplorasi: • Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menceritakan dan meringkas secara individu text narrative sesuai dengan film yang telah diputar. **Mengkomunikasikan** • Menyerahkan tugas meringkas narrative text sesuai dengan film yang diputar .	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik. • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text.	10 menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak mekanisme pelaksanaan pembelajaran • Peserta didik dibagi kedalam beberapa kelompok	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan folktale movie yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative	

Kegiatan	Deskripsi	Alokasi Waktu
	text serta film yang diputar di dalam kehidupan sehari-hari **Mengeksplorasi:** • Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Mendiskusikan secara kelompok tentang text narrative sesuai dengan film yang telah diputar. • Mempresentasikan hasil diskusi. **Mengkomunikasikan** • Menyerahkan tugas diskusi kelompok narrative text sesuai dengan film yang diputar .	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik. • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text.	10 menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan folktale movie yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text serta film yang diputar di dalam kehidupakn sehari-hari **Mengeksplorasi:**	

Kegiatan	Deskripsi	Alokasi Waktu
	• Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menulis secara individu text narrative sesuai dengan film yang telah diputar. • Mempresentasikan hasil penulisan. **Mengkomunikasikan** • Menyerahkan tugas menulis narrative text sesuai dengan film yang diputar .	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik	10 menit

H. ASSESSMENT

1. On going assessment: Teacher guides the students to write a simple/short narrative text

2. Product assessment:

   a. Form: writing text

   b. Type: Essay

   c. Assessment Criteria (Appendix 3)

Sawit Seberang, 23 Mei 2018

Mengetahui

Kepala MAS TPI Sawit Seberang   Guru Mata Pelajaran

Muhammad Rizki, S.Pd.I   **Eko Susanto, S.Pd**

Researcher

Ajeng Ayu Lestari

Appendix II

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP NO 1.)

Satuan Pendidikan   :   MAS TPI Sawit Seberang

Kelas/Semester   : X^A / II (Dua)

Mata Pelajaran   :   Bahasa Inggris

Alokasi Waktu   :   8 x 45 menit (4x pertemuan Control Class)

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan 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 keberadaan.

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

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

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional	1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa

	Inggris
2.3. Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain 2.3.2 Mengakui ketika membuat kesalahan 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri
3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial teks naratif 3.10.2 Mengidentifikasi struktur teks konteks penggunaannya. naratif 3.10.3 Mengidentifikasi unsur kebahasaan teks naratif 4.15.1 Menceritakan kembali isi teks naratif dengan kata-kata sendiri.
4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.	4.15.2 Menentukan struktur teks naratif dengan benar 4.15.3 Melengkapi teks naratif rumpang dengan kosakata yang tepat 4.15.4 Menjawab pertanyaan berkaitan dengan isi teks naratif tepat 4.15.5 Menulis teks naratif

F. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

13. Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
14. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
15. Mengakui ketika membuat kesalahan
16. Tidak menyalahkan orang lain atas tindakannya sendiri
17. Mengidentifikasi fungsi sosial teks naratif
18. Mengidentifikasi struktur teks naratif
19. Mengidentifikasi unsur kebahasaan teks naratif
20. Menceritakan kembali isi teks naratif dengan kata-kata sendiri
21. Menentukan struktur teks naratif dengan benar
22. Melengkapi teks naratif rumpang dengan kosakata yang tepat
23. Menjawab pertanyaan berkaitan dengan isi teks naratif dengan tepat
24. Menulis teks naratif

G. MATERI PEMBELAJARAN

Fungsi sosial :

Narative text is used to amuse, entertain and to deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Struktur teks :

Example of narative text:

Malin kundang

Orientation

This is a story about Malin Kundang. He was a boy from a very poor family who live with his mom. His father is a sailor but he had already died. Malin was a smart boy but a bit naughty. He always chased a chicken and hit it with a broom, until one

day he slip off and hurt himself. The wound left a scar on his hand.

When Malin grew up, he decided to go to city, so one day he would become rich by the time he went back to the village. Malin's mother disagreed with his decision because he was the only one she had. But Malin had already made up his mind, his mother had no other choice but to let her only child go.

