EFFECT OF TEXT-BASED APPROACH ON THE STUDENTS' WRITING ABILITY AMONG THE X GRADE STUDENTS OF SMAN 9 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment Of the Degree of *Sarjana Pendidikan* in English Language Education


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A Thesis

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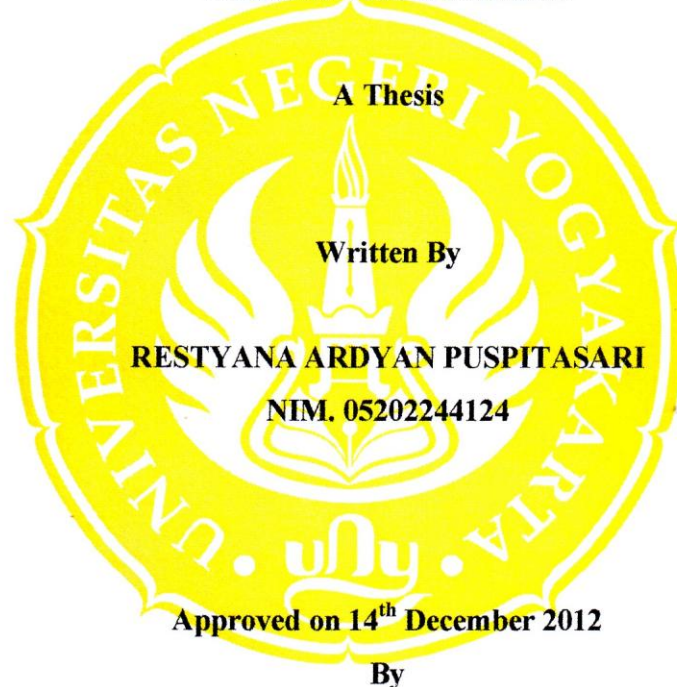
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RATIFICATION

EFFECT OF TEXT-BASED APPROACH ON THE STUDENTS' WRITING ABILITY AMONG THE X GRADE STUDENTS OF SMAN 9 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013.

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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis orang lain atau telah digunakan sebagai persyaratan penyelesaian studi di perguruan tinggi lain kecuali pada bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Desember 2012

Penulis

Restyana Ardyan Puspitasari

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MOTTOS

Everything will be difficult before it becomes easy.
(Anonymous)

Whoever does right, whatever male or female, and is a believer, will make him live a good life, and will award them their reward for the best of what they used to do
(Q.S. 16: 97)

Be thankful for what you have, you will end up having more, if you concentrate on what you don't have, you will never ever get enough
(Oprah Winfrey)
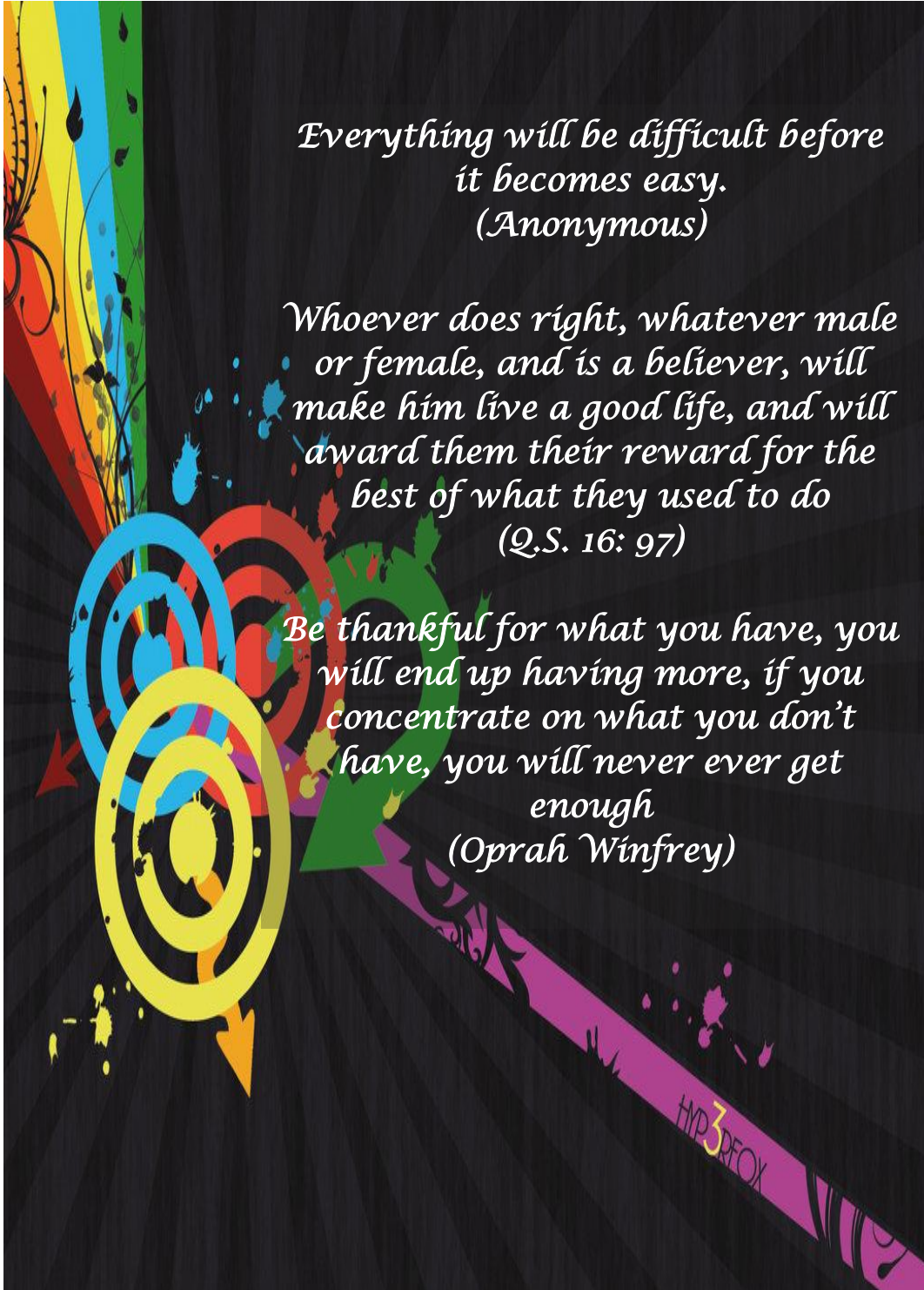
DEDICATIONS

I lovely dedicated this thesis to:

My beloved father and mother
For their support, love, and pray

My brother and my sister
For care, support, and love,

My beloved second family
For the comfort place and situation

My beloved friends
For share every unsolvable thing

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I realize that this thesis is far from being perfect. Therefore, I would like to welcome all criticisms and suggestions from those who are concerned with such a topic. Nevertheless, I hope that at least it will be useful to the students particularly those in English Language Education Department of UNY and it will contribute to the quality improvement of the teaching and learning in general.

Yogyakarta, 14th December 2012

The writer

Restyana Ardyan Puspitasari

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2012/2013.

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ABSTRACT

The objective of the study is to find out whether there is a significant difference in the writing ability among X grade students of SMA N 9 Purworejo, who are taught using Text-Based Approach and those who are not in the academic year 2012-2013.

This study involved 46 students who were divided into two groups: Class X4 (23 students) as the control group, and Class X3 (23 students) as the experimental group. The data were obtained by means of two essay writing tests. They were administered to the two groups as the pretest and the posttest. The pretest was given to both groups before the treatment and the posttest was given at the end of treatment. The data were analyzed by means of descriptive and inferential statistics. The hypothesis was tested using the analysis of covariance.

The results show that there is a significant difference in the writing ability between the students who are taught by using Text-Based Approach and those who are not. It is indicated by the result of the test of hypothesis using ANCOVA. The probability value (0.001) is lower than the significance level (0.05). This means that the effect of Text-Based Approach significantly improves the students' writing ability in the English teaching and learning in SMA N 9 Purworejo.

CHAPTER I

INTRODUCTION

A. Background of the problem

Language and human beings cannot be separated. Whoever, whatever and wherever they are, language always accompanies them. Even when one is silent, basically he still uses language because it is a means used to form thought and feeling, will and activity. In education, English becomes an important language in transferring knowledge and technology.

In English mastery, there are four important basic skills. These are listening, speaking, reading and writing. Among those skills, writing is very important to learn because it will help students master the other skills. Writing is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing of teaching and learning process, the students can learn many aspects of writing, so that they can produce sentences, paragraphs and texts by using English compositions which are acceptable and grammatical. In senior high schools students learn to develop and write simple functional texts such as recount, narrative, news items, procedures, and descriptive texts.

Writing ability of senior high school students in the English teaching and learning process is still considered low. It is because students are still poor in vocabulary, grammar, organization, spelling, sentence structure, ideas and

development. Therefore, the students cannot explore and develop their ideas in their writing.

The final goal of the learning of English is that students can use the language in real communication. To achieve the goal of the teaching and learning of writing in English, the teaching of the writing skill must be emphasized too. But, so far, many teachers still neglect it. In English teaching processes, many teachers do not want to waste the time to pay attention to students' writing ability because they have to give all materials to the students and have to finish them on time as scheduled. So, the teacher does not give long times to the students to improve their ideas in writing. The teacher must know why the students have difficulties to increase their writing ability. They also must understand what the students need to increase their writing ability. They should be able to build a good relation with the students to create their motivation in the English teaching and learning process.

The fact is that the teaching and learning of English at school does not achieve the final goal yet. According to the teachers' and students' experiences, it is obvious that the teaching and learning of English has failed to produce students that have a good ability in their writing. Students are often confused and do not know what to write in English. A good mark in English report does not represent a good students' writing ability. Most of the students, who have learnt English for six years in elementary school, three years in junior high school, do not have enough language competence and performance which enable them to write properly. This phenomenon also emerges in the teaching and learning English at SMAN 9 Purworejo.

There are many factors affected the students English learning achievement. One of them is teaching method. Teaching method consists of the teaching steps from the beginning until the end of the lesson. It also has the objective to cope with. Different method has different aims. Method considered as the main factor that the researcher concerns because without a method the objective could not be coped. There are many kinds of method. Moreover, there is no a good method or bad method, it is based on the context. So, the teacher must use the appropriate method by analyzing the context. Based on the phenomenon happened in SMA N 9 Purworejo above, the researcher want to conduct a research whether a certain method is good or not to be implemented in that school especially in teaching writing.

B. Identification of the problem

Process of language teaching in the classroom consists of some important components such as; students, teachers, materials, media, and methods. Those factors can determine the success of the English teaching and learning process. They are presented as follows.

1. Students

Students are the centre of learning which have important roles in the teaching and learning process. They are regarded as independent human beings who have their own strengths, weaknesses, feelings, attitudes, hopes, aspiration, beliefs, values, needs, and fantastic (Sugeng, 1997:26). In fact, there are many students who have low motivation and cannot find their own strategy to learn English, they still

get difficulties in expressing idea, using grammar and vocabulary in learning writing.

2. Teachers

A teacher has important roles in the teaching-learning process. According to Harmer (2001: 261), the roles of the teacher in writing teaching and learning process are as a motivator, a resource, and a feedback provider. Unfortunately, not all the teachers have the ability to arouse students' motivation, supply the information, create the right conditions for the generation of ideas, and give feedback. Besides, not all teachers implement an effective and appropriate method to teach who have different characteristics. The teacher should be clear on what skills he or she is trying to develop. Teachers must create an atmosphere that makes students interested to study and express their ideas. This atmosphere indeed makes it possible for teachers to predict everything they will say and do. Teachers serve as controllers in applying techniques, who will carefully project how a technique will proceed, specify directions to be given, and manage the timing of the techniques.

3. Materials

Material is one of the important factors influencing the teaching and learning of writing. The teacher should be able to choose the materials which are interesting and motivating the students. Besides, the teachers also should be able to create and organize their own materials based on the students' level, needs, and capacity in order to be suitable and easier to be learned by students.

4. Media

Choosing media to teach is different from that of choosing shopping things. The correct one means much to the success of the teaching-learning process. The use of media in teaching-learning activities to support the educational needs is because the media can make the difficult and boring learning become easy and interesting one. The problems, therefore can be identified that a teacher in senior high school might lack of capability in organizing the materials used in classroom, lack of various effective teaching method to teach writing, lack of various teaching media which ease students in learning English to use, lack of creativity to capture students' interest in learning English by text-based approach.

Educational media, as forms of media used for educational purposes both by the teacher and the students as one learning resource in the teaching-learning processes give a meaningful function. Besides, the media should also be interesting which can make the students interested and pay attention to them.

5. Methods

A method is a set of procedures that involve the use of the specific technique in the teaching and learning process. A good method is a method which can give the students a lot of opportunities to be involved actively in the teaching and learning process. There are several teaching methods which can be used to encourage students in teaching and learning writing process, for examples: communication in class, discussion, communication games, simulation and text-based approach.

A method is a device which determines the reading and writing teaching and learning process. A good method is a method which can give the students a lot of opportunities to be involved actively in the teaching and learning process.

There are many methods used in the writing teaching and learning process, such as traditional method which focuses on grammar and translation skill; communicative method which focuses on all the component of communicative competence and not restricted to grammatical or linguistic competence; and cooperative learning method, one of them is the text-based approach. Text-based approach is an approach that lets the students study the specific classes of the text called text-types or a particular text-type. However, there are still many teachers who do not apply the good method in teaching, so it influences the quality of the writing teaching and learning and the low of students' writing skill.

C. Limitation of the Problems

There are many factors mentioned in the previous discussion, it is impossible for the writer to include all the factors that have been stated above. The researcher then limits the problem on the use of text-based approch in teaching and learning processes of writing. The limitation is based on the assumption that senior high school students need method which will build up their motivation in learning English, especially in increasing their writing ability of the first grade students of SMAN 9 Purworejo through text-based approach.

D. Formulation of the Problems

Based on the background of the reserach, identification and the limitation of the problems that have been stated above; the problems can be formulated as follows into these questions:

1. What are the achievement scores of the X grade students of SMAN 9 Purworejo who are taught by using text-based approach in English learning like?

2. What are the achievement scores of the X grade students of SMAN 9 Purworejo who are taught by using a conventional method in English learning like?

3. Is there any significant difference in the writing ability between students who are taught by using text-based approach and those who are taught by using a conventional method?

E. Objectives of the Research

In line with the formulation of the problem above, the result of the study can be described as follows:

1. To describe the achievement scores of the X grade students of SMAN 9 Purworejo who are taught by using text-based approach in English learning.

2. To describe the achievement scores of the X grade students of SMAN 9 Purworejo who are taught by using a conventional method in English learning.

3. To predict the difference in the writing ability between students who are taught by using text-based approach and those who are taught by using a conventional method.

F. Significance of the Research

In general, the result of the research, hopefully can give some contributions to the English teaching and learning processes as follows as:

1. Practical

a. To the teacher

The findings of the study, the teacher are expected to give information about the use of text-based approach in the teaching and learning process in writing. The teacher can increase students' writing ability to make their English written well.

b. To the students

The finding of the study, the students can solve their problems to increase their writing ability. The students can reach their ability in writing to make their English written well.

2. Methodological Sicnificance

The procedure and also the outcomes of the research hopefully can inspire other researcher to conduct further research in order to improve the quality of English teaching and learning processes.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Writing

a. Definition of Writing

Writing is one of fundamental importance in learning English. Writing is a process that involves the work of one's mind and requires one's language skill in expressing thoughts or ideas and feelings into the written form. It includes the organization of words, phrases, clauses and sentences into coherent and cohesive paragraphs and texts.

The sentences in paragraphs, which are related to each other, show the coherence of the paragraph. Coherence among the paragraph means that the paragraphs are related to the previous and the next ones. Cohesion is the use of techniques in order to make the relation among the sentences within the paragraphs and that among the paragraphs. The techniques can be in the form of transitional words, pronoun, repeated key words, and the parallel structure. The application of coherence and cohesion are useful as it can make the texts clear and easy to be understood. In writing, the writer must also master the rules of vocabulary, spelling, and rules of grammar, morphology and syntax.

Writing is a way to communicate with others (Langan, 2005: 14). In order to communicate effectively, people must constantly adjust their speech to suit

their purpose and audience, this same idea with writing and the audience who will read our works. The ability to adjust your writing and to suit your purpose with audience will serve you well not only in the classroom, but also in the workplace and beyond.

Writing is a continuous process of discovery. As you are writing, you may think of ideas that may not be in your brainstorming list or outline (Oshima and Hogue, 2006:18). Whenever you write, consider your specific audience that is the people who will read what you have written. Second, consider the tone of your writing, your style or manner of expression. It is revealed by your choice of words and grammatical structures even the length of your sentences. Finally, the purpose of a piece of writing determines its organizational pattern. A persuasive in one way and a comparison contrast essay in other way.

Therefore, writing ability is the ability to express the ideas, thoughts, and feeling in written language. In order to have such ability, first of all a writer should understand the graphic system of the language being used. Every activity of writing has a purpose. Writing purposes have to do with goals that are often referred to aims of writing or writing intentions. According to Palmer, Hafner, and Sharp (1994:84) explain that the goal of writing is to construct the meaning for the writers and to communicate that meaning to the readers. When writers write, they generate ideas, thoughts and imagine. The writer and the readers are involved in the communication of the written text.

