Appendix 1

RESEARCH MATRIX

| Title	Problem	Variable	Indicator	Data Resurces	Research Method	Hypothesis
The effect of using comic strip on students writing ability on the 8th grade students' writing ability at Wahid Hasyim Balung in the 2017/2018 Academic years.	**General Problem:** Is there any significant effect of comic strips to improve students' writing ability on the 8th grade students' writing ability at Wahid Hasyim Balung in the 2017/2018 Academic years?	1. Independent Variable - Comic strips	Comic strips : - Students actively participate in English lessons using comic strips - Student understand the story of comic strips. - Students writing narrative paragraph based on comic strips	Participant : The eighth grade students at MTs Wahid Hasyim in the 2017/2018 Academic years	1. Kind of Research : Experimenetal research 2.Research Design : Pre and post test control group design. 3. Research Subject : The eight grade students at MTs Wahid Hasyim Balung in the 2017/2018 Academic years	There is significant effect of using comic strips on the 8th grade students' writing ability at Wahid Hasyim Balung in the 2017/2018 Academic years
				Informant : English teacher of MTs Wahid Hasyim.	4. Research Instrument : Writting test 5. Data Analysis : Using SPSS V21 (T-test)	
		2. Dependent Variable - The students writing ability	Writing ability : The criteria are : - Grammar - Vocabulary - Spellng	\		

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Time : 45 minutes
READ THE FOLLOWING INSTRUCTION CAREFULLY.

1. Please choose one of the titles below!

    a. Pinocchio

    b. Cinderella
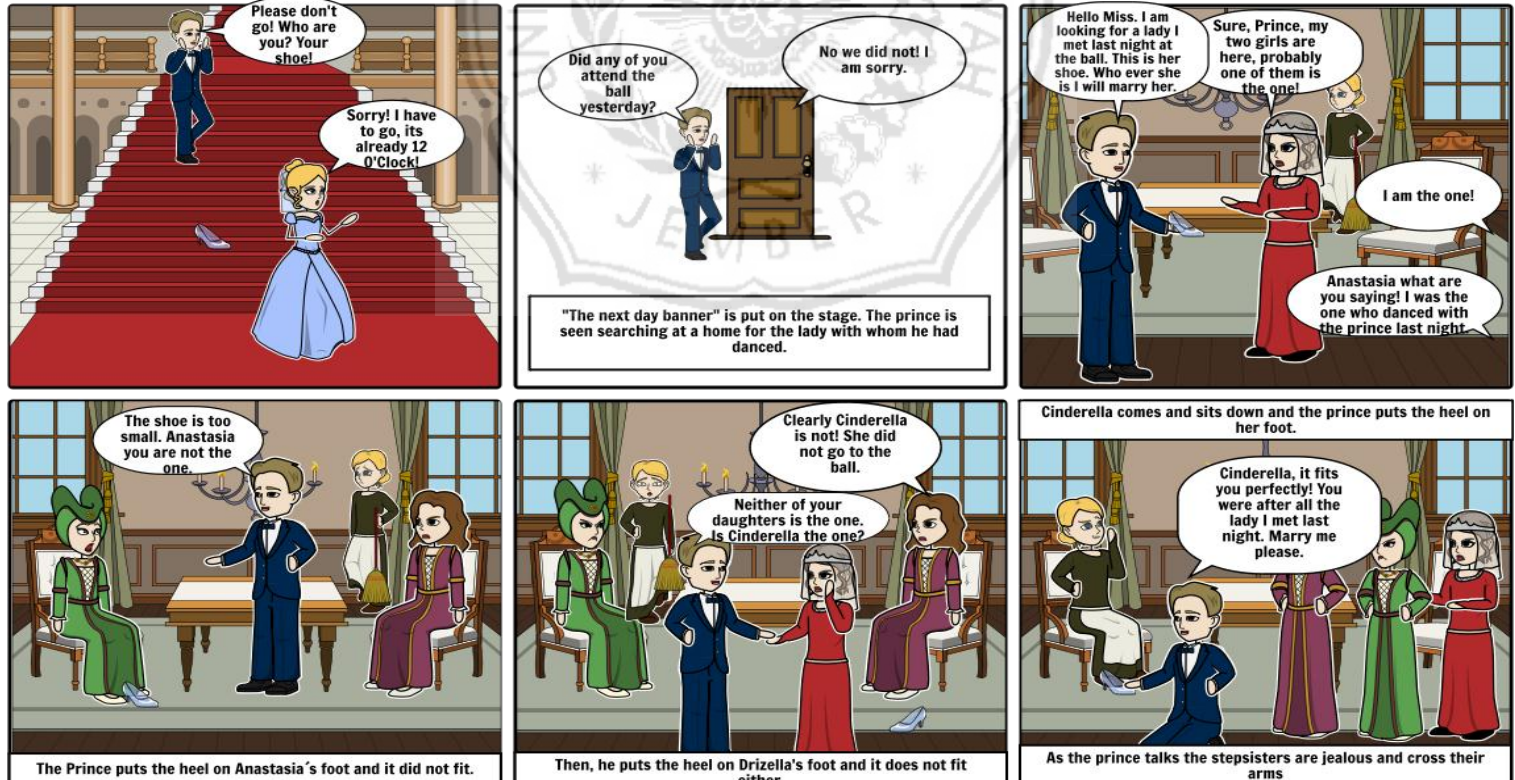
Create your own at Storyboard That

2. Based on the title you choose, compose a narrative text which consist of 70-90 words by following the generic structure of narrative.