Malin was travelling by the sea, so he came along with one rich merchant. He was hoping to become one of his crew and learn from that merchant. Malin went to anyplace wherever the winds took him. Soon he will become a great succesful man.

Many years has passed since then, Malin has become a rich merchant because of his hard work and marry the most beautiful girl in the world and he had forgotten his mother as well as the village.

Complication

On the other hand, Malin's mother was getting older. She missed her child so so much that she had always wait for Malin's return at the harbour everyday until one day there was a merchant who stopped by the village. She knew it was Malin the moment she saw him. What makes her so sure is because of the scar on his hand. But Malin deny her as his mother because Malin's felt ashame to his wife and the crew, then he was gone.

Resolution

Malin's mother was really upset then she start to curse him. On his journey Malin's ship begin to shak ing and soon it turned into a stone until now.

Unsur Kebahasaan :

Language features of narative text:

- Using specific participants such as the name of person, place, etc.
- Using past tense
- Using adjective: *beautiful, poor, wicked, old,* etc.

- Using time connectives: *since then, many years later, one day,* etc.
- Using action verbs, verbal, and mental processes
- Direct and indirect speeches are often used

Topik :

Legenda rakyat

H. METODE PEMBELAJARAN

Metode   : Tanya jawab, Diskusi dan Penugasan

Model Pembelajaran   : Cooperative Learning

F. MEDIA DAN ALAT PEMBELAJARAN

Media   : Folktale Movie

Alat   : Whiteboard, board marked, Buku Pegangan, proyektor

Sumber belajar   : - Buku Bahasa Inggris

                           - Internet

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik. **Motivasi**	10 menit

Kegiatan	Deskripsi	Alokasi Waktu
	• Peserta didik diberi penjelasan tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik dibagi kedalam beberapa kelompok • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru serta buku panduan yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text di dalam kehidupakn sehari-hari **Mengeksplorasi:** • Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menulis text narrative secara kelompok sesuai dengan judul yang diberikan guru • Mempresentasikan hasil penulisan **Mengkomunikasikan** • Menyerahkan tugas kelompok menulis narrative text sesuai judul yang diberikan guru.	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal	

Kegiatan	Deskripsi	Alokasi Waktu
	• Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas aktivitas kelompok peserta didik • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text.	10 menit

Pertemuan 2

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru dan buku panduan yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text di dalam kehidupakn sehari-hari **Mengeksplorasi:**	

Kegiatan	Deskripsi	Alokasi Waktu
	• Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menceritakan dan meringkas secara individu text narrative sesuai dengan judul yang diberikan oleh guru. **Mengkomunikasikan** • Menyerahkan tugas meringkas narrative text sesuai dengan judul yang diberikan oleh guru.	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik. • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text untuk memperdalam pengetahuan siswa mengenai narrative text.	10 menit

Pertemuan 3

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik dibagi kedalam beberapa kelompok • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru dan buku panduan yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text di dalam kehidupakn sehari-hari	

Kegiatan	Deskripsi	Alokasi Waktu
	Mengeksplorasi: • Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Mendiskusikan serta menganalisis secara individu text narrative sesuai dengan judul yang diberikan oleh guru. • Mempresentasikan hasil diskusi. **Mengkomunikasikan** • Menyerahkan tugas menulis narrative text sesuai dengan judul yang diberikan oleh guru.	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik. • Guru menjelaskan kegiatan pertemuan berikutnya dan memberikan tugas untuk mencari materi tentang narrative text untuk memperdalam pengetahuan siswa mengenai narrative text.	10 menit

Pertemuan 4

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	**Orientasi** • Mengucapkansalam, berdo'a, mengabsen dan mengkondisikan kelas. **Apersepsi** • Guru mengajukan pertanyaan secara komunikatif tentang hal-hal yang berkaitan dengan materi tentang narrative text kepada peserta didik untuk mengetahui pemahaman siswa lebih dalam. **Motivasi** • Peserta didik diberi penjelasan mendalam tentang manfaat mempelajari narrative text dalam kehidupan sehari-hari. **Pemberian Acuan** • Guru menyampaikan tujuan pembelajaran • Peserta didik menyimak mekanisme pelaksanaan pembelajaran	10 menit
Inti	**Mengamati :** • Mengamati dan memperhatikan penjelasan guru dan buku panduan yang berhubungan dengan narrative text di dalam kehidupan sehari-hari **Menanya** • Memberikan komentar dan bertanya tentang pengertian , tujuan serta struktur teks yang berhubungan dengan narrative text di dalam kehidupakn sehari-hari **Mengeksplorasi:**	