Essentially, writing is a means of expressing ideas, thoughts and feelings to others in written symbols. To express ideas, thoughts and the feelings clearly and effectively, the understanding of the graphic system is not enough, because good writing requires knowledge of grammar and the art of using rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that attract the readers' attention. As the main function of writing is for communication, as a writer should be able to make his readers understand the message that is conveyed in the text. On the other hand, Nunan (2003:88) says writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that make it clearer to a reader.

From the definitions above, it can summarized that writing is an activity to express ideas, thoughts, feelings and purpose in written language. Writing ability is an ability to express ideas, thoughts, and feelings in written language. Writing needs well preparation and a lot of practices. It is a thinking process which also needs ability to organize the language into good product writing.

b. Process of Writing

Writing is a complex process with a number of operations going on simultaneously. The process of writing contains a number of stages. Writing is an indeed thinking process. It helps us to clarify our thoughts. By increasing your writing activities, your writing ability will increase directly (Brown, 2001:336). Before the writer writes what he wants to write, the writer should

decide and think about the topic of writing. It means that the writer must consider the reason for the topic of the writing that has been chosen. A good way of thinking can produce good writing and vice versa. Without any good thinking, good writing is impossible.

There are some stages in the writing process. Oshima and Hogue (1999: 3-12) categorize the writing process into three stages: prewriting, planning and outlining, and writing and revising. Prewriting is a series of strategies designed to choose a topic and generate ideas. Planning or outlining is a series strategies designed to make sub lists, write the topic sentence, and outline. Writing and revising drafts are a series strategies designed to write the first rough draft, revise content and organization, proofread the second draft, and write the final copy.

Moreover, Brown (2001:336) divides the writing process into several stages: brainstorming ideas, drafting and revising. Brainstorming is one of several different ways to begin writing. It permits to approach a topic with an open mind. Drafting is seeking feedback from teacher or classmates. Revising is looking at the overall focus, considering organization, deciding whether there is enough evidence. This steps can improve the written is clearly and more convincing.

Furthermore, Langan (2005: 23-42) groups the writing process in the more complex ways. First is prewriting. In prewriting, there are five prewriting

techniques that will help a writer to think about and to develop a topic and get words on paper: (1) free writing, it means jotting down and get words on rough sentences or phrases everything that comes to mind about a possible topic. (2) Questioning. In questioning, the writer generates ideas and details by asking questions about she or he subject. (3) Making a list. It also known as brainstorming, the writer collects ideas and details that relate to his or her subject. (4) Clustering. Clustering, also known diagramming or mapping, is another strategy that can be used to generate material for a paper. (5) A stretch outline. In stretching an outline, the writer thinks carefully about the point, and the order in which she or he will arrange those items. The second process is writing a first draft. When the writer writes a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting. The third process is revising. Revising means rewriting a paper, building on what has already been done, in order to make it stronger. There are some stages in the revising process, they are: revising content, revising sentences, and editing. The fourth process is outlining. Outlining provides a quick check on whether her or his paper will be unified, be adequately supported, and be will organized.

Based on some theories above, it can be summarized that in general, the stages of writing process can be divided into three: prewriting, writing and rewriting. Prewriting involves activities carried out before writing. It consists of preparation, planning, incubation and shaping. Writing is the activity of organizing one's ideas into sentences and paragraph in the written form.

Rewriting includes the activities done after the writing process: revising, editing and proofreading.

c. Genre of Written Texts

A lot of writing within a discourse community is very genre-bound. In other words, writers frequently construct their writing so that people within that discourse community will instantly understand what kind of writing it is. Genre represents the norms of different kinds of writing. Genre is also called the type of texts. The School-Based Curriculum implies that students of Senior High School should be able to understand many genres in English. It means that students should know the genre of the text to develop English texts.

There are some types of texts taught in the School-Based Curriculum of Senior High School. They are narrative, descriptive, recount and procedure. In the first semester of the first grade student, there are two genres that are taught to the students, they are recount and narrative.

Narrative text is a literacy text that tells a story to entertain or give a view of life (Anderson and Anderson, 1997: 6). Some examples of narrative text are fable, legend, fairy tale, mystery, science fiction. It is organized to include orientations, complication, resolution and re-orientation. Orientation sets the scene and introduces the participants, while complication, sets off a chain of events that influences what will happen in story. At the resolution, the characters finally sort out the complication. Re-orientation provides a comment or moral based on what has been learned from the story.

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story. The language features of narrative texts are:

- Using specific characters.

- Using time words that connect events to tell when they occur.

- Using verbs to show the actions that occur in the story.

- Using descriptive words to show the characters and setting.

Descriptive text is a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. It is organized to include identification (mention the special participant) and description (mention the part, quality, and characteristics of subject being described). The language features of descriptive text are:

- Using the attribute and identifying process.

- Using the adjective and classifiers in nominal group.

- Using the simple present tense.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Generic Structure of Recount Text:

- Orientation: Introducing the participants, place and time.

- Events: Describing series of event that happened in the past

- Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature of Recount Text:

• Introducing personal participant; I, my group, etc.

• Using chronological connection; then, first, etc.

• Using the linking verb; was, were, saw, heard, etc.

• Using action verb; look, go, change, etc.

• Using the simple past tense.

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense,often imperative sentence. It also uses the temporal conjunction such as : first, second, then, next, finally, etc. The language features of procedure text are:

- Using imperatives

- Using actions

- Using conjunctions and time connectives to sequence the events

- Using adverbial phrases.

d. Technique of Teaching Writing

The English teacher has an important role in determining the students' success or failure in writing. In teaching and learning process, students must do a

lot of practice to become a good writer. The teacher not only teaches, but also to guide the students before and after the writing process. The teacher must be able to develop techniques to teach writing, so that learning to write is more efficient and effective.

Teaching is clearly defined by Brown (1987: 7). He explains that teaching is guiding and facilitating learning enabling the learner to learn, and setting the condition for learning. This definition implies that a teacher has a big role in setting the condition for learning, motivating the students in order to learn, facilitating the learning process, and finally guiding the students in the learning process.

In teaching and learning writing, students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach.

According to Brown (2001: 343-344), there are various genres of written texts abound. The five major categories of classroom writing performance are mention below:

a. *Imitative, or writing down*

At the beginning level of learning or write, students will simply "write down" English letters, words and possibly sentences in order to learn the conventions of the orthographic code. They learn how to form the letters,

words and simple sentences. The teacher usually examines this kind of writing performance first.

b. Intensive, or controlled

The intensive writing typically appears in controlled, written grammar exercises. The students learn to produce their competence in grammar, vocabulary or sentence formation. A simple form of controlled writing is to present a paragraph to the students in which they should change the tenses or references in the paragraph.

c. Self – writing

A significant proportion of classroom writing may be devoted to self writing or writing only the self in mind as an audience. The example of this category in the classroom is "note – taking". The students have some notes in the form of recall during a lecturing. Diary of journal writing and dialogue journal falls into this category. Dialogue journal in which there are reactions and responds between the teacher and the students.

d. Display writing

The traditional grammar or vocabulary test includes this writing performance. Since it demonstrates the students writing ability to combine or use words correctly. All language students, short answers exercises, essay examinations and research reports involve an element of display writing.

e. Real writing

Some classroom writing aims at the genuine communication or messages to an audience in need of those messages. The two categories of real and display writing are actually two end continuums, and it between the two extremes laid some combination of display and real writing.

2. Text – Based Approach

a. The definition of Text-Based Approach

Genres are related to the text types. Genre refers to the language processes involved in doing things with language (Knapp and Watkins, 2005: 21). Genre as means for analyzing text has become a means for better pragmatic and linguistic understanding of texts. Further explanation from Chandler (1997: 3) that term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics; refer to distinctive type of the texts.

From the description above a conclusion that can be drawn is that genre has the strong relation with the text. Texts are made of words. Words are around the people. When words are used to make meaning, the text is created. A text is any completed act of communication such as a greeting, television advertisements and so on (Knapp and Watkins, 2005: 29).

Genres refer to more specific classes of text, types of activities such as personal letters, advertisements, students' essay, and the text types represent a

group of text which are similar in linguistic form such as narrative, anecdote, descriptive, recount and so on. However, the term of genre means type of the text. This term has been widely used in the recent English curriculum in Indonesia. The definition of genre or type of the text refers to definition given by Partridge (2001: 11) that is a staged, goal oriented, purposeful activity in which speakers engage as members of a culture.

In line with Paltridge, Byram (2004: 234) defines the text-based approach as a framework for language instruction based on examples of a particular text type. The text type framework supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages. He also defines genres as a staged, goal oriented, purposeful activities in which speakers engage as members of their culture. Moreover, text type can be simple and straight forward in primary school and secondary school because the students are often expected to produce texts that contain more than one genre (Knapp and Watkins, 2005: 29).

In this approach, the example of specific text is introduced and some distinctive characteristics of the given text are pointed out so that students notice specific configuration of that text. Before writing, the context of a situation should be considered and analyzed in order to anticipate what linguistic features are required. Moreover, the knowledge of language is intimately attached to a social.

In conclusion, the text-based approach is an approach that lets the students study the specific classes of the text called text-types or a particular text-type.

b. The Purpose of the Text-Based Approach

Texts are often related to genre and grammar. The text type represents a stage or goal–oriented social process. Text types are referred to as social process because members of culture interact with each other to achieve them; as goal oriented, because they have evolved to get things done; as staged because it is usually takes more than one step for participants to achieve their goals. The text-based approach facilitates clear links to the students' purposes for writing beyond the writing classroom (Lin, 2006:71).

The text-based approach has a communicative purpose, generic structure and linguistic features. A communicative purpose is achieved by arranging the text to be able to understand by the readers. Therefore, the communicative purposes and the structural features should be identified when text types are used in writing classes. The structural features that text types are made up of include both standards of organization structure and linguistic features. Standards of organizational structure refer to how the text is sequenced.

The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why people

speak or write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical grammar that is such things as the grammar, vocabulary and connectors used.

English language teaching (ELT) has recently shifted to a concern with developing discourse skill. The aim of ELT is now seen as enabling learners to develop the knowledge and skill which will allow them to engage with whole text appropriate to social contexts. Feez and Joyce (1998: V) state that there are some steps of teaching language in designing the text-based syllabus, they involve:

1. Teaching explicitly about the structures and grammatical features of spoken and written texts.

2. Linking spoken and written texts to the social and cultural contexts of their use.

3. Designing units of work which focus on developing skills in relation to whole texts.

4. Providing students with guided practice as they develop language skill for meaningful communication through whole texts.

Those steps are important in the English teaching process because they can help the learners to develop their skills in English learning especially in writing. So, those steps can be used as a guidance in English teaching. To conduct the classroom activity in the process of teaching and learning based on

genre, the text-based approach is used. Teaching and learning focuses on the understanding and production of selected genres of texts.

To begin with, the text-based approach starts with the whole text as the unit in focus rather than the sentence. The focus on the whole texts implies that there is a higher level of order and patterning in language than just in sentence-grammar at the level of discourse organization and meta-patterning of grammatical features. The text–based approach emphasize that this higher order must be attended to for effective language use. The specification of text types to be taught is based on the classification used by many systemic functional linguists, especially in application to classroom teaching of English.

In conclusion, English language students do not have the same writing abilities. All of the writing approaches are different from language; it makes hard for many teachers in teaching writing to EFL (English as a Foreign Language) students. By implementing the text-based approach in English teaching and learning activities, teachers can help English language students get a better idea of how to construct short, specific texts where a process-based approach (brainstorming, outlining, and drafting) may not be appropriate.

3. The Text-types Used for Teaching Writing to First Grade Students of Senior High school

In the teaching and learning process in Senior High School, the students are supposed to do some activities of English teaching and learning of writing.

In teaching writing in first year students at SMAN 9 Purworejo, the students are expected to be able to express various meaning (interpersonal, ideational, grammatical, and textual) in any written text: various short functional texts, monologs and essay in the form of recount, narrative and procedure texts. It is based on the program outline at SMA stated in School-Based Curriculum.

The teaching-learning approach of writing is aimed to develop the students' writing ability. There are many text-types in the teaching and learning in the forms of writing in senior high school; those are narrative, descriptive test, recount text and procedure text. In the first semester of the first grade, students have to learn recount text and narrative text. Further explanations of those texts are as follows:

a. Recount Text

The social purpose of the recount text is to tell the reader what happened (Anderson and Anderson, 1997:48). It retells a past event. Recount text is divided into two kinds; factual recount and literary or story recount. Factual recount is to document a series of events and evaluate their significance in some way. According to Anderson and Anderson (1997:53) recounts begin by telling the reader who was involved, what happened, where this event took place and when it happened. This is called the orientation. An orientation usually provides information about 'who', 'where', and 'when'. The sequence of events is then described in some sort of order for example time. The

sequence of events contains a record of events which is usually recounted in chronological order. Then, continued by personal comment.

There may be a reorientation at the end which summarizes the event. Grammars used in recount text are as follows (Anderson and Anderson, 1997:50):

- Using nouns and pronouns to identify people, animals or things involved;
- Using action verbs to refer to events;
- Using past tense to locate events in relation to speaker's or writer's time;
- Using conjunctions and time connectives to sequence the events;
- Using adverbs and adverbial phrases to indicate place and time;
- Using adjectives to describe nouns.

b. Narrative

Narration is the telling of a story; the succession of events is given in chronological order (Anderson and Anderson, 1997:6). The main purpose of narrative is to entertain, to gain and hold a readers' interest. According to Board of Studies NSW (1998: 37) the narrative text begins by orientation. At this stage, 'alerts' the listener and/or reader to what is to follow, usually by introducing the main character/s in a setting of time and place. Then, complication, in this stage a sequence of events is telling, which may begin in a usual pattern. It is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader/listener that a crisis has developed. Next, resolution

— the problem or the complication is resolved or attempted to be resolved in the resolution. A pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience. The last is coda. In this stage is optional. It makes explicit how the character/s has changed and what has been learned from the experience.

The common structure or basic plan of the narrative text is known as the "story grammar." Although there are numerous variations of the story grammar, the typical elements are: •) Setting--when and where the story occurs, •) Characters--the most important people or characters in the story, •) Initiating event--an action or occurrence that establishes a problem and/or goal •) Conflict/goal--the focal point around which the whole story is organized, •) Events--one or more attempts by the main character(s) to achieve the goal or solve the problem, •) Resolution--the outcome of the attempts to achieve the goal or solve the problem, •) Theme--the main idea or moral of the story. The graphic representation of these story grammar elements is called a story map. The exact form and complexity of a map depends, of course, upon the unique structure of each narrative and the personal preference of the teacher constructing the map (Anderson and Anderson, 1998:8).

The grammars used in the narrative text are particular nouns to refer to or describe the particular people, animals and things that the story is about; adjectives to build noun groups to describe the people, animals or things in the story; conjunctions and time connectives to sequence events through time;

adverbs and adverbial phrases to locate the particular incidents or events; past tense action verbs to indicate the actions in a narrative; saying and thinking verbs to indicate what characters are feeling, thinking or saying (Board of Studies NSW, 1998:37).

B. Previous Research Studies

Kay and Dudley-Evans in Ita Nurmala (2011: 19-20) have argued that the text-based approach is more effective for learners to advance their writing skills in a second language than the process approach since the model helps free students from their severe worries over writing.

For instance, at the University of Brunei Darussalsam, Henry and Roseberry (1998:154-155 in Kim, 2005:36) did an experimental study in academic classes. Participants in this research were divided into two groups: a group which used the text-based instructions and a group which did not employ the text-based approach in the same writing task. After three weeks, participants took a test. The text-based group did better than the non text-based group, and the data showed that 36 knowledge of the typical structure of the content made it easier for learners to arrange their ideas in terms of both achieving their communicative goals and producing more well-organized writing. It proved that the learners' understanding of both the rhetorical structure and the linguistic features was increased by the text-based instructions.

C. Conceptual Framework

Writing is one of the four language skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. Writing is a process that involves the work of one's mind and requires one's language skill in expressing thoughts or ideas and feelings into the written form. In writing we should arrange our ideas in the form of words, phrases, clauses, or sentences in such a way that the writing can be read clearly and the messages conveyed can be understood by the reader.

Because writing is a skill, it makes sense that the students must do more practice writing, the better they will write. One excellent way to get practice in writing is like text-based activities. With text-based approach, students can read many text-types to reference their writing. Just as reading a lot helps student to become better readers, so more student write the better and more fluent they become as writers. They expand their range of written expression and write with greater ease and speed. Text-based approach contributes to a student's general writing improvement. If text-based approach is successfully encouraging and if the conditions for text-based approach are appropriate, it has a powerful effect upon their motivation too, quite apart from promoting learner autonomy in writing. Text-based approach as instructional media influence the teaching and learning process. The students can become more interesting, enthusiastic and more willing to do that. The

use of text-based approaches can give something different in their studies. In text-based approach, student must write kinds of text type.

It is known that there are some factors that influence the English learning process, such as the goal, students, materials, teacher, and approach or method. The use of an approach to teaching writing is essential. The use of approach can provide some techniques for teaching writing more effectively so that students' writing ability will improve.

The approach that can be used in teaching writing is the text-based approach. The role of the English teacher is important in order to use an effective approach for teaching writing to their students in order to improve the students' writing ability. The text-based approach is the approach to do that. In the text-based approach, teaching and learning focuses on the understanding and production of selected types of texts. The teaching and learning focuses on the understanding and production of selected genres of texts.

Students will be more interested and motivated in the teaching and learning process of English, when there is a fun learning atmosphere in the classroom. Through appropriate techniques in teaching writing with text-based approach, eventually it can help the students to improve their English achievement, especially the achievement that is related to writing ability. It can be concluded that there is a connection with using text-based approach in improving students' writing ability.

D. Research Hypothesis

As mentioned in the introduction, the aim of this research is to investigate whether or not there is a significant difference in the writing ability between students who are taught writing by using text-based approach and those who are not taught by using text-based approach in teaching writing to first grade students at SMAN 9 Purworejo. Based on literature review and the conceptual framework above, the researcher formulates the hypothesis of the research as follows:

"There is a significant difference in the writing ability between students who are taught writing by using text-based approach and those who are not".

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

This research is categorized as a quasi experimental research. The population is the first year students of SMAN 9 Purworejo. The research design is an intact group pre-test and post-test design which involves a group of students in the experimental group and a group of students in the control group. Bell (1999:15) states that the principle of this experiment is that if two identical groups are selected, one of which (the experimental group) is given special treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in the treatment.

Table 1: The Design of the Study

Group	Pre-test	Treatment	Post-test
G1	Pe	X_1	Po
G2	Pe	X_2	Po

In which:

G1 : control group

G2 : experimental group

X_1 : the treatment using conventional method

X_2 : the treatment using the text-based approach

Pe : the writing scores on the pre-test

Po : the writing scores on the post-test

B. Research Variables

This research involves two kinds of variables, the independent variable and dependent variable. The independent variable in this research is the text-based approach. In the dependent variable, there is one result of the treatment in this research (the score of writing test). The variable of text-based approach was represented by X. Meanwhile, there was one dependent variable in this research. The dependent variable was the students' writing ability achievement which is represented by Y.

The treatment in this case is using text-based approach. It was applied to the experimental group. So, the teacher did not apply text-based approach in the control group in the teaching and learning process. The teacher used the conventional method (like using Textbook and LKS) in teaching and learning process.

C. Population and Sample

The population of this research is the X grade students of SMAN 9 Purworejo in academic year of 2012/2013. There were four classes for X grade: X1, X2, X3, and X4. Each class consists of 22-27 students. The samples of this research are two classes (Class X3 and Class X4). They have taken using cluster random sampling technique. Cluster random sampling is a technique of taking sample by classifying the group of class. Students of Class X3 are designed as the experimental group which treated by using text-based approach, and students of Class X4 are designed as the control group which treated by using conventional method in teaching and

learning process. The control class (X4) consisted of 23 students, while the experimental class (X3) consisted of 23 students too.

Table 2: Distribution of the Treatment

No.	Class	Group	Treatment	Number of students
1.	**X3**	Experimental	Text-based approach	23
2.	**X4**	Control	Conventional method	23

D. Research Instrument

In this research, the instrument used to collect the data in the form of a test of writing ability. It is focused on the text types (recount and procedure texts). The test was constructed based on the course outline of the first year students of SMA curriculum. In developing the test, the researcher also took the English book used by teacher. The writing test was used in this research, namely a test of writing ability of certain text types (recount and procedure texts). The instrument was developed in reference to the standard of competencies of the school-based curriculum of senior high school year X of first semester of the English subject.

E. The Validity and Reliability of The Instrument

1. The Validity of the Instrument

Huges (1989:22) in Fulcher and Davidson (2007: 6) states that validity has been understood to mean whether a test measure accurately what is intended to

measure. The validity that was applied in the writing test was content and construct validity.

a. Content Validity

Content validity is defined as any attempt to show that the content of the test is a representative sample from the domain that is to be tested (Fucler and Davidson, 2007:6). It means that the grammar, vocabulary, and functional content of a test were selected on the basis of the course syllabus.

Table 3: Standard of Competency and Basic Competencies of the School-Based Curriculum of Senior High School Ten Grade of the First Semester of English Subject.

Standard of Competency	Basic Competencies	Indicators
Writing **6.** Producing the meaning of short functional texts and short essays in the form of recount and narrative text in the daily life context.	**6.2.** Producing the meaning and the rhetoric of short essays in the form of recount and narrative text accurately, fluently and acceptably in the daily life context.	• Using grammar, vocabulary, and mechanics accurately in the recount texts. • Using the simple present tense in recount text. • Using generic structure of recount texts. • Writing recount texts. • Using grammar, vocabulary and mechanics accurately in the narrative texts. • Using the simple past tense in procedure texts. • Using correct generic structure of narrative texts. • Writing narrative texts.

b.   Construct Validity

In order to develop the instrument, the researcher used content validity in which the test was developed based on the English curriculum of Senior High School called KTSP. Besides, to fulfill the construct validity, the instrument was constructed according to the blue print of writing skill consisting of some specific indicators. The detail of the blue print is attached in the appendix. The validity of an instrument is the determination of the extent to which the instrument actually reflects the abstract concept being examined, expressing ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and also spelling.

Table 4: The Categories for Evaluating Writing

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of vocabulary
Sentence structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)

4	Error free	

There were six aspects to be assessed in students' writing, namely, ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation, and also spelling. The scores were counted to find out the total score of the procedure and recount texts. The following table presents the model of scoring composition:

Table 5: Model of Scoring a Composition

No.	The Writing Aspects	The maximum Score
1.	Ideas and development	1 – 4
2.	Organization	1 – 4
3.	Vocabulary	1 – 4
4.	Sentence structure	1 – 4
5.	Capitalization and punctuation	1 – 4
6.	Spelling	1 – 4
Total score		6 – 24

2. Reliability of the Instrument

Reliability of a research instrument is the degree of consistency with which the instrument measures the attribute; it is supposed to be measuring. Reliability can be equated with stability, consistency or dependability of measuring tool. Using this kind of reliability, another researcher reads the same data repeatedly.

Then, the results are compared. When there is a high degree of agreement, the test can be considered reliable.

McMillan and Schumacher (2001: 181) state that reliability is the consistency of measurement, the extent to which the scores are similar over different times from the same instrument or occasions of data collection. In this research, inter-rater reliability was used. Using this kind of reliability, the researcher as the first rater and the consultant (the teacher) as the second rater read the same data repeatedly. Then the results were compared. When there was a high degree of agreement, the procedure could be considered reliable. To make the categorization of the scores of the students' writing ability, the ideal mean score (Mi) and the ideal standard deviation score (SDi) should be found first. The ideal mean score was sixty percent of the ideal maximum score, and the ideal standard deviation score was one fourth of ideal mean score.

Table 6: Value of the Reliability Coefficient

Reliability Coefficient	Reliability Category
0.800 – 1.000	Very high
0.600 – 0.799	High
0.400– 0.599	Fair
0.200 – 0.399	Low
0.000 – 0.199	Very low

F. Data Collecting Technique

In this research, the data will be collected from the pre-test and post-test of the control group and experimental group. The research instrument for this research will doing by using a test. A test is a series of questions, exercises or other instruments used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or group (Hasan, 2002: 28).

Pre-test will give to two groups, namely experimental group and control group. It is aim to measure the students writing ability of the groups before they will give a treatment. Then, the researcher will use the text-based approch to the experimental group and use the textbook to the control group. Post-test will give to the experimental group and give to teh control group to measure the students' writing ability after the treatments were given. The researcher then compare the results of experimental and control group to find out the achievement of their writing ability.

G. Data Analysis Technique

There were two techniques that the researcher employed to analyze the data in this research. They were the descriptive analysis and inferential analysis.

1. Scale Category

The categorization of scores gained by students was made to find out the level of students' writing ability. The scores categorization of students' writing ability was based on the ideal score. The highest score is 48 and the lowest score is 12. The

ideal means score (Mi) and ideal standard deviation (SDi) could be calculating using the formula as follows:

Mi $\quad$ = **(possible maximum score + possible minimal score)**
$$\frac{}{2}$$
$$= \frac{48 + 12}{2}$$
$$= 30.00$$

SDi $\quad$ = **(possible maximum score – ideal mean of score)**
$$\frac{}{3}$$
$$= \frac{48 - 30}{3}$$
$$= 6.00$$

The frequency distribution of the scores of the students' writing ability can be categorized into six levels, namely, *excellent, very good, good, fair, poor* and *very poor*.

Table 7: The Score Category

Interval	Category
42.00 – 47.99	Excellent
36.00 – 41.99	Very good
30.00 – 35.99	Good
24.00 – 29.99	Fair
18.00 – 23.99	Poor
12.00 – 17.99	Very Poor

2. Descriptive Analysis

The descriptive statistics are aimed to provide answers to the research question formulated on the students' writing ability between those who were taught using text-based approach and those who were not. The statistics used in this computation are the mean, which is the average scores of the subjects of this study, and the standard deviation, which is the average variability of all scores around the mean.

a. Mean

Mean is used to know the average score of the subject of this research. It is calculated by *SPSS (Statistic Package fo Social Science) version 15.00 windows* computer program.

b. Standard deviation

A standard deviation used to know the average variability of all scores around them. It is calculated by *SPSS (Statistic Package for Social Science) version 15.00 for windows* computer program.

3. Inferential Analysis

The inferential statistics used to test the hypothesys of the study on the relationship between text-based approach on one hand and the learning achievement on the other side. Before hypothesis testing the requirement for normality, homogenity and hypothesis testing is fulfilled.

a. Test of Normality

Test of normality is aimed at knowing whether or not the data gathered show a normal distribution. This test was done by the computer program of distribution normality test carried out by using the *SPSS version 15.0 for windows* computer program. For this, the Chi-square formula will apply.

b. Test of Homogeneity

This test is used to find out whether or not the sample variance is homogenous, is the score of one group have homogenous variance with the scores of the other groups or not. This test was done by the computer program of F-test carried out using the *SPSS version 15.00 for windows* computer program.

c. Test of Hypothesis

This testing is used to ensure whether or not there is a significant difference in the writing ability among X grade students in SMAN 9 Purworejo who are taught by using the text-based approach and those who are not. Here, an analysis of covariate (ANCOVA) was applied. McMilan and Schumacher (2010 : 309) stated that ANCOVA is used to adjust initial group differences stastically on one or more variables that are related to dependent variable and to increase the likelihood of finding a significant difference between group means. The computation will use *SPSS (Statistic Package for Social Science) version 15.00 for windows* computer program.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the study findings and the analysis based on the data collection stated in the previous chapter. Here, the findings are analyzed, interpreted, and discussed based on the theoretical foundations as presented in Chapter II to answer the research questions. The following are the results.

A. Descriptive Analysis

The data description explains the results of the tests. This research employed two groups. It describes the test scores of the students in the experimental group who were taught by using text-based approach and the students in the control group who were not. The pretest and the posttest were utilized in each group. Pretest was given before treatment and posttest was given after treatment.

The descriptive analysis is applied to provide the calculation of the mean, the standard deviation of the two variables, the highest score and the lowest score. The ideal mean and the ideal standard deviation are used to determine the score classification. In categorizing the score, the researcher used the classification in the table of score category. The categorization of scores of students writing ability was based on the ideal score.

1. Data Description of Students' Writing Scores

a. The Description of Writing scores from Pre-test of the Control Class

The researcher used the software Statistical Package for the Social Sciences (SPSS) to analyze the quantitative data. The result of statistic calculation using SPSS showed that the mean value was 25.78 with the standard deviation of 2.654, the maximum score for pre test of the control class was 30. And the minimum score was 21. The result of the descriptive statistics can be seen in the following table.

Table 8: The Result of the Writing Pre-Test in the Control Class

Mean	25.78
SD	2.645
Median	26.00
Mode	26
Max. Score	30
Min. Score	21
N	23

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 30 and ideal standard deviation was 6. The result of the score category on the students writing ability of the pretest score of the experimental group can be seen in the following table.

Table 9: The Categorization of the Writing Pre Test of the Control Class

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	42.00 – 47.99	0	0	Excellent	High	0%
2.	36.00 – 41.99	0	0	Very good		
3.	30.00 – 35.99	0	0	Good		
4.	24.00 – 29.99	16	69.6	Fair	Low	100%
5.	18.00 – 23.99	7	30.4	Poor		
6.	12.00 – 17.99	0	0	Very Poor		
	Total	23	100			

From the table, it can be shown that 7 (30.4%) students are in the poor category. Meanwhile 16 (69.6%) students are categorized in the fair category. The excellent category, the very good category and the good category were categorized into the high categories. Furthermore, the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded that the majority of the students are in the poor category and it means that most students are in the low category (100%).

b. The Description of the Writing Pre-test of the Experimental Class

The treatment in this case using text-based approach was applied to the experimental group. The researcher used the software Statistical Package for the Social Sciences (SPSS) to analyze the quantitative data. The result of statistic calculation using SPSS showed that the mean value was 25.52 with the standard deviation of 2.591, the maximum score for pre test of the control class was 30. And the minimum score was 21. The result of the descriptive statistics can be seen in the following table.

Table 10: The Result of the Writing Pre Test of the Experimental Class

Mean	25.52
SD	2.591
Median	25.00
Mode	23
Max. Score	30
Min. Score	21
N	23

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 30 and ideal standard deviation was 6. The result of the score category on the students writing ability of the pretest score of the experimental group can be seen in the following table.

Table 11: The Categorization of the Writing Pre Test of the Experimental Class

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	42.00 – 47.99	0	0	Excellent	High	0%
2.	36.00 – 41.99	0	0	Very good		
3.	30.00 – 35.99	0	0	Good		
4.	24.00 – 29.99	14	60.9	Fair	Low	100%
5.	18.00 – 23.99	9	39.1	Poor		
6.	12.00 – 17.99	0	0	Very Poor		
	Total	23	100			

From the table, it can be shown that 9 (39.1%) students are categorized in the poor category. Meanwhile 14 (60.9%) students are categorized in the fair category. The excellent category, the very good category and the good category were categorized into the high categories. Furthermore, the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded that the majority of the students are in the poor category and it means that most students are in the low category (100%)

c. The Description of the Comparison of Writing between Pre-test of the Control Class and the Experimental Class

The following table is the comparison between the pre test of the control class and the experimental class.

Table 12: The Comparison between the Writing Pre Test of the Control and the Experimental Class.

Description	Control Group	Experimental Group
Mean	25.78	25.52
SD	2.645	2.591
Median	26.00	25.00
Mode	26	23
Max. Score	30	30
Min. Score	21	21
N	23	23

After conducting the pre-test, both classes were measured the level of homogeneity by using F-test.

Table 13: The Resume of the F-Test Result of the Writing Pre Test

Data	F-observed	F-table	Df	P	Interpretation
Pre test	1.04	2.048	22 VS 22	0.9244	Homogenous

From the comparison of the pre test from two classes, it is found that F observed is 1.04, while F table is 2.048 with p is 0.9244, the significance is 5 %, and df is 22 vs 22. It means that F-observed= 1.04 < F table = 2.048. It can be concluded that writing score of the students both in the control class and the

experimental class in the pre test is homogenous. The resume of the F-test is as follows.

d. The Description of the Writing Post-test of the Control Class

The post test was given after treatments. It was given to two classes, namely experimental and control class. The researcher applied the text based approach to the experimental class and applied the conventional method to control class. Posttest was given to the experiment and control class to measure the result of students writing ability after the treatment was given. The students for both classes were asked to write two texts they were descriptive and narrative text and the length of each composition was at least 50 words. The result of the posttest for experimental and control class can be seen as follows.

The researcher used the software Statistical Package for the Social Sciences (SPSS) to analyze the quantitative data. The result of statistic calculation using SPSS showed that the mean value was 26.57 with the standard deviation of 2.428, the maximum score for pre test of the control class was 31. And the minimum score was 22. The result of the descriptive statistics can be seen in the following table.

Table 14: The Result of the Writing Post Test of the Control Class

Mean	26.57
SD	2.428
Median	26.00
Mode	26

Max. Score	31
Min. Score	22
n	23

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 30 and ideal standard deviation was 6. The result of the score category on the students writing ability of the pretest score of the experimental group can be seen in the following table.

Table 15: The Categorization of the Writing Post Test of the Control Class

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	42.00 – 47.99	0	0	Excellent	High	8.7%
2.	36.00 – 41.99	0	0	Very good	High	8.7%
3.	30.00 – 35.99	2	8.7	Good		
4.	24.00 – 29.99	16	69.6	Fair	Low	91.3%
5.	18.00 – 23.99	5	21.7	Poor	Low	91.3%
6.	12.00 – 17.99	0	0	Very Poor		
Total		23	100			

From the table, it can be shown that 5 (21.7%) students are categorized in the poor category. Meanwhile 16 (69.6%) students are categorized in the fair category. Moreover, 2 students (8.7%) are categorized in the good category. The

excellent category, the very good category and the good category were categorized into the high categories. Furthermore, the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded that the majority of the students are in the poor category and it means that most students are in the low category (91.3%).

e. The Description of the Writing Post-test of the Experimental Class

The result of statistic calculation using SPSS showed that the mean value was 26.57 with the standard deviation of 2.428, the maximum score for pre test of the control class was 31. And the minimum score was 22. The result of the descriptive statistics can be seen in the following table.