Kegiatan	Deskripsi	Alokasi Waktu
	• Menggali informasti tentang narrative text. **Mengasosiasi:** • Menyimpulkan materi tentang narrative text. • Menulis secara individu text narrative sesuai dengan judul yang diberikan oleh guru. • Mempresentasikan hasil penulisan. **Mengkomunikasikan** • Menyerahkan tugas menulis narrative text sesuai dengan judul yang diberikan oleh guru.	70 menit
Penutup	• Guru membimbing peserta didik menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal • Guru memberikan refleksi melalui berbagai cara sepetri tanya jawab tentang apa yang sudah dipelajari, apa manfaat pembelajaran, apa perubahan sikap yang perlu dilakukan • Guru memberikan umpan balik atas proses pembelajaran • Guru melakukan penilaian jawaban tugas individu peserta didik.	10 menit

H. ASSESSMENT

3. On going assessment: Teacher guides the students to write a simple/short narrative text
4. Product assessment:
   a. Form: writing text
   b. Type: Essay
   c. Assessment Criteria (Appendix 3)

Sawit Seberang, 23 Mei 2018

Mengetahui
Kepala MAS TPI Sawit Seberang   Guru Mata Pelajaran

Muhammad Rizki, S.Pd.I   **Eko Susanto, S.Pd**

Researcher

Ajeng Ayu Lestari

Appendix III

The Assessment of Writing Skill

No	Components	Criteria	Score
1.	**Content**	Excellent to very good: knowledge, substantive, thorough development thesis, relevant to assigned topic.	**30-27**
		Good to average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail	**26-22**
		Fair to poor: limited knowledge of subject, title, substances, inadequate development of topic.	**21-17**
		Very poor : does not show knowledge of subject, non-substantive, not pertinent, or no enough to evaluate	**16-13**
2.	**Organization**	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive	**20- 18**
		Good to average: somewhat choppy, loosely organized but mind ideas stand out, limited supported, logical but incomplete sequencing.	**17-14**
		Fair to poor: not-fluent, ideas confused or disconnected, lack logical sequencing and development.	**13-10**
		Very poor: does not communicate, not organization, or not enough to evaluate.	**9-7**
3.	**Vocabulary**	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.	**20-18**
		Good to average: adequate range, occasional error of word/idiom from: choice, usage but meaning not obscured.	**17-14**
		Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.	**13-10**
		Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	**9-7**
4.	**Language use**	Excellent to very good: effective complex construction, few errors of agreement, tense,	**25-22**

		number, word order/function, articles, pronouns, prepositions	
		Good to average: effective but simple construction, minor problem in complex constructions, several errors agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured	**21-18**
		Fair to poor: major problems in simple/complex construction, frequent errors of negation; articles, pronouns, preposition and fragment, run-ons, deletion, meaning confused or obscured.	**17-11**
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, does communicate, or enough to evaluate.	**10-5**
5.	**Mechanical Skill**	Excellent to very good: demonstrate mastery of conventions, few errors of spelling, punctuations, capitalization, paragraphing.	**5**
		Good to average: occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.	**4**
		Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting no mastery of conventions, dominated by errors of spelling.	**3**
		Very poor: punctuation, capitalization, paragraphing, handwriting, illegible, or not enough to evaluate, meaning confused or obscured.	**2**

Appendix IV

PRE-TEST

Write down narrative text about Cinderella!

(Tuliskan teks naratif tentang cindrerella!)

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Name	Aspect of Scoring					
	Content	Organization	Vocabulary	Language use	Mechanical skill	Total

Appendix V

POST-TEST

Write down narrative text about Beauty and The Beast!