Table 16: The Result of the Writing Post Test of the Experimental Class

Mean	28.13
SD	1.890
Median	28.00
Mode	28
Max. Score	31
Min. Score	25
N	23

Meanwhile, the students score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 30 and ideal standard deviation was 6. The result of the score category on the students writing ability of the pretest score of the experimental group can be seen in the following table.

Table 17: The Categorization of the Writing Post Test of the Experimental Class

No	Score	Frequency		Categorization		
		F	F (%)	Category	Category	Percent (%)
1.	42.00 – 47.99	0	0	Excellent	High	13.0%
2.	36.00 – 41.99	0	0	Very good		
3.	30.00 – 35.99	3	13.0	Good		
4.	24.00 – 29.99	20	87.0	Fair	Low	87%
5.	18.00 – 23.99	0	0	Poor		
6.	12.00 – 17.99	0	0	Very Poor		
	Total	23	100			

From the table, it can be shown that 20 students (87.0%) are categorized in the fair category. Meanwhile 3 students (13.0) are categorized in the good category. The excellent category, the very good category and the good category were categorized into the high categories. Furthermore, the poor category, the very poor category, and the extremely poor category were categorized into the low categories. Therefore, based on the data above, it is concluded that the majority of the students are in the poor category and it means that most students are in the low category (87.0%).

f. The Description of the Comparison between the Writing Scores of the Post test in the Control Class and in the Experimental Class.

The following table is the comparison between the writing scores of the post test of the control class and the experimental class.

Table 18: The Comparison between the Writing Scores Post Test of the Control and the Experimental Clas

Description	Control Group	Experimental Group
Mean	26.57	28.13
SD	2.428	1.890
Median	26.00	28.00
Mode	26	28
Max. Score	31	31
Min. Score	22	25
N	23	23

From the data of post test, it is found that the mean of the control class is 26.57 and the mean of experimental class is 28.13. It means that it has higher achievement than the control class as the experiment's mean is higher than the control's. It means that the students who belong to the experimental class had better promotion in writing ability than that of the control class. It can be said that using text based approach could improve students writing ability.

g. The Comparison between the Experimental Class and the Control Class

The mean value of the pre test and posttest of the experimental class was compared, there was difference. The mean value of the pre test was 25.52,

whereas the post test was 28.13 then the gain score was 2.61. It means that there is a progress after treatment. The standard deviation of the pretest was 2.591, whereas the posttest was 1.890. The majority of the students' pretest scores were in the poor category that means most students were categorized into the low category (60.9%), whereas the posttest was categorized in the poor category (87.0%) that means that most students were categorized in the low category. It can be said that there was a progress from the pre test to that of the post test after treatment using text-based approach.

Meanwhile, there was also a difference between the score of the pre test and posttest of the control group. The mean value of the pre tests was 25.78 whereas the posttest was 26.57. It can be concluded that the students writing ability scores of the control group in which the treatment was not applied, was decreasing 0.79 point. The standard deviation of the pre test was 2.654, whereas the post test was 2.428. The majority of the students' pre test scores were in the low category (69.6%), whereas the posttest was categorized to the low category (69.6%) that means most students were categorized in the low category.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below.

1. Pre-Testing Analysis

Before hypothesis testing was applied, pre-testing analysis should be done. Pre-testing analysis consists of two tests: the normality and homogeneity.

Normality test was employed to test whether the data of the scores show the normal distribution, and the homogeneity test was used to test whether the sample's variance is homogeneous or not. The results are presented as follows.

a. **Normality Test**

The test of normality is aimed at finding out whether the data of the scores show the normal distribution. In this case, the Chi-Square technique was employed. The distribution is considered normal if the value of the Chi Square observed (χ^2_o) is lower than the critical value formed in the table (χ^2_t) in the level of significant 5%.

The following table presents the result of the test of students' writing ability.

Table 19: The Result of the Normality Test of Writing Ability

Variables	df	Chi-Square		Interpretation
		χ^2_o	χ^2_t 5%	
Pre-Test of the Experimental Class	3	2.586	7.81	Normal
Pre-Test of the Control Class	12	0.706	21.03	Normal
Post-Test of the Experimental Class	12	4.396	21.03	Normal
Post-Test of the Control Class	13	0.363	22.36	Normal

Based on the Table 21, the results are as follows:

1. The value of χ^2_o of the pre-test for the experimental group (2.586) was lower than the critical value of χ^2_t (7.81) in the significance level of 5 %, with 3 degrees of freedom. It means that the data of the pre-test of the experimental group had a normal distribution.

2. The value of χ^2_o of the pre-test for the control group (0.706) was lower than the critical value of χ^2_t (21.03) in the significance level of 5 %, with 12 degrees of freedom. It means that the data of the pre-test of the experimental group had a normal distribution.

3. The value of χ^2_o of the pre-test for the control group (4.396) was lower than the critical value of χ^2_t (21.03) in the significance level of 5 %, with 12 degrees of freedom. It means that the data of the pre-test of the experimental group had a normal distribution

4. The value of χ^2_o of the pre-test for the control group (0.363) was lower than the critical value of χ^2_t (22.36) in the significance level of 5 %, with 13 degrees of freedom. It means that the data of the pre-test of the experimental group had a normal distribution

Both the obtained Chi-square value (χ^2_o) in the pre-test and post-test were lower than the critical value (χ^2_t). So, it could be stated that the data distribution of students' writing ability was normal.

b. Test of Homogeneity

Homogeneity test is used to find out whether the sample variance is homogenous or not. In this case, F-test test was employed on writing ability data. The relationship can be considered homogeneous if the significant value is higher than the significance level of 0.05.

The homogeneity test was done in learning achievement before and after the research (pre-test and post-test scores). Using SPSS computer program for windows, the result is shown in Table 20.

Table 20: The Result of the Homogeneity Test in the Pre-test

Variable	F- Value	Df	Sig.	Interpretation
Pre Test Writing	1.04	22 VS 22	0.9244	Homogeneous

In reference to Table 20, it shows that the value of *p (Sig.)* of the pre-test (0.9244) is higher than level of significance (0.05). Because the probability is higher than 0.05 (>0.05) H_o is rejected. It means that the sample of is homogeneous.

Table 21: **The Result of the Homogeneity Test in the Post-test**

Variable	F- Value	Df	Sig.	Interpretation
Post Test Writing	1.65	22 VS 22	0.9244	Homogeneous

Table 21 shows that the value of p *(Sig.)* of the post-test (1.65) is higher than 0.05. Because the probability is higher than 0.05 (>0.05) so H_o is rejected. So, it can be said that the sample is homogeneous.

c. Test of Hypothesis

1. ANCOVA Test

The researcher then did the analysis to test the hypothesis of the study. The hypothesis states that there was a significance difference in the writing ability between the students who are taught by using Text-Based Approach and those who are not. The hypothesis testing between experimental and control groups can be seen from the following explanation:

a) Null Hypothesis (H_o): there is no significant difference between the result of post-test of experimental group and control group.

b) Alternative Hypothesis (H_a): there is a significant difference between the result of post-test of experimental and control groups.

Johnson and Christensen (2000:412) stated that:

a) Rule 1: if the probability value is less than or equal to the significance level (0.05), then reject the null hypothesis (H_o), tentatively accept the alternative hypothesis (H_a), and conclude that the finding is statistically significant.

b) Rule 2: if the probability value is greater than the significant level (0.05), then fail to reject null hypothesis (H_o) and conclude that the finding is not statistically significant.

Table 22 shows the result of hypothesis test using the SPSS computer for windows program.

Table 22. The Result of the ANCOVA test

Source	df	Sum of Squares	Mean of Square	F Value	Pr > F
Model	2	181.7854099	90.8927050	71.52	<0.0001
Error	43	54.6493727	1.2709156		
Corrected Total	45	236.4347826			

R-Square= 0.768861

Table 22 shows that the ANCOVA test has a probability value of 0.0001. In this research the significant value of 0.05 or 5% was used. Because p (probability value) is lower than the significance value (5%), it means that there was a significant effect of writing ability of post-test after controlling for the effect of pre-test, $p < 0.05$. Then **Hₐ was accepted and Hₒ was rejected** or there was a significant difference in writing ability between the students who were taught by using Text-Based Approach and those who were not.

2. T-test

The results of the hypothesis showed that there was a significant difference in the writing ability between students who were taught by using Text-Based Approach and those who were not. It can be seen from the mean in the post test score of both classes.

Table 23: Summary Means of the Pre and Post Test from Experimental and Control Class

Mean ($\bar{X}$)	N	Post Test	SD
Experimental Class	23	28.13	1.890
Control Class	23	26.57	2.428

Table 23 shows that the mean value of the post-test of the writing ability achieved by the experimental group which was taught using a Text-Based Approach was higher than the mean score of the control group which was not taught by using Text-Based Approach. The t-test formula is applied to test whether there are significantly different results of the two groups. The result of the *t*-test can be described in the following table.

Table 24: The Resume of the T-test Result of Writing in Experimental Class (Pair 1)

Variables	d.f	t-observed	t-table	Interpretation
Total Post test and Pre test	22	8.516	1.717	to> t-t = significant

From the table above, it shows that t observed is 8.516, with degree of freedom 22 and the significant level 5%. Statistically, if t observed > than t table, the difference is significant. In this case, the t-observed is 8.516 and the t table is 1.717. It means that t observed > t table, so the alternative hypothesis is accepted

and the null hypothesis is rejected. It can be concluded that there is significant difference between writing ability scores of the students who are taught by using Text-Based Approach and those who are taught by using conventional technique.

C. Discussion

In this sub chapter, the researcher discusses the research findings that include the test result and the effectiveness of the approach used in teaching writing. The result of research states that the hypothesis statement "there is a significant difference between writing ability of the students who are taught by using Text-Based Approach and those who are taught by using conventional technique" is accepted. It means approach helps the teacher in teaching a lesson in order that the teaching learning process will be more effective. Approach in teaching learning process is used as a means of achieving the learning objectives.

Based on the research in SMAN 9 Purworejo, in class X 3 and class X 4, whereas the X3 (experimental class) consist of 23 students and X4 (control class) consist of 23 students. The data found that the mean score on the pre-test of the experimental group was 25.52 and the mean score of the control group was 25.78. Based on the calculation on the normality test using SPSS, it was obtained that both the pre-test of the experimental group and the control groups had a normal distribution. Based on the statistic calculation of the homogeneity test using SPSS, the pre-test shows that the value of *p (Sig.)* of the pre-test (0.9244) is higher than 0.05. Because the probability is higher than 0.05 (>0.05), it means that the samples

are taken have the same variant or homogeneous. And the post-test shows that the value of *p (Sig.)* of the post-test (0.2484) is higher than 0.05. Because the probability is higher than 0.05 (>0.05), it means that the samples taken have the same varians or homogeneous.

The statistic calculation of the ANCOVA using SPSS for computer program, gave result that the significant value of the group was 0.05. It means that the result of significant value of the ANCOVA test (F = 71.52, p < 0.05) was less than the significance level of 0.05 so that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted. Statistically, when significance value of the ANCOVA test < the significance level of 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted or there is a significant difference, and when significance value of the ANCOVA test > the significance level of 0.05, the null hypothesis is accepted and the alternative hypothesis is rejected or there is no significant difference. Based on the calculation, the significance value of the ANCOVA < the significance level of 0.05. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It could be concluded that using text-based approach showed a significant difference in the students writing ability seem from the result post-test scores after controlling the students' pre-test scores or the covariate.

Moreover, the researcher also uses t-test to measure the impacts of the treatment only, teaching using text based approach, on the students post test scores. From the calculation using SPSS, It can be seen that the t-test result which is higher

than t-table. In this case, the t-test observed is 8.516 and t-table is 1.717, so 8.516 (t-test) > 1.717 (t-table). One of the aims of this research's result proves that the text-based approach facilitates clear links to the students' purposes for writing beyond the writing classroom. (Lin, 2006:71). By implementing the text-based approach in English teaching and learning activities, teachers can help English language students get a better idea of how to construct short, specific texts where a process-based approach (brainstorming, outlining, and drafting) may not be appropriate.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter will discuss three main sections. The first section is the conclusions of the research, the second section is the implications and the last section is the suggestions from the researcher to the related parties based on the research that has been conducted. Below is the further explanation about those sections.

A. Conclusions

The conclusion of this research is drawn based on the result of the data analysis. Its presentation is in line with the research problem formulations stated in the previous chapter. Based on the previous discussion, general conclusion can be drawn.

First, writing ability of the two groups of students (who were taught using Text Based approach and who were taught using conventional method) before the treatment was different. Before the treatment, the mean of the experimental group was 25.52. Nevertheless, after the treatment given to the experimental group there is a difference in the mean score. The mean score of the experimental group increases from 2.61 to 28.13. Briefly, before the treatment 9 students are categorized as very poor category group. After the treatment, 3 students are categorized as good category (13.0%).

Second, the writing ability of the class who were taught using the conventional method in pre test and post test was different. The mean of pre test in the control class was 25.78. Nevertheless, the researcher conducted pos test and the mean increase 0.97 point to 26.57. Briefly, before the treatment, there was no student who belongs to good category. After the treatment, there were 2 students who belong to good category.

Third, there is a significant difference between the writing ability of ninth grade students of SMA N 9 Purworejo who were taught using Text-Based Approach and who were taught without using Text-Based Approach. It is proved from the result of the *t*-test. From the statistical analysis, t-observed is 8.516, with degree of freedom 22 and the significant level 5%. Statistically, if t observed > than t table, the difference is significant. In this case, the t-observed is 8.516 and the t table is 1.717. It means that t observed > t table, so the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is significance difference between writing ability scores of the students who are taught by using Text-Based Approach and those who are taught by using conventional technique. The result of the ANCOVA test has a significant value of 0.05. In other words, there was a significant effect of writing ability of post-test after controlling for the effect of pre-test, $F = 71.52$, $p < 0.05$. Therefore, it proves the hypothesis which reads "There is a significant difference in the writing ability between first year students of SMA N 9 Purworejo who are taught by using text-based approach and those are not" is accepted.

First, the result of the research indicates that the use of text-based approach in the teaching and learning processes of the experimental group can improve the students' writing ability. It can be seen from the comparison between the pre-test and post-test result. The students' writing ability of the experimental group after the treatments improves from the mean 25.52 to 28.13 or improves 2.63 point. According to the table of score categorization, the students' writing ability improves from a poor category into a good category.

Second, the pre-test result shows that the pre-test value of students' writing ability from the students who are taught without using text-based approach or the control group is in the poor category, i.e. 25.78. Meanwhile, the post-test result shows that the post-test mean score remains in the poor category, i.e. 26.57. So, it can be concluded that the students writing ability of the control group in which the treatment was not applied is decreasing 0.79 point.

Third, there is a significant difference in the writing ability between students who are taught by using text-based approach and those who are not in teaching writing to the first year students of SMAN 9 Purworejo. It can be observed from the higher result of the students' writing ability. The result of ANCOVA test has a significant value of 0.05. In other words, there was a significant effect of writing ability of post-test after controlling for the effect of pre-test, $F = 71.52$, $p < 0.05$. Therefore, it proves the hypothesis which reads "There is a significant difference in the writing ability between first year students of SMAN 9 Purworejo who are taught by using text-based approach and those are not" is accepted.

B. Implications

There are two implications on this research. Those are seen theoretically and practically. For the theoretical implication, the researcher expects that the result of this study can strengthen the theories on education, especially on the use of text-based approach in the teaching and learning process of writing. In other words, the text-based approach will increase the students' writing ability.

For the practical implication, the result of the study can be used by English teacher as a consideration in choosing the approach for the English teaching and learning process.

C. Suggestions

Based on the previous discussion, there are some suggestions from the researcher to the teacher, the students and other researchers. With regard to the above conclusion, the researcher proposes the following suggestions:

1. To the English Teachers

In the English teaching and learning process, especially in writing, the English teacher should be creative in selecting and applying appropriate techniques which can build the students motivation and help students to reach their successful learning of English. For this reason, the teachers are suggested to use text-based approach in the teaching writing activities for building and increasing students' motivation in writing ability.

2. To the Students

The research findings can give advantages for the students. Students can be more motivated to learn, increase the writing ability and finally reach their success in the English learning. Based on this research, the effect of text-based approach in the teaching and learning process of writing helps students to practice and increase their writing ability and also helps them to build their motivation in English writing processes.

3. To the Other Researcher

The researcher realizes that this research is far from being perfect. The researcher hopes that this study may contribute to other researchers who are interested in conducting the related research to add theories and develop the similar theme in the English teaching and learning process.

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APPENDICES

APPENDIX 1
Research Instrument

Pre – Test : Writing
Genre : Recount and Narrative
Grade : X/ 3
Time Alocation : 90 minutes

Read this instruction.