(Tuliskan teks naratif tentang Si Cantik dan Buruk Rupa!)

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Name	Aspect of Scoring					
	Content	Organization	Vocabulary	Language use	Mechanical skill	Total

Appendix V

Appendix VI

TABLE OF LILIEFORS (L)

n\α	0.01	0.05	0.10	0.15	0.20
4	0.4129	0.3754	0.3456	0.3216	0.3027
5	0.3959	0.3427	0.3188	0.3027	0.2893
6	0.3728	0.3245	0.2982	0.2816	0.2694
7	0.3504	0.3041	0.2802	0.2641	0.2521
8	0.3331	0.2875	0.2649	0.2502	0.2387
9	0.3162	0.2744	0.2522	0.2382	0.2273
10	0.3037	0.2616	0.2410	0.2273	0.2171
11	0.2905	0.2506	0.2306	0.2179	0.2080
12	0.2812	0.2426	0.2228	0.2101	0.2004
13	0.2714	0.2337	0.2147	0.2025	0.1932
14	0.2627	0.2257	0.2077	0.1959	0.1869
15	0.2545	0.2196	0.2016	0.1899	0.1811

n\α	0.01	0.05	0.10	0.15	0.20
16	0.2477	0.2128	0.1956	0.1843	0.1758
17	0.2408	0.2071	0.1902	0.1794	0.1711
18	0.2345	0.2018	0.1852	0.1747	0.1666
19	0.2285	0.1965	0.1803	0.1700	0.1624
20	0.2226	0.1920	0.1764	0.1666	0.1589
21	0.2190	0.1881	0.1726	0.1629	0.1553
22	0.2141	0.1840	0.1690	0.1592	0.1517
23	0.2090	0.1798	0.1650	0.1555	0.1484
24	0.2053	0.1766	0.1619	0.1527	0.1458
25	0.2010	0.1726	0.1589	0.1498	0.1429
26	0.1985	0.1699	0.1562	0.1472	0.1406
27	0.1941	0.1665	0.1533	0.1448	0.1381
28	0.1911	0.1641	0.1509	0.1423	0.1358
29	0.1886	0.1614	0.1483	0.1398	0.1334
30	0.1848	0.1590	0.1460	0.1378	0.1315
31	0.1820	0.1559	0.1432	0.1353	0.1291
32	0.1798	0.1542	0.1415	0.1336	0.1274
33	0.1770	0.1518	0.1392	0.1314	0.1254
34	0.1747	0.1497	0.1373	0.1295	0.1236
35	0.1720	0.1478	0.1356	0.1278	0.1220
36	0.1695	0.1454	0.1336	0.1260	0.1203
37	0.1677	0.1436	0.1320	0.1245	0.1188
38	0.1653	0.1421	0.1303	0.1230	0.1174
39	0.1634	0.1402	0.1288	0.1214	0.1159
40	0.1616	0.1386	0.1275	0.1204	0.1147
41	0.1599	0.1373	0.1258	0.1186	0.1131
42	0.1573	0.1353	0.1244	0.1172	0.1119
43	0.1556	0.1339	0.1228	0.1159	0.1106
44	0.1542	0.1322	0.1216	0.1148	0.1095
45	0.1525	0.1309	0.1204	0.1134	0.1083
46	0.1512	0.1293	0.1189	0.1123	0.1071
47	0.1499	0.1282	0.1180	0.1113	0.1062
48	0.1476	0.1269	0.1165	0.1098	0.1047
49	0.1463	0.1256	0.1153	0.1089	0.1040
50	0.1457	0.1246	0.1142	0.1079	0.1030
OVER 50	$\dfrac{1.035}{f(n)}$	$\dfrac{0.895}{f(n)}$	$\dfrac{0.819}{f(n)}$	$\dfrac{0.775}{f(n)}$	$\dfrac{0.741}{f(n)}$

Appendix VII

TABLE OF T DISTRIBUTION

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix VIII

TABLE OF R DISTRIBUTION

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432

Appendix IX

RESEARCH DOCUMENTATATION

Picture 1. Pre-test

Picture 2. Treatment

Picture 3. Post