1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

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2. Narrative text (45 minutes)

Write a story. Your writing should include the orientation, complication and resolution.

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Post – Test : Writing
Genre : Recount and Narrative
Grade : X/ 3
Time Alocation : 90 minutes

Read this instruction.
1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

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2. **Narrative text (45 minutes)**

   Write a story. Your writing should include the orientation, complication and resolution.

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APPENDIX 2

Rubric of Scoring

Categories for Evaluating Writing

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of vocabulary
Sentence structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

APPENDIX 3

Validity and Reliability of the Instrument

Inter Rater coefficient

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	ID.Rat1 ID.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.5751	0.2765 to 0.7724
Average measures [c]	0.7303	0.4333 to 0.8716

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	Org.Rat1 Org.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.8150	0.6473 to 0.9075
Average measures [c]	0.8981	0.7859 to 0.9515

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	Voc.Rat1 Voc.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.5551	0.2492 to 0.7603
Average measures [c]	0.7139	0.3990 to 0.8638

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	SS.Rat1 SS.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.6277	0.3509 to 0.8037
Average measures [c]	0.7713	0.5195 to 0.8911

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	CP.Rat1 CP.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.8024	0.6256 to 0.9008
Average measures [c]	0.8904	0.7697 to 0.9478

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	Spell.Rat1 Spell.Rat2

Intraclass Correlation Coefficient

	Intraclass correlation [a]	95% Confidence Interval
Single measures [b]	0.8407	0.6923 to 0.9209
Average measures [c]	0.9134	0.8181 to 0.9588

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

Number of subjects (n)	30
Number of raters (k)	2
Model	The same raters for all subjects. Two-way model.
Type	Consistency
Measurements	Nilai.Rater1 Nilai.Rater2

Intraclass Correlation Coefficient

	Intraclass correlation[a]	95% Confidence Interval
Single measures[b]	0.8038	0.6279 to 0.9015
Average measures[c]	0.8912	0.7714 to 0.9482

[a] The degree of consistency among measurements.
[b] Estimates the reliability of single ratings. [c] Estimates the reliability of averages of k ratings.

APPENDIX 4

Lesson Plans

<div align="center">

LESSON PLAN

(Control Group)

</div>

School   : SMAN 9 Purworejo

Subject   : English

Class/Semester   : X/ 4

Standard of Competency : Students are able to produce and express the meaning of short functional texts and short essays in the forms of recount text related to daily life context.

Basic Competence   : Students are able to produce and express the meaning in the form of written recount text accurately, fluently, and acceptably related to daily life context.

Kind of text   : Recount

Theme   : Vacation

Skill Focus   : Writing

Time Allocation   : 2 x 45 minutes

I.   **Achievement Indicators**

- The students are able to identify the correct generic structure of a recount text.
- The students are able to use grammar, vocabulary, expressing ideas and development, organization, sentence structure, capitalization and punctuation, and also spelling in producing recount text.
- The students are able to use the simple past tense in recount text.
- The students are able to write a simple recount text.

II.   **Learning Objective**

At the end of the session, the students are able to construct and write a simple short recount text in the right rhetorical steps of their own vacation experience accurately and appropriately related to daily life context.

III.   **Teaching Method :**

Presentation, Practice, Production

IV.   **Teaching Activity**

Opening

- The teacher greets the students.
- Students and the teacher pray.
- The teacher checking attendance list.

Main Activities

a. Presentation

- Students are asked about their vacation experience.
- Students give some answers or comments to the questions related to the material.
- Teacher asks some questions related to the material, like "Did you ever go to some places for holiday?", "Can you tell me about your vacation experience?"
- The teacher shows a recount text (Text I).
- The teacher explains the students about the construction of the recount text.
- Students are presented about simple past tense forms in recount text.
- Checking the students' understanding by asked them to make a simple past tense sentence.

b. Practice

- The teacher gives other example of recount text (Text II).
- The students do some exercises related to the material inpairs/ group.
- The teacher asks the students to identify the recount text inpairs/ group.
- The students identify the recount text inpairs/ group.

c. Production

- The teacher asks the students to choose one topic to make a recount text (Task I).
- Students are asked to identify the generic structure of their writing about certain topic (Task II).
- Students work individually.

Closing

- Students and the teacher make a conclusion and reflection together.
- Students and the teacher pray and say goodbye.

V. Resources

- Example of the text from LKS.
- Example of the picture from internet.

VI. Evaluation

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of vocabulary
Sentence structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

VII. **'Materials**

RECOUNT TEXT

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

- **Generic Structure of Recount Text:**

  - *Orientation*: Introducing the participants, place and time.

  - *Events*: Describing series of event that happened in the past.

  - *Reorientation*: It is optional. Stating personal comment of the writer to the story.

- **Language Feature of Recount Text:**

  - Introducing personal participant; I, my group.

  - Using chronological connection; then, first, second.

  - Using linking verb; was, were.

  - Using action verb; look, go, change.

  - Using simple past tense

Generic structure	My Interesting Vacation
Orientation	My interesting vacation was a travel to Bali. I **went** there last academic holiday with my parents, sister, and my uncle. We **went** to Bali by a family car.
Series of Events	We **left** Jogja at 05.00 p.m. to Bali. My uncle, Mr. Boby **drove** the car quickly but carefully. However my father, Mr. Budi drove the car when my uncle **felt** tired. We **arrived** in Ketapang harbor, Banyuwangi at 05.00 a.m. Then we **crossed** Bali strait for about a half hour to Gilimanuk harbor in Bali. My father **took** us to a hotel first. We **had** to take a rest before doing the other activities. We **slept** in Sanur Bali beach Hotel. It was a place we **transited** before going everywhere.
Re-orientation	Traveling in Bali for a week, we **thought** were not enough. We could only visit several places like Sanur &kuta beach, Sukowati traditional art market, Tanah Lot, Besakih, and Bedugul temples. Really, spending holiday in Bali was very tiring, but it was very satisfying.

Going to Yogyakarta

Nidya and Wiwi are friends. They live in Bandung, West Java. Last semester they went to Yogyakarta for holiday. They left Bandung on Monday morning by train from Kiara Condong Station, because they hope they could arrive at Yogyakarta Tugu Station on Monday evening.

They found a hotel first on their arrival in this point of interest. They had a rest while enjoying the beautiful night at Malioboro and after that they visited Alun-Alun kidul and enjoyed a delicious dinner in the Gudeg Yu Djum restaurant at Wijilan.

On the second day, they visited Keraton, Taman Sari and Prambanan Temple.On the third day they went to Parang Tritis and Tugu Monument on the night. Then they come back from Yogyakarta to Bandung on the following day.

They thought travelling in Yogyakarta for three days was not enough. They didn't buy anything for their souvenirs, but they took many pictures to remind them about their visit to Yogyakarta. They felt very tired, but they were very happy.

Answer the following questions.

1. Where did Nidya and Wiwi go?

   _____

2. When did they leave Bandung?

   _____

3. Why did they leave on Monday morning?

   _____

4. How did they go to Yogyakarta?

   _____

5. Where did they eat dinner?

   _____

6. When did they go to Prambanan Temple?

   _____

7. How long did they travelling at Yogyakarta?

   _____

8. What for did they take the picture?

   _____

Work Sheet

Write a short text about your unforgettable vacation in your life.

Task I

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task II Complete the Generic Structure of your text.

1. **Orientation**

   a. Who   : ……………………………………………………………………………………………

   b. When   : ……………………………………………………………………………………………

   c. Where : ……………………………………………………………………………………………

2. **Events**

   a. ……………………………………………………………………………………………………

   b. ……………………………………………………………………………………………………

   c. ……………………………………………………………………………………………………

   d. ……………………………………………………………………………………………………

   e. ……………………………………………………………………………………………………

   f. ……………………………………………………………………………………………………

3. **Reorientation**

   ………

   ………

   ………

   ……………………………………………………………………………………………………

LESSON PLAN
(Control Group)

School   : SMAN 9 Purworejo

Subject   : English

Class/Semester   : X/ 4

Standard of Competency : Students are able to produce and express the meaning of short functional texts and short essays in the forms of narrative text related to daily life context.

Basic Competence   : Students are able to produce and express the meaning in the form of written narrative text accurately, fluently, and acceptably related to daily life context.

Kind of text   : Narrative

Theme   : Story

Skill Focus   : Writing

Time Allocation   : 2 x 45 minutes

VIII.   Achievement Indicators

- The students are able to use grammar, vocabulary, expressing ideas and development, organization, sentence structure, capitalization and punctuation, and also spelling in producing narrative text.

- The students are able to identify the purpose, language features and organization of narrative text.

- The students are able to Use the simple past tense in narrative text.

- The students are able to write other example of narrative text.

IX.   Learning Objective

At the end of the session, the students are able to construct and write a simple short narrative text in the right rhetorical steps accurately and appropriately related to daily life context.

X. Teaching Method:

Presentation, Practice, Production.

XI. Teaching Activity

Opening

- The teacher greets the students.

- Students and the teacher pray.

- The teacher checking attendance list.

Main Activities

d. Presentation

- Teacher asks some questions related to the material, "Do you like reading a story?, What story do you like to read?".

- Students give some answers or comments to the questions related to the material.

- The teacher shows example of narrative text to the students (TextI).

- The teacher explains the students about the construction of the narrative text.

- Students are presented about simple past tense forms in narrative text.

- Checking the students' understanding.

e. Practice

- The teacher gives other example of narrative text (Text II).

- The students do some exercises related to the material inpairs/ group.

- The students identify the narrative text inpairs/ group.

f. Production

- The teacher asked the students to choose one topic to make a narrative text (Task I).

- Students are identifying the generic structure of their writing about certain topic (Task II).
- Students work individually.

Closing

- Students and the teacher make a conclusion and reflection together.
- Students and the teacher pray and say goodbye.

XII. Resources

The text from internet.

XIII. Evaluation

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
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1	Poor or inappropriate word choice
2	Fair word choice; simple words
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4	Vivid and imaginative word choice; appropriate use of vocabulary
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1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
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Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

NARRATIVE TEXT

Narrative is the text to amuse, entertain and to deal with actual or vicarious experience in different ways, deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

- **Types of narrative:**

    There are many types of narrative. They can be imaginary, factual or a combination of both. They may include *fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience.*

- **Generic Structure of Narrative Text:**

    Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?

    Complication or problem: The complication usually involves the main characters (often mirroring the complications in real life).

    Resolution: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

- **Language Feature of Narrative Text:**

    - Focus on specific and usually individualized participants.
    - Using material processes, behavioral and verbal processes.
    - Using relational processes and mental processes.
    - Using past tense.

Cinderella

Orientation

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

Complication

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it.

Resolution

In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Joni's New English Teacher

When Joni was in the first year of Senior High School, he had to cope with a very difficult problem. It was a time when he didn't have courage to speak English because he was afraid of making mistakes in vocabulary usage, pronunciation and especially, structure. To make things worse, Joni was basically so shy and regarded as a silent person. He ever said to Hendri, his classmate, that he didn't have a bravery to speak English because of those factors. Consequently, Joni was not in the mood for English lesson especially when the teacher asked him for giving opinion or presentation in front of the class.

One day, there was a new English teacher in Joni's school. Her name was Mrs. Shandy. Fortunately, she was very caring and patient. She was willing to give her hand whenever Joni and his classmates need some help due to the difficulties with her lesson. She said that she allowed the students to play their own cassettes and listen to English language songs during the lesson. In short, while Joni and his classmates were taking notes or doing assignment, they were also being entertained.

She divided the lesson into two sessions and arranged it in such ways. In the first session, her student studied theories about English language in general. Then, in the second session, she asked them to be active participants by joining certain games such as scrabble or their favorite one. It was so much fun with a lot of practice time, instead of theory itself; Joni could gradually change his mood in learning English.

That English teacher was really able to boost Joni's spirit to learn English well. The way she taught her students very deeply affected. Her students called her a hero.

Answer the following questions.

1. Who was Joni?

   _____

   _____

2. What problem did Joni have when he was in the first year student of Senior High School?

   _____

   _____

3. Why did Joni cannot concentrate on the English lesson?

   _____

   _____

4. What was Joni's new English teacher name?

   _____

   _____

5. What methods did the teacher do when she gave the lesson?

   _____

   _____

LESSON PLAN
(Experimental Class)

School : SMAN 9 Purworejo

Subject : English

Class /Semester : X / 3

Standart of Competency : Students are able to produce and express the meaning of short functional texts and short essays in the forms of recount text related to daily life context.

Basic Competenc : Students are able to produce and express the meaning in the form of written recount text accurately, fluently, and acceptably related to daily life context.

Kind of Text : Recount

Theme : Vacation

Skill Focus : Writing

Time Allocation : 2 x 45 minutes

I. Achievement Indicators:

- The students are able to identify the correct generic structure of a recount text.
- The students are able to use grammar, vocabulary, expressing ideas and development, organization, sentence structure, capitalization and punctuation, and also spelling in producing recount text.
- The students are able to use the simple past tense in recount text.
- The students are able to write a simple recount text.

II. Learning Objectives:

At the end of the session, the students are able to construct and write a simple short recount text in the right rhetorical steps of their own vacation experience accurately and appropriately related to daily life context.

III. Teaching Method: Text-Based Approach (Four Stages: BKOF – MOT – JCOT – ICOT).

IV. Teaching Activity

    b. Pre – Activity

      Opening

- Greeting.
- Praying.
- Checking the attendance list.

    c. Main Activity

      1. BKOF (Building Knowledge Of Field)

- The teacher asked some questions related the material to stimulate the student's motivation.
  - Did you ever go to some places for holiday?
  - Can you tell me about your vacation experience?
- The students tell about their vacation experiences.
- The teacher shows example of recount text to the students (Text I).
- Reviewing recount text:
  - *Orientation*: Introducing the participants, place and time.
  - *Events*: Describing series of event that happened in the past.
  - *Reorientation*: It is optional. Stating personal comment of the writer to the story.

      2. MOT (Modeling Of Text)

- The teacher gives the students other example of recount text (Text II).
- The students find the meaning of some difficult words of the Text II in dictionary.

- The students analyze the purpose, text organization, generic structure, and the language features used in the recount text (Text II).
- The students differentiate the use of regular and irregular verbs in the simple past tense.

3. **JCOT (Joint Construction Of the Text)**
   - The students do some exercises related to the material (Text II) in pairs /group.
   - The students and the teacher discuss the exercises.

4. **ICOT (Independent Construction OF the Text)**
   - The students can make an example of simple past tense sentences one by one.
   - The students write a recount text based on their own interesting vacation experiences on traveling (Task I).
   - The students identify the generic structure of recount text that they write (Task II).

d. **Post Activity**

   Concluding
   - The students have oral reviews for the lesson given.
   - The students have opportunity to ask any questions related to the material.

   Closing
   - The teacher ends the class by leading a prayer and saying goodbye to the students.

V. **Resources**
   - Example of the text from LKS.
   - Example of the picture from internet.

VI. Evaluation

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of vocabulary
Sentence structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

VII.Materials:

RECOUNT TEXT

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

- **Generic Structure of Recount Text:**
    - *Orientation*: Introducing the participants, place and time.
    - *Events*: Describing series of event that happened in the past.
    - *Reorientation*: It is optional. Stating personal comment of the writer to the story.
- **Language Feature of Recount Text:**
    - Introducing personal participant; I, my group.
    - Using chronological connection; then, first, second.
    - Using linking verb; was, were.
    - Using action verb; look, go, change.
    - Using simple past tense.

Verbs in past form.

- **Verbal Form**

    In English, there are regular verbs and irregular verbs. We cannot add –ed to the basic verbs of irregular verbs.

    a. **Regular Verb Form**

Present	Past
Play	Played
Listen	Listened
Enjoy	Enjoyed
Visit	Visited

Work	Worked
Cook	Cooked
Watch	Watched
Talk	Talked
Study	Studied
Brush	Brushed

b. Irregular Verb Form

Present	Past
Is, are	Was, were
Bring	Brought
Buy	Bought
Choose	Chose
Come	Came
Do	Did
Feel	Felt
Forget	Forgot
Give	Gave
Go	Went
Have	Had
Know	Knew
Learn	Learnt/ learned
Leave	Left
Lose	Lost
Get	Got

- **Nominal Form (to be)**

S (He/She/It/I) + **was** and **S** (They/We/You) + **were**

- Using simple past tense:

Simple past tense expresses the idea that an action started and finished at a specific time in the past.

a. **Verbal Sentence**

(+)S (He/She/It/I/They/We/You) + V2.	(-) S(He/She/It/I/They/We/You) + did + not + V1.
Ex. When he turned around, ...	Ex. He did not want to impress his friends.
(?) Did + S (He/She/It/I/They/We/You) + V1?	(What/Who/Why/Where/When/How) + did + S (He/She/It/I/They/We/You) + V1?
Example: Did a wolf eat very grady?	Ex. When the firecrackers exploded?

b. **Nominal Sentence**

(+) S (HE/SHE/IT/I) + WAS + ...	(-) S(He/She/It/I/They/We/You) + was/were + not + complement.
Example: I was happy.	**Example:** She was sad**.**
S (They/We/You) + WERE + ...	
Example: They were happy.	
(?) **Was/Were + S (He/She/It/I/They/We/You) + Complement?**	(What/Who/Why/Where/When/How) + was/were + S (He/She/It/I/They/We/You) + complement?
Example: Were you sad?	Example: why were you sad?

- Using chronological connection; first, second, then, after that, next, last, etc.

Title: _____
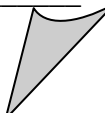
Last   holiday,   my   friends   and   I   went   to
_____
_____
_____

First day, _____
_____.
Then,   _____
_____. Next, _____
_____
Second day, _____
_____. After that, _____.
_____

As a result, _____
_____
_____

Generic structure	**My Interesting Vacation**
Orientation	My interesting vacation was a travel to Bali. I **went** there last academic holiday with my parents, sister, and my uncle. We **went** to Bali by a family car.
Series of Events	We **left** Jogja at 05.00 p.m. to Bali. My uncle, Mr. Boby **drove** the car quickly but carefully. However my father, Mr. Budi drove the car when my uncle **felt** tired. We **arrived** in Ketapang harbor, Banyuwangi at 05.00 a.m. Then we **crossed** Bali strait for about a half hour to Gilimanuk harbor in Bali. My father **took** us to a hotel first. We **had** to take a rest before doing the other activities. We **slept** in Sanur Bali beach Hotel. It was a place we **transited** before going everywhere.
Re-orientation	Traveling in Bali for a week, we **thought** were not enough. We could only visit several places like Sanur &kuta beach, Sukowati traditional art market, Tanah Lot, Besakih, and Bedugul temples. Really, spending holiday in Bali was very tiring, but it was very satisfying.

Going to Yogyakarta

Nidya and Wiwi are friends. They live in Bandung, West Java. Last semester they went to Yogyakarta for holiday. They left Bandung on Monday morning by train from Kiara Condong Station, because they hope they could arrive at Yogyakarta Tugu Station on Monday evening.

They found a hotel first on their arrival in this point of interest. They had a rest while enjoying the beautiful night at Malioboro and after that they visited Alun-Alun kidul and enjoyed a delicious dinner in the Gudeg Yu Djum restaurant at Wijilan.

On the second day, they visited Keraton, Taman Sari and Prambanan Temple.On the third day they went to Parang Tritis and Tugu Monument on the night. Then they come back from Yogyakarta to Bandung on the following day.

They thought travelling in Yogyakarta for three days was not enough. They didn't buy anything for their souvenirs, but they took many pictures to remind them about their visit to Yogyakarta. They felt very tired, but they were very happy.

Answer the following questions.

1. Where did Nidya and Wiwi go?

   _____

2. When did they leave Bandung?

   _____

3. Why did they leave on Monday morning?

   _____

4. How did they go to Yogyakarta?

   _____

5. Where did they eat dinner?

   _____

6. When did they go to Prambanan Temple?

   _____

7. How long did they travelling at Yogyakarta?

   _____

8. What for did they take the picture?

   _____

Work Sheet

Write a short text about your unforgettable vacation in your life.

Task I

_____

_____

_____

_____

_____

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_____

_____

_____

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_____

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_____

_____

_____

_____

_____

_____

Task II Complete the Generic Structure of your text.

4. Orientation

    d. Who   : ....

    e. When : ....

    f. Where : ....

5. Events

    g. ....
    ....

    h. ....
    ....

    i. ....
    ....

    j. ....
    ....

    k. ....
    ....

6. Reorientation

....
....
....
....

LESSON PLAN
(Experimental Class)

School   : SMA N 9 Purworejo

Subject   : English

Class /Semester   : X / 3

Standart of Competency : Students are able to produce and express the meaning of short functional texts and short essays in the forms of narrative text related to daily life context.

Basic Competence   : Students are able to produce and express the meaning in the form of written recount text accurately, fluently, and acceptably related to daily life context.

Kind of Text   : Narrative

Theme   : Story

Skill Focus   : Writing

Time Allocation   : 2 x 45 minutes

- **Achievement Indicators:**
  - The students are able to use grammar, vocabulary, expressing ideas and development, organization, sentence structure, capitalization and punctuation, and also spelling in producing narrative text.
  - The students are able to identify the purpose, language features and organization of narrative text.
  - The students are able to Use the simple past tense in narrative text.
  - The students are able to write other example of narrative text.

- **Learning Objectives:**

    At the end of the session, the students are able to construct and write a simple short narrative text in the right rhetorical steps accurately and appropriately related to daily life context.

III. Teaching Method: Text-Based Approach (Four Stages: BKOF - MOT - JCOT - ICOT)

IV. Teaching Activities

   e. Pre-Activity

   Opening:
- Greeting.
- Praying.
- Checking the attendance list.

   f. Main Activity

   1. BKOF (Building Knowledge Of Field)
- The teacher asked some questions related the material to stimulate the student's motivation.
    - Do you like reading a story?
    - What story do you like to read?
- The teacher shows the example of narrative text to the students (TextI).
- Reviewing narrative text:
    a. *Orientation***:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?

    b. *Complication or problem***:** The complication usually involves the main characters (often mirroring the complications in real life).

c. ***Resolution***: There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

2. MOT (Modeling Of Text)
- The teacher gives the students other example of narrative text (Text II).
- The students read the story.
- The students find the meaning of some difficult words of the Text II in dictionary.
- The students analyze the purpose, text organization, generic structure, and the language features used in the narrative text.

5. JCOT (Joint Construction Of The Text)
- The students do some exercises related to the material (TextII) in pairs /group.
- The students and the teacher discuss the exercises.

6. ICOT (Independent Construction Of The Text)
- The students write a story on narrative text (Task I).
- The students identify the generic structure of narrative text that they write (Task II).

g. Post Activity

Concluding:
- The students have opportunity to ask any questions related to the material.
- The teacher gives the reviews about the material.

Closing:

- The teacher ends the class by leading a prayer and saying goodbye to the students.

V. Resource:

Text from internet.

VI. Evaluation

Categorization	Description
Ideas and Development	
1	Lack development of topic
2	Adequate development of topic; listing of details
3	Good development of topic
4	Extensive development of topic; strong support of main idea with details
Organization	.
1	Not organized
2	Sparsely organized; lack of sequence
3	Fairly well organized; flow and sequence evident
4	Completely organized; smooth flow with strong sequence
Vocabulary	
1	Poor or inappropriate word choice
2	Fair word choice; simple words
3	Good word choice; meaning is clear.
4	Vivid and imaginative word choice; appropriate use of vocabulary
Sentence structure	
1	Poor; many errors
2	Fair; choppy with variety
3	Adequate; few errors and some variety of lengths
4	Excellent; no errors and a variety of lengths
Capitalization and Punctuation	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free
Spelling	
1	Many errors (over 10)
2	Some errors (6-10)
3	Very few errors (1-5)
4	Error free

VII. Materials

NARRATIVE TEXT

Narrative is the text to amuse, entertain and to deal with actual or vicarious experience in different ways, deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.

- **Types of narrative:**

    There are many types of narrative. They can be imaginary, factual or a combination of both. They may include *fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience.*

- **Generic Structure of Narrative Text:**

    *Orientation***:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?

    *Complication or problem***:** The complication usually involves the main characters (often mirroring the complications in real life).

    *Resolution***:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

- **Language Feature of Narrative Text:**

    - Focus on specific and usually individualized participants.
    - Use of material processes, behavioral and verbal processes.
    - Use of relational processes and mental processes.
    - Use of past tense.

Cinderella

Orientation

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

Complication

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it.

Resolution

In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Joni's New English Teacher

When Joni was in the first year of Senior High School, he had to cope with a very difficult problem. It was a time when he didn't have courage to speak English because he was afraid of making mistakes in vocabulary usage, pronunciation and especially, structure. To make things worse, Joni was basically so shy and regarded as a silent person. He ever said to Hendri, his classmate, that he didn't have a bravery to speak English because of those factors. Consequently, Joni was not in the mood for English lesson especially when the teacher asked him for giving opinion or presentation in front of the class.

One day, there was a new English teacher in Joni's school. Her name was Mrs. Shandy. Fortunately, she was very caring and patient. She was willing to give her hand whenever Joni and his classmates need some help due to the difficulties with her lesson. She said that she allowed the students to play their own cassettes and listen to English language songs during the lesson. In short, while Joni and his classmates were taking notes or doing assignment, they were also being entertained.

She divided the lesson into two sessions and arranged it in such ways. In the first session, her student studied theories about English language in general. Then, in the second session, she asked them to be active participants by joining certain games such as scrabble or their favorite one. It was so much fun with a lot of practice time, instead of theory itself; Joni could gradually change his mood in learning English.

That English teacher was really able to boost Joni's spirit to learn English well. The way she taught her students very deeply affected. Her students called her a hero.

Answer the following questions.

1. Who was Joni?

   _____

   _____

2. What problem did Joni have when he was in the first year student of
   Senior High School?

   _____

   _____

3. Why did Joni cannot concentrate on the English lesson?

   _____

   _____

4. What was Joni's new English teacher name?

   _____

   _____

5. What methods did the teacher do when she gave the lesson?

   _____

   _____

Work Sheet

Write a short text about your Favorite Story.

Task I

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Task II Complete the Generic Structure of your text.

7. **Orientation**

    g. Who   : ………………………………………………………………………………………………

    h. When : ………………………………………………………………………………………………

    i. Where : ………………………………………………………………………………………………

8. **Complication**

    l. ………………………………………………………………………………………………………

    m. ………………………………………………………………………………………………………

    n. ………………………………………………………………………………………………………

    o. ………………………………………………………………………………………………………

    p. ………………………………………………………………………………………………………

    q. ………………………………………………………………………………………………………

9. **Resolution**

……

……

……

…….

APPENDIX 5

Descriptive Statistics

Frequencies

Statistics - Kontrol

		Total Pre test	Total Post test
N	Valid	23	23
	Missing	0	0
Mean		25.78	26.57
Median		26.00	26.00
Mode		26	26[a]
Std. Deviation		2.645	2.428
Variance		6.996	5.893
Minimum		21	22
Maximum		30	31
Sum		593	611

a. Multiple modes exist. The smallest value is shown

Total Pre test - Kontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (12 - 24)	7	30.4	30.4	30.4
	2 Sedang (> 24 - 36)	16	69.6	69.6	100.0
	Total	23	100.0	100.0	

Total Post test - Kontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (12 - 24)	5	21.7	21.7	21.7
	2 Sedang (> 24 - 36)	18	78.3	78.3	100.0
	Total	23	100.0	100.0	

Total Pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	4.3	4.3	4.3
	22	2	8.7	8.7	13.0
	23	3	13.0	13.0	26.1
	24	1	4.3	4.3	30.4
	25	3	13.0	13.0	43.5
	26	4	17.4	17.4	60.9
	27	2	8.7	8.7	69.6
	28	3	13.0	13.0	82.6
	29	2	8.7	8.7	91.3
	30	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Frequencies

Statistics - Eksperimen

		Total Pre test	Total Post test
N	Valid	23	23
	Missing	0	0
Mean		25.52	28.13
Median		25.00	28.00
Mode		23	28
Std. Deviation		2.591	1.890
Variance		6.715	3.573
Minimum		21	25
Maximum		30	31
Sum		587	647

Total Pre test - Eksperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Rendah (12 - 24)	9	39.1	39.1	39.1
	2 Sedang (> 24 - 36)	14	60.9	60.9	100.0
	Total	23	100.0	100.0	

Total Post test - Eksperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Sedang (> 24 - 36)	23	100.0	100.0	100.0

Total Pre test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	1	4.3	4.3	4.3
	22	1	4.3	4.3	8.7
	23	5	21.7	21.7	30.4
	24	2	8.7	8.7	39.1
	25	3	13.0	13.0	52.2
	26	2	8.7	8.7	60.9
	27	3	13.0	13.0	73.9
	28	3	13.0	13.0	87.0
	29	1	4.3	4.3	91.3
	30	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Pre test - Procedure Text - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	11	47.8	47.8	47.8
	3 Poor (> 12 - 15)	10	43.5	43.5	91.3
	4 Good (> 15 - 18)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Pre test - Recount Text - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	10	43.5	43.5	43.5
	3 Poor (> 12 - 15)	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

Total Pre test - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 18 - 24)	7	30.4	30.4	30.4
	3 Poor (> 24 - 30)	16	69.6	69.6	100.0
	Total	23	100.0	100.0	

Post test - Procedure Text - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	11	47.8	47.8	47.8
	3 Poor (> 12 - 15)	10	43.5	43.5	91.3
	4 Good (> 15 - 18)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Post test - Recount Text- Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	6	26.1	26.1	26.1
	3 Poor (> 12 - 15)	15	65.2	65.2	91.3
	4 Good (> 15 - 18)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Pre test - Procedure Text - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	12	52.2	52.2	52.2
	3 Poor (> 12 - 15)	9	39.1	39.1	91.3
	4 Good (> 15 - 18)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Pre test - Recount Text - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	10	43.5	43.5	43.5
	3 Poor (> 12 - 15)	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

Total Pre test - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 18 - 24)	9	39.1	39.1	39.1
	3 Poor (> 24 - 30)	14	60.9	60.9	100.0
	Total	23	100.0	100.0	

Post test - Procedure Text - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	2	8.7	8.7	8.7
	3 Poor (> 12 - 15)	18	78.3	78.3	87.0
	4 Good (> 15 - 18)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Post test - Recount Text - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 9 - 12)	2	8.7	8.7	8.7
	3 Poor (> 12 - 15)	20	87.0	87.0	95.7
	4 Good (> 15 - 18)	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Total Post test - Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 Poor (> 24 - 30)	20	87.0	87.0	87.0
	4 Good (> 30 - 36)	3	13.0	13.0	100.0
	Total	23	100.0	100.0	

Total Post test - Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 Very Poor (> 18 - 24)	5	21.7	21.7	21.7
	3 Poor (> 24 - 30)	16	69.6	69.6	91.3
	4 Good (> 30 - 36)	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

APPENDIX 6

Inferential Statistics

Chi - Square

Variable	Pre test
Select	Eksperimen

Sample size	23
Lowest value	21.0000
Highest value	30.0000
Arithmetic mean	25.5217
95% CI for the mean	24.4011 to 26.6423
Median	25.0000
95% CI for the median	23.0000 to 27.3967
Variance	6.7154
Standard deviation	2.5914
Relative standard deviation	0.1015 (10.15%)
Standard error of the mean	0.5403
Coefficient of Skewness	0.1530 (P=0.7359)
Coefficient of Kurtosis	-0.9887 (P=0.2493)
Chi-square test for Normal distribution	accept Normality (P=0.4599) (Chi-square=2.586 DF=3)

Summary statistics

Variable	Pre test
Select	Kontrol

Sample size	23
Lowest value	21.0000
Highest value	30.0000
Arithmetic mean	25.7826
95% CI for the mean	24.6388 to 26.9264
Median	26.0000
95% CI for the median	23.6033 to 28.0000
Variance	6.9960
Standard deviation	2.6450
Relative standard deviation	0.1026 (10.26%)
Standard error of the mean	0.5515
Coefficient of Skewness	-0.09789 (P=0.8289)
Coefficient of Kurtosis	-0.9578 (P=0.2590)
Chi-square test for Normal distribution	accept Normality (P=0.8719) (Chi-square=0.706 DF=3)

Summary statistics

Variable	Post test
Select	Eksperimen

Sample size	23
Lowest value	25.0000
Highest value	31.0000
Arithmetic mean	28.1304
95% CI for the mean	27.3130 to 28.9478
Median	28.0000
95% CI for the median	26.6033 to 29.3967
Variance	3.5731
Standard deviation	1.8903
Relative standard deviation	0.0672 (6.72%)
Standard error of the mean	0.3941
Coefficient of Skewness	-0.07231 (P=0.8731)
Coefficient of Kurtosis	-1.0235 (P=0.2389)
Chi-square test for Normal distribution	accept Normality (P=0.2218) (Chi-square=4.396 DF=3)

Summary statistics

Variable	Post test
Select	Kontrol

Sample size	23
Lowest value	22.0000
Highest value	31.0000
Arithmetic mean	26.5652
95% CI for the mean	25.5154 to 27.6150
Median	26.0000
95% CI for the median	25.0000 to 27.7934
Variance	5.8933
Standard deviation	2.4276
Relative standard deviation	0.09138 (9.14%)
Standard error of the mean	0.5062
Coefficient of Skewness	0.2053 (P=0.6515)
Coefficient of Kurtosis	-0.4354 (P=0.4907)
Chi-square test for Normal distribution	accept Normality (P=0.9478) (Chi-square=0.363 DF=3)

ANACOVA
Covariate Pre Test, Dependent Post Test

Class Level Information

Class	Levels	Values
Kelas	2	Eksp Kontrol

Number of Observations Read   46
Number of Observations Used   46

Dependent Variable: PostTest

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	2	181.7854099	90.8927050	71.52	<.0001
Error	43	54.6493727	1.2709156		
Corrected Total	45	236.4347826			

R-Square	Coeff Var	Root MSE	PostTest Mean
0.768861	4.122262	1.127349	27.34783

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Kelas	1	35.1828585	35.1828585	27.68	<.0001
PreTest	1	153.6114969	153.6114969	120.87	<.0001

t Tests (LSD) for PostTest

Alpha	0.05
Error Degrees of Freedom	43
Error Mean Square	1.270916
Critical Value of t	2.01669
Least Significant Difference	0.6704

Means with the same letter are not significantly different.

t Grouping	Mean	N	Kelas
A	28.1304	23	Eksp
B	26.5652	23	Kontrol

Equality of Variances

Variable	Method	Num DF	Den DF	F Value	Pr > F
PreTest	Folded F	22	22	1.04	0.9244
PostTest	Folded F	22	22	1.65	0.2484

```
                                    ANACOVA
                    Covariate Pre Test, Dependent Post Test

                         Class Level Information
                    Class        Levels    Values
                    Kelas          2       Eksp Kontrol


                    Number of Observations Read        46
                    Number of Observations Used        46



Dependent Variable: PostTest


                                    Sum of
        Source              DF      Squares      Mean Square    F Value    Pr > F
        Model                2    181.7854099     90.8927050      71.52    <.0001
        Error               43     54.6493727      1.2709156
        Corrected Total     45    236.4347826


                R-Square    Coeff Var     Root MSE    PostTest Mean
                0.768861    4.122262      1.127349       27.34783



        Source              DF    Type III SS    Mean Square    F Value    Pr > F
        Kelas                1     35.1828585     35.1828585      27.68    <.0001
        PreTest              1    153.6114969    153.6114969     120.87    <.0001


                        t Tests (LSD) for PostTest

            Alpha                                 0.05
            Error Degrees of Freedom                43
            Error Mean Square                   1.270916
            Critical Value of t                 2.01669
            Least Significant Difference         0.6704


        Means with the same letter are not significantly different.


            t Grouping        Mean        N    Kelas
                    A       28.1304       23    Eksp
                    B       26.5652       23    Kontrol


                        Equality of Variances

        Variable    Method      Num DF    Den DF    F Value    Pr > F

        PreTest     Folded F      22        22       1.04      0.9244
        PostTest    Folded F      22        22       1.65      0.2484
```

T-Test - Kontrol

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total Post test	26.57	23	2.428	.506
	Total Pre test	25.78	23	2.645	.552

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Total Post test & Total Pre test	23	.891	.000

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Total Post test - Total Pre test	.783	1.204	.251	.262	1.303

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Total Post test - Total Pre test	3.116	22	.005

T-Test - Eksperimen

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total Post test	28.13	23	1.890	.394
	Total Pre test	25.52	23	2.591	.540

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Total Post test & Total Pre test	23	.830	.000

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	Total Post test - Total Pre test	2.609	1.469	.306	1.973	3.244

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Total Post test - Total Pre test	8.516	22	.000

5%

df	1	2	3	4	5	6	7	8	9
1	161.448	199.500	215.707	224.583	230.162	233.986	236.768	238.883	240.543
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438	3.388
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355	2.300
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278	2.223
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266	2.211
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255	2.199
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244	2.189
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235	2.179
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225	2.170
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209	2.153
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201	2.145
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194	2.138
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187	2.131
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174	2.118
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168	2.112
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163	2.106
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157	2.101
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152	2.096
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147	2.091
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143	2.086
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138	2.082
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134	2.077
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073

sumber : Magic 2000 Solver telp (0274) 523858

5%

df	21	22	23	24	25	26	27	28	29
1	248.309	248.579	248.826	249.052	249.260	249.453	249.631	249.797	249.951
2	19.448	19.450	19.452	19.454	19.456	19.457	19.459	19.460	19.461
3	8.654	8.648	8.643	8.639	8.634	8.630	8.626	8.623	8.620
4	5.795	5.787	5.781	5.774	5.769	5.763	5.759	5.754	5.750
5	4.549	4.541	4.534	4.527	4.521	4.515	4.510	4.505	4.500
6	3.865	3.856	3.849	3.841	3.835	3.829	3.823	3.818	3.813
7	3.435	3.426	3.418	3.410	3.404	3.397	3.391	3.386	3.381
8	3.140	3.131	3.123	3.115	3.108	3.102	3.095	3.090	3.084
9	2.926	2.917	2.908	2.900	2.893	2.886	2.880	2.874	2.869
10	2.764	2.754	2.745	2.737	2.730	2.723	2.716	2.710	2.705
11	2.636	2.626	2.617	2.609	2.601	2.594	2.588	2.582	2.576
12	2.533	2.523	2.514	2.505	2.498	2.491	2.484	2.478	2.472
13	2.448	2.438	2.429	2.420	2.412	2.405	2.398	2.392	2.386
14	2.377	2.367	2.357	2.349	2.341	2.333	2.326	2.320	2.314
15	2.316	2.306	2.297	2.288	2.280	2.272	2.265	2.259	2.253
16	2.264	2.254	2.244	2.235	2.227	2.220	2.212	2.206	2.200
17	2.219	2.208	2.199	2.190	2.181	2.174	2.167	2.160	2.154
18	2.179	2.168	2.159	2.150	2.141	2.134	2.126	2.119	2.113
19	2.144	2.133	2.123	2.114	2.106	2.098	2.090	2.084	2.077
20	2.112	2.102	2.092	2.082	2.074	2.066	2.059	2.052	2.045
21	2.084	2.073	2.063	2.054	2.045	2.037	2.030	2.023	2.016
22	2.059	2.048	2.038	2.028	2.020	2.012	2.004	1.997	1.990
23	2.036	2.025	2.014	2.005	1.996	1.988	1.981	1.973	1.967
24	2.015	2.003	1.993	1.984	1.975	1.967	1.959	1.952	1.945
25	1.995	1.984	1.974	1.964	1.955	1.947	1.939	1.932	1.926
26	1.978	1.966	1.956	1.946	1.938	1.929	1.921	1.914	1.907
27	1.961	1.950	1.940	1.930	1.921	1.913	1.905	1.898	1.891
28	1.946	1.935	1.924	1.915	1.906	1.897	1.889	1.882	1.875
29	1.932	1.921	1.910	1.901	1.891	1.883	1.875	1.868	1.861
30	1.919	1.908	1.897	1.887	1.878	1.870	1.862	1.854	1.847
31	1.907	1.896	1.885	1.875	1.866	1.857	1.849	1.842	1.835
32	1.896	1.884	1.873	1.864	1.854	1.846	1.838	1.830	1.823
33	1.885	1.873	1.863	1.853	1.844	1.835	1.827	1.819	1.812
34	1.875	1.863	1.853	1.843	1.833	1.825	1.817	1.809	1.802
35	1.866	1.854	1.843	1.833	1.824	1.815	1.807	1.799	1.792
36	1.857	1.845	1.834	1.824	1.815	1.806	1.798	1.790	1.783
37	1.848	1.837	1.826	1.816	1.806	1.798	1.789	1.782	1.775
38	1.841	1.829	1.818	1.808	1.798	1.790	1.781	1.774	1.766
39	1.833	1.821	1.810	1.800	1.791	1.782	1.774	1.766	1.759
40	1.826	1.814	1.803	1.793	1.783	1.775	1.766	1.759	1.751
41	1.819	1.807	1.796	1.786	1.777	1.768	1.759	1.752	1.744
42	1.813	1.801	1.790	1.780	1.770	1.761	1.753	1.745	1.738
43	1.807	1.795	1.784	1.773	1.764	1.755	1.747	1.739	1.731
44	1.801	1.789	1.778	1.767	1.758	1.749	1.741	1.733	1.725
45	1.795	1.783	1.772	1.762	1.752	1.743	1.735	1.727	1.720
46	1.790	1.778	1.767	1.756	1.747	1.738	1.729	1.721	1.714
47	1.785	1.773	1.762	1.751	1.742	1.733	1.724	1.716	1.709
48	1.780	1.768	1.757	1.746	1.737	1.728	1.719	1.711	1.704
49	1.775	1.763	1.752	1.742	1.732	1.723	1.714	1.706	1.699
50	1.771	1.759	1.748	1.737	1.727	1.718	1.710	1.702	1.694

sumber : Magic 2000 Solver telp (0274) 523858

5%

df	1	2	3	4	5	6	7	8	9
1	161.448	199.500	215.707	224.583	230.162	233.986	236.768	238.883	240.543
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371	19.385
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845	8.812
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041	5.999
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818	4.772
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147	4.099
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726	3.677
8	5.318	4.459	4.066	3.838	3.687	3.581	3.500	3.438	3.388
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230	3.179
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072	3.020
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948	2.896
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849	2.796
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767	2.714
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699	2.646
15	4.543	3.682	3.287	3.056	2.901	2.790	2.707	2.641	2.588
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591	2.538
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548	2.494
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510	2.456
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477	2.423
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447	2.393
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420	2.366
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397	2.342
23	4.279	3.422	3.028	2.796	2.640	2.528	2.442	2.375	2.320
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355	2.300
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337	2.282
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321	2.265
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305	2.250
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291	2.236
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278	2.223
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266	2.211
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255	2.199
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244	2.189
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235	2.179
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225	2.170
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217	2.161
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209	2.153
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201	2.145
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194	2.138
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187	2.131
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180	2.124
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174	2.118
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168	2.112
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163	2.106
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157	2.101
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152	2.096
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147	2.091
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143	2.086
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138	2.082
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134	2.077
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130	2.073

APPENDIX 7

Result of Students' Writing Score

PRE TEST CONTROL CLASS (X.4)

No.	Students Name	I & D	Org	Voc	S S	C & P	Spell	total	TOTAL SCORE
1.	Ajar Miratmoko								25
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	3	2	2	1	3	2	13	
2.	Ajeng Prabawati								23
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	2	2	2	11	
3.	Alfiatul Nurzaeni								25
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	3	2	2	2	3	14	
4.	Bayuari Mukti Lestari								23
	Procedure Text	3	2	3	2	2	3	10	
	Recount Text	2	2	3	2	2	2	13	
5.	Danar Bayu Wicaksono								27
	Procedure Text	2	2	1	2	3	2	12	
	Recount Text	2	2	3	3	3	2	15	
6.	Danik Nur Mayanti								22
	Procedure Text	2	2	2	2	3	2	10	
	Recount Text	2	2	2	2	2	3	12	
7.	Devi Setyaningsih								27
	Procedure Text	3	2	2	2	3	3	15	
	Recount Text	2	2	2	2	2	2	12	
8.	Dinda Marza Tania								23
	Procedure Text	2	2	2	2	3	2	13	
	Recount Text	2	2	3	3	3	2	10	
9.	Dwi Wahyuni								28
	Procedure Text	3	2	3	2	3	3	15	
	Recount Text	2	3	2	3	2	1	13	
10.	Enggar Budi Asih								27
	Procedure Text	2	3	3	2	3	3	15	
	Recount Text	2	2	2	2	2	2	12	
11.	Eni Suliatiningsih								22
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	1	2	2	10	
12.	Ernawati								26
	Procedure Text	2	2	3	2	2	2	13	
	Recount Text	2	2	2	3	2	2	13	
13.	Erni Nuraini								25
	Procedure Text	2	2	2	2	2	2	11	
	Recount Text	3	2	2	3	2	2	14	
14.	Febri Wijayanto								25
	Procedure Text	2	2	2	2	3	3	13	
	Recount Text	2	2	3	2	3	3	12	
15.	Ira Puspita Sari								30
	Procedure Text	3	2	2	3	2	3	15	
	Recount Text	2	3	2	2	3	3	15	
16.	Nadia Rachman Nor Adinda								30
	Procedure Text	3	3	2	3	2	2	15	
	Recount Text	2	3	2	3	2	3	15	
17.	Oktaviana Fatmawati								22
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	1	2	2	2	2	11	

No.		ID	Org	Voc	SS	CP	Spell	Total	Score
18.	Risma Nur Aika								22
	Procedure Text	2	1	2	2	1	2	10	
	Recount Text	2	2	2	2	2	2	12	
19.	Silva Anita								26
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	2	2	3	2	2	2	13	
20	Susta Purwasih								19
	Procedure Text	2	1	2	1	2	2	10	
	Recount Text	2	2	1	2	2	2	9	
21	Tri Handoyo								23
	Procedure Text	2	1	2	2	2	2	11	
	Recount Text	2	2	2	2	2	2	12	
22.	Wasis Pambudi								21
	Procedure Text	2	1	2	2	3	1	10	
	Recount Text	2	2	2	2	2	2	11	
23.	Winda Dwi Susanti								24
	Procedure Text	2	2	3	2	2	3	13	
	Recount Text	2	2	2	1	2	2	11	

24.56521739

where:
I D : Ideas & Development
Org : Organization
Voc : Vocabulary
S S : Sentence Structure
C P : Capitalization & Punctuation
Spell : Spelling

PRE TEST EXPERIMENTAL CLASS (X.3)

No.	Students Name	I & D	Org	Voc	S S	C & P	Spell	Total	TOTAL SCORE
1.	Aisa Ika Nugraheni								23
	Procedure Text	2	2	2	2	1	2	11	
	Recount Text	3	2	2	2	1	2	12	
2.	Anang Gurito								24
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	2	2	2	12	
3.	Aspi Allysia Lasita Dewi								24
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	3	2	1	2	3	13	
4.	Beautique Valley Ariyanto								28
	Procedure Text	3	2	3	2	2	3	15	
	Recount Text	2	2	3	2	2	2	13	
5.	Budi Prasetyo								27
	Procedure Text	2	2	1	2	3	2	12	
	Recount Text	2	2	3	3	3	2	15	
6.	Dani Anggara Firdaus								25
	Procedure Text	2	2	2	2	3	2	13	
	Recount Text	2	2	1	2	2	3	12	
7.	Deska Setyowati								27
	Procedure Text	3	2	2	2	3	3	15	
	Recount Text	2	2	2	2	2	2	12	
8.	Dwi Astuti								25
	Procedure Text	2	2	2	1	3	2	12	
	Recount Text	2	1	2	3	3	2	13	
9.	Elva Selvi Yuliani								29
	Procedure Text	3	2	3	2	3	3	16	
	Recount Text	2	3	2	3	2	1	13	
10.	Feti Kumalasari								28
	Procedure Text	2	3	3	2	3	3	16	
	Recount Text	2	2	2	2	2	2	12	
11.	Guritno Kurniawan								23
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	1	2	2	11	
12.	Istighfarin								26
	Procedure Text	2	2	3	2	2	2	13	
	Recount Text	2	2	2	3	2	2	13	
13.	Krisna Yudha Pratama								26
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	3	2	2	3	2	2	14	
14.	Neni Sundari								28
	Procedure Text	2	1	2	2	3	3	13	
	Recount Text	2	2	3	2	3	3	15	
15.	Rachmat Dwi Cahyo Adi								30
	Procedure Text	3	2	2	3	2	3	15	
	Recount Text	2	3	2	2	3	3	15	
16.	Rena Mardiana								30
	Procedure Text	3	3	2	3	2	2	15	
	Recount Text	2	3	2	3	2	3	15	
17.	Retno Puspita Sari	I & D	Org	Voc	S S	C & P	Spell	Total	21

No.	Name	I D	Org	Voc	S S	C P	Spell	Total	
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	1	1	2	2	2	10	
18.	Rimas Angga Hidayatullah								23
	Procedure Text	2	1	2	2	1	2	10	
	Recount Text	2	2	2	3	2	2	13	
19.	Siti Nuroningsih								27
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	2	2	3	2	3	2	14	
20.	Sri Hartini								23
	Procedure Text	2	1	2	1	2	2	10	
	Recount Text	2	2	2	3	2	2	13	
21.	Tri Darwanto								22
	Procedure Text	2	1	2	2	2	2	11	
	Recount Text	2	2	2	1	2	2	11	
22.	Upik Nur Hidayati								23
	Procedure Text	2	2	2	2	2	1	11	
	Recount Text	2	2	2	2	2	2	12	
23.	Yuniati								25
	Procedure Text	2	2	2	2	2	3	13	
	Recount Text	2	2	2	2	2	2	12	

25.52173913

where:
I D : Ideas & Development
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C P : Capitalization & Punctuation
Spell : Spelling

POST TEST CONTROL CLASS (X.4)

No.	Students Name	I & D	Org	Voc	S S	C & P	Spell	Total	TOTAL SCORE
1.	Ajar Miratmoko								26
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	3	2	2	2	3	2	14	
2.	Ajeng Prabawati								23
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	1	2	2	11	
3.	Alfiatul Nurzaeni								24
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	3	1	1	2	3	12	
4.	Bayuari Mukti Lestari								27
	Procedure Text	3	2	3	2	2	3	15	
	Recount Text	2	2	2	2	2	2	12	
5.	Danar Bayu Wicaksono								28
	Procedure Text	2	2	2	2	3	2	13	
	Recount Text	2	2	3	3	3	2	15	
6.	Danik Nur Mayanti								26
	Procedure Text	2	2	2	2	3	2	13	
	Recount Text	2	2	2	2	2	3	13	
7.	Devi Setyaningsih								27
	Procedure Text	3	2	2	2	3	3	15	
	Recount Text	2	2	2	2	2	2	12	
8.	Dinda Marza Tania								28
	Procedure Text	2	2	2	2	3	2	13	
	Recount Text	2	2	3	3	3	2	15	
9.	Dwi Wahyuni								29
	Procedure Text	3	2	3	2	3	3	16	
	Recount Text	2	3	2	3	2	1	13	
10.	Enggar Budi Asih								28
	Procedure Text	2	3	3	2	3	3	16	
	Recount Text	2	2	2	2	2	2	12	
11.	Eni Suliatiningsih								23
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	1	2	2	11	
12.	Ernawati								26
	Procedure Text	2	2	3	2	2	2	13	
	Recount Text	2	2	2	3	2	2	13	
13.	Erni Nuraini								26
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	3	2	2	3	2	2	14	
14.	Febri Wijayanto								29
	Procedure Text	2	2	2	2	3	3	14	
	Recount Text	2	2	3	2	3	3	15	
15.	Ira Puspita Sari								30
	Procedure Text	3	2	2	3	2	3	15	
	Recount Text	2	3	2	2	3	3	15	
16.	Nadia Rachman Nor Adinda								30
	Procedure Text	3	3	2	3	2	2	15	
	Recount Text	2	3	2	3	2	3	15	
17.	Oktaviana Fatmawati								22
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	1	2	2	2	2	11	
18.	Risma Nur Aika								23
	Procedure Text	2	2	2	1	2	2	11	

No		ID	Org	Voc	S S	C P	Spell	Total	Score
	Recount Text	2	2	2	2	2	2	12	
19.	Silva Anita								25
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	3	2	2	2	13	
20.	Susta Purwasih								23
	Procedure Text	2	2	2	1	2	2	11	
	Recount Text	2	2	2	2	2	2	12	
21.	Tri Handoyo								24
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	2	2	2	12	
22.	Wasis Pambudi								22
	Procedure Text	2	2	2	1	3	2	12	
	Recount Text	2	2	1	1	2	2	10	
23.	Winda Dwi Susanti								25
	Procedure Text	2	2	3	2	2	2	13	
	Recount Text	2	2	2	2	2	2	12	

25.82608696

where:

I D : Ideas & Development
Org : Organization
Voc : Vocabulary
S S : Sentence Structure
C P : Capitalization & Punctuation
Spell : Spelling

POST TEST EXPERIMENTAL CLASS (X.3)

No.	Students Name	I & D	Org	Voc	S S	C & P	Spell	total	TOTAL SCORE
1.	Aisa Ika Nugraheni								26
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	3	2	2	2	2	2	13	
2.	Anang Gurito								28
	Procedure Text	3	2	3	2	2	2	14	
	Recount Text	3	2	3	2	2	2	14	
3.	Aspi Allysia Lasita Dewi								30
	Procedure Text	3	2	3	3	2	2	15	
	Recount Text	2	3	3	2	2	3	15	
4.	Beautique Valley Ariyanto								28
	Procedure Text	3	2	3	2	2	3	15	
	Recount Text	2	2	3	2	2	2	13	
5.	Budi Prasetyo								29
	Procedure Text	3	2	2	2	3	2	14	
	Recount Text	2	2	3	3	3	2	15	
6.	Dani Anggara Firdaus								28
	Procedure Text	2	2	2	3	3	2	14	
	Recount Text	3	2	2	2	2	3	14	
7.	Deska Setyowati								29
	Procedure Text	3	2	3	2	3	3	16	
	Recount Text	2	2	3	2	2	2	13	
8.	Dwi Astuti								31
	Procedure Text	3	2	3	2	3	2	15	
	Recount Text	3	2	3	3	3	2	16	
9.	Elva Selvi Yuliani								18
	Procedure Text	3	2	3	2	3	3	16	
	Recount Text	3	3	2	3	2	2	2	
10.	Feti Kumalasari								31
	Procedure Text	2	3	3	3	3	3	17	
	Recount Text	3	2	2	3	2	2	14	
11.	Guritno Kurniawan								28
	Procedure Text	2	2	2	3	2	2	13	
	Recount Text	3	2	3	2	2	3	15	
12.	Istiqhfarin								27
	Procedure Text	3	2	3	2	2	2	14	
	Recount Text	2	2	2	3	2	2	13	
13.	Krisna Yudha Pratama								27
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	3	2	2	3	2	2	14	
14.	Neni Sundari								30
	Procedure Text	3	2	2	2	3	3	15	
	Recount Text	2	2	3	2	3	3	15	
15.	Rachmat Dwi Cahyo Adi								30
	Procedure Text	3	2	2	3	2	3	15	
	Recount Text	2	3	2	2	3	3	15	
16.	Rena Mardiana								31
	Procedure Text	3	3	2	3	2	2	15	
	Recount Text	3	3	2	3	2	3	16	
17.	Retno Puspita Sari	I & D	Org	Voc	S S	C & P	Spell		25

No.	Name	I D	Org	Voc	S S	C P	Spell	Total	Score
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	3	2	2	2	2	2	13	
18.	Rimas Angga Hidayatullah								25
	Procedure Text	2	2	2	2	2	2	12	
	Recount Text	2	2	2	3	2	2	13	
19.	Siti Nuroningsih								27
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	2	2	3	2	3	2	14	
20.	Sri Hartini								28
	Procedure Text	3	2	3	2	2	2	14	
	Recount Text	2	2	3	3	2	2	14	
21.	Tri Darwanto								26
	Procedure Text	3	2	2	2	2	2	13	
	Recount Text	3	2	2	2	2	2	13	
22.	Upik Nur Hidayati								27
	Procedure Text	3	2	3	2	2	2	14	
	Recount Text	2	2	3	2	2	2	13	
23.	Yuniati								29
	Procedure Text	2	2	3	2	2	3	14	
	Recount Text	3	2	2	3	2	3	15	

27.73913043

where:
I D : Ideas & Development
Org : Organization
Voc : Vocabulary
S S : Sentence Structure
C P : Capitalization & Punctuation
Spell : Spelling

APPENDIX 8

Students' Written Forms

Pre – Test : Writing

Genre : Recount and Narrative

Grade : X/4

Time Alocation : 90 minutes

Read this instruction.

1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

My Wednesday

on Monday I went to purwore ? . I decided to go there my best friend, Santi asked me to spend there days there. I stayed at Santi's house at Laris.
on sunday we went to Laris. it is located in the north of market. it takes 80 minuts from the governor's office or market. Laris is a beautiful waterfall. we had to walk down on the steep road or about 05 kilometer. even though we were tired. we falet excited. then, on the small bridge we saw the water fall from the top and we got a closer look at the waterfall.   ── article.

on saturday we want to factory outlet. I bought many shirts and shoes for may family. In the evening I went home. santi took me to the railway station

I really enjoyed my holiday because it was ( ) fun experince   ── article.

Spasi

I & O = 2		
Org = 2		
Voc = 3	} 13
SS = 2	
C&P = 2	
Spell = 2	

Nama: Ernawati
X-4

2. **Narrative text (45 minutes)**

Write a story. Your writing should include the orientation, complication and resolution.

A FAITHFUL MONKEY

A gentleman once kept a large monkey he had brought home from Africa. The monkey was very faithful. On he master and was very friendly to his wife.

One day the gentleman went out with his wife. They left the baby boy to the monkey. They had trusted it as a baby sister. It happened that the fire broke out in the house. The door and the stair case were already on fire. All the neighbours looked sadly on the window of the room the baby boy slept in. Some body ran for the ladder to reath the window, but in was no use now. Just then they saw a black had open the window upstairs. Then out came the monkey with the baby in her arms. Down she climbed, slowly ad carefully she brought they baby out safely

I&D = 2
Org = 2
Voc = 2
SS = 3
Cep = 2
Spell = 2
——————
13

Alfiatul Nurzaeni
X-4

Post – Test : Writing

Genre : Recount and Narrative

Grade : X/4

Time Alocation : 90 minutes

Read this instruction.

1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

Going to Jakarta.

Last week. I went to Jakarta With my Friend. They left Purworejo on Monday evening.

We arrive on sunday morning we went to Monas In Jakarta. After that, with my friend we went to Taman Impian Jaya Ancol, on the evening. And we Look a sunset in Ancol beach. Then they Come back from Jakarta to Purworejo on the following day.

They didn't buy anything for their souvenirs for my family. They felt very tired, but they were very happy

W (capital)

1 & O = 2
Org = 2
Voc = 2
SS = 1
C & P = 2
Spell = 2
= 11

2. **Narrative text (45 minutes)**

Write a story. Your writing should include the orientation, complication and resolution.

A Greedy Dog

A dog was feeling very proud of himself. He had found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

He came to a stream which had every clear water. He started to walk across it, talking his own sweet time. He was thinking what a wonderful time he would have when he could eat the whole juicy bone all by himself.

Suddenly he stopped and looked down into the water. He saw a dog there looking back at him, also with a bone in his mouth. He did not know he was looking at himself.

He said to himself, "That dog's bone looks bigger than mine. I'll grab hi bone and run away as fast as I can." his

So he bit the shadow in the water. But when he opened his mouth, his juicy bone fell and drop into the water.

I&D = 2
Org = 3
Voc = 2
SS = 2
C&P = 2
Spell = 3
---
14 †

Budi Prasetya

X - 3

Pre – Test : Writing

Genre : Recount and Narrative

Grade : X/ 3

Time Alocation : 90 minutes

Read this instruction.

1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

My Vacation to Jatimalang Beach   *my friends and !*   *SMP*

On last week ~~I~~ and friends SMP went to Jatimalang beach. ~~My friends~~ decided to go (?) *to the.*
beach because reuficatin.

We go ~~to~~ Jatimalang beach at 08.30 a.m, we went ~~to~~ beach by motor cycle, We disser-
tatic water Play. Tune? (and friend) enjo-   *article "the*
ued a delicious lunch.

After that we decided to (visited) smp.
We (very) tired, we (there) were (very) happy
     ↳ Verb   ↳ Verb

I & D = 2
Org   = 2
Voc   = 1   12
SS   = 2
C & P = 3
Spell = 2

2. Narrative text (45 minutes)

Write a story. Your writing should include the orientation, complication and resolution.

A little boy With a great heart

Long ago in China, there lived a little boy named Hun yung. He was the youngest child in the family and had many elder brothers and sisters.

One day, their father brought home a big baskat of pears. He puts the basket on the table and told his children that they could each take one pear to eat. All the children except Hung Yung came up to the table and began to choose the biggest and nicest pear. Hung yung alone stood back away from his brothers and sisters.

When their father saw this, he was surprised and asked "Hung Yung, why don't You choose yourself a big pear?"

The little boy answered, "let my brothers and sisters have the bigges! pears because they are bigger than I am. I will take the smallest on."

His father was very pleased with this reply because Hung yung was then only three years old. He knew that his son, one day would grow up to be a great man. Years later, Hung Yung really grew up to be a great man.

He is stto be

are

time

one

I & D = 2
Org = 2
Voc = 3   15
SS = 3
C & P = 3
Spell = 2

Rena Mardiana
X-3

Post – Test : Writing

Genre : Recount and Narrative

Grade : X/ 3

Time Alocation : 90 minutes

Read this instruction.

1. **Recount text (45 minutes)**

   Write a story of your last academic holiday. Your writing should include the orientation, events and re-orientation.

Going to Java east

On Friday I went to Java east. I decided to go there because my best friend, Ifah, asked me to spend two days there. I stayed at Ifah's house at Suramadu.

On Saturday we went to Suramadu Bridge. It is located in the nort of Java east. Suramadu Bridge is a beatiful. ○? We had to walk down on the steep road for about 1 kilometer. Eventhough we were tired, we felt excited. We didn't forget to take pictures of the beatiful scenery there.

did not

On sunday we went to factory outlet. I bought many shirts and accessory for my family. In the evening I went home. Ifah took me to the railway station.

article

I really enjoyed my holiday because it was fun experience.

IdD = 3
Org = 3
Voc = 2
SS = 3
C&P = 2
Spell = 2
———— +
15

Rena Mardiana
X-3

2. Narrative text (45 minutes)

Write a story. Your writing should include the orientation, complication and resolution.

The Magic Candle

One day a young wanderer got lost in a wood. Suddenly he saw a light from an old hut. He knocked on the door and an old woman opened it. She was crying. She said the devil hat stolen her [→ had] magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. "In a castle not far from here," said the old woman.

The wanderer went to the castle. There he found the devil but he was old and weak. Therefore, when [coma] the wanderer grabbed the magic candle from the devil's table and ran away, the devil couldn't chase him.

However, the wanderer wasn't a good man. Instead [was not] of returning the magic candle to the old woman, he kept it for himself. He lit the candle and makes a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money, so he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. The wanderer fell in love with her and asked her to marry him at once. The kind princess said yes and they got married.

Hearing that, the princess got very angry. At [?] night, she lit the candle and wished that wanderer disappeared. The next morning the wanderer awoke and found himself back in his ugly house in the village.

I & D = 3
Org = 3
Voc = 2
SS = 3   16
C&P = 2
Spell = 3

APPENDIX 9

Documentations

The Teaching and Learning Process in the Control Class

The Teaching and Learning Process in the Experimental Class

Students works in group in the Control Class

Students works in group in the Experimental Class

Students works individually in the Control Class

Students works individually in the Experimental Class

APPENDIX 10

Research Permits

FRM/FBS/33-01
10 Jan 2011

Nomor   : 1206n/UN.34.12/PP/X/2012   9 Oktober 2012
Lampiran : 1 Berkas Proposal
Hal   **: Permohonan Izin Penelitian**

Kepada Yth.
Pemerintah Kabupaten Purworejo
Kantor Pelayanan Perijinan Terpadu (KPPT)
Jl. Letjen Urip Sumoharjo No. 6, Telp (0275)
325202 Fax. (0275) 321666 Purworejo 54111

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Effect of Text-Based Approach on the Students' Writing Ability among the First Year Students of SMAN 9 Purworejo in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama   : RESTYANA ARDYAN P.
NIM   : 05202244124
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan   : Oktober – Desember 2012
Lokasi Penelitian   : SMAN 9 Purworejo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan

Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001

Tembusan:
Kepala SMAN 9 Purworejo

KANTOR PELAYANAN PERIZINAN TERPADU (KPPT)

Jl. Urip Sumoharjo No. 6 Telp/Fax. (0275) 325202 Purworejo 54111

IZIN RISET / SURVEY / PKL
NOMOR : 072/276/2012

I. Dasar : Peraturan Daerah Kabupaten Purworejo Nomor 14 Tahun 2008 tentang Organisasi dan Tata Kerja Perangkat Daerah Kabupaten Purworejo (Lembaran Daerah Kabupaten Purworejo Tahun 2008 Nomor 11).

II. Menunjuk : Surat Permohonan dari Dekan Fak. bahasa & Seni UNY No. 120 Gn/UN.34.12/PP/X/2012 Tanggal 9 Oktober 2012

III. Bupati Purworejo memberi Izin untuk melaksanakan Riset/ Survey/ PKL dalam Wilayah Kabupaten Purworejo kepada :

❖ N a m a	:	Restyana Ardyan Puspitasari
❖ Pekerjaan	:	Mahasiswa
❖ NIM/NIP/KTP/ dll.	:	05202244124
❖ Instansi / Univ/ Perg. Tinggi	:	Universitas Negeri Yogyakarta
❖ Jurusan	:	Pendidikan Bahasa Inggris
❖ Program Studi	:	S.1
❖ Alamat	:	Perum Sonosewu Baru 456 Kasihan Bantul Yogyakarta
❖ No. Telp.	:	087737902163
❖ Penanggung Jawab	:	Dr. widyastuti Purbani, M.A
❖ Maksud / Tujuan	:	Penelitian
❖ Judul	:	Affect Of Text-Based Aproach On The Students' Writing Ability Among The First Year Students Of SMA N 9 Purworejo In The Academic Year Of 2012/2013
❖ Lokasi	:	SMA N 9 Purworejo
❖ Lama Penelitian	:	1 Bulan
❖ Jumlah Peserta	:	-

Dengan ketentuan - ketentuan sebagai berikut :
a. Pelaksanaan tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu stabilitas daerah.
b. Sebelum langsung kepada responden maka terlebih dahulu melapor kepada :
   1. Kepala Kantor Kesbangpolinmas Kabupaten Purworejo
   2. Kepala Pemerintahan setempat (Camat, Kades / Lurah)
c. Sesudah selesai mengadakan Penelitian supaya melaporkan hasilnya Kepada Yth. Bupati Purworejo Cq. Kepala KPPT, dengan tembusan BAPPEDA Kab. Purworejo

Surat Ijin ini berlaku tanggal 18 Oktober 2012 sampai dengan tanggal 18 Nopember 2012.

Tembusan , dikirim kepada Yth :
1 Ka Bappeda Kab. Purworejo;
2 Ka Kantor Kesbangpol Linmas Kab Purworejo,
3. Ka. Dinas P & K Kab. Purworejo;
4. Ka. SMA N 9 Purworejo,
5. Dekan Fak. Bahasa & Sen UNY

Dikeluarkan : Purworejo
Pada Tanggal : 19 Oktober 2012
a.n. BUPATI PURWOREJO
KEPALA KANTOR
PELAYANAN PERIZINAN TERPADU
KABUPATEN PURWOREJO

TJAPUR PRIYO UTOMO, S.Sos
Pembina
NIP. 19640724 198611 1 001