Appendix 3

Students Score of Try Out Test

| No. | Nama | item Pernyataan | | | Jumlah | Kuadrat Skor Total |
		P1 (Grammar)	P2 (Vocabulary)	P3 (Spelling)		
1	Ahmad Syekh G.	3	3	3	9	81
2	Angel Nistin	3	4	4	11	121
3	Badzlima Amalia	5	5	5	15	225
4	Bagus Pangestu	4	4	4	12	144
5	Bilal Ramadhani	4	4	4	12	144
6	David Bagus S.	4	4	4	12	144
7	Della Prima O.	3	4	3	10	100
8	Dewi Eva K.	4	4	4	12	144
9	Faizur Rizqi	5	4	5	14	196
10	Farhan Hidayat	4	4	5	13	169
11	Halimatus S.	5	4	4	13	169
12	Inayatul Karimah	4	4	4	12	144
13	izza Maulina A.	3	2	3	8	64
14	M. Kafin I.	4	4	4	12	144
15	Muhammad Rajev B.	5	4	5	14	196
16	Miranda Ayu A.	4	5	5	14	196
17	Moh. Andre	4	4	4	12	144
18	Moh. Dimas F.	3	3	5	11	121
19	Muhammad Andi F.	3	4	4	11	121
20	M. Doni Saputra	4	5	5	14	196
21	Muhammad Lutfi	3	4	4	11	121
22	Muhayana	3	3	4	10	100
23	Putri Mauldia K.	4	3	5	12	144
24	Rezando Bagus A.	5	4	5	14	196
25	Wahyu Husni M.	4	4	4	12	144
26	Rate Ayu D.	4	5	5	14	196
27	Akhmad Roihan H.	4	4	3	11	121
28	Afkarina Iklil	3	4	4	11	121
29	Femas Ardi D.	4	4	3	11	121
	$\sum x$	112	114	121	347	4227
	$\sum x^2$	446	460	519		

P1 = grammar
P2 = vocabulary
P3 = spelling

Appendix 4

The Formula of Reliability.

- $\sigma^2(1) = \dfrac{446 - \frac{112^2}{29}}{29} = \dfrac{446 - \frac{12544}{29}}{29} = \dfrac{446 - 432,551}{29} = \dfrac{13,449}{29} = 0,463$
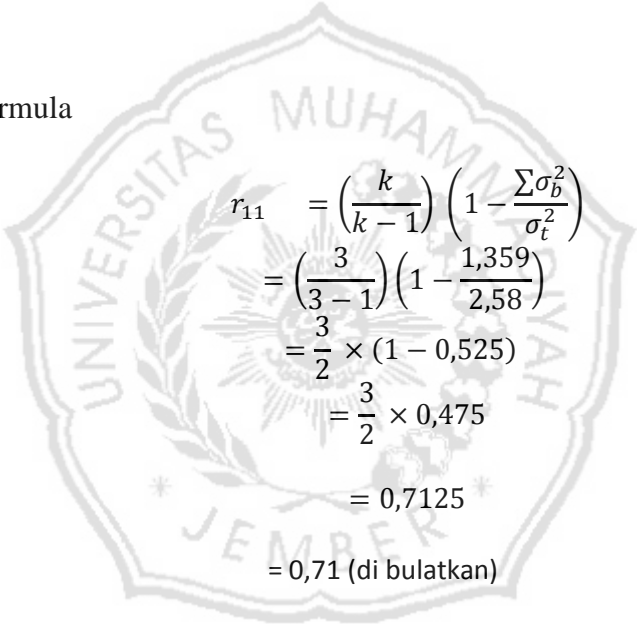
- $\sigma^2(2) = \dfrac{460 - \frac{114^2}{29}}{29} = \dfrac{460 - \frac{12996}{29}}{29} = \dfrac{460 - 448,137}{29} = \dfrac{11,863}{29} = 0,409$

- $\sigma^2(3) = \dfrac{519 - \frac{121^2}{29}}{29} = \dfrac{519 - \frac{14641}{29}}{29} = \dfrac{519 - 504,862}{29} = \dfrac{14138}{29} = 0,487$

$\sum \sigma^2 = 0,463 + 0,409 + 0,487 = 1,359$

$\text{Varians Total} = \dfrac{4227 - \frac{347^2}{29}}{29} = \dfrac{4227 - \frac{120409}{29}}{29} = \dfrac{4227 - 4152,034}{29} = \dfrac{74966}{29} = 2,585$

Alpha Formula

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

$$= \left(\frac{3}{3-1}\right)\left(1 - \frac{1,359}{2,58}\right)$$

$$= \frac{3}{2} \times (1 - 0,525)$$

$$= \frac{3}{2} \times 0,475$$

$$= 0,7125$$

$$= 0,71 \ (\text{di bulatkan})$$

Appendix 5

The List of Respondent
VIIIB

No	No. Induk	Nama
1	2448	Ahmad Syekh G.
2	2451	Angel Nistin
3	2454	Badzlima Amalia
4	2456	Bagus Pangestu
5	2457	Bilal Ramadhani
6	2459	David Bagus S.
7	2461	Della Prima O.
8	2462	Dewi Eva K.
9	2467	Faizur Rizqi
10	2468	Farhan Hidayat
11	2471	Halimatus S.
12	2472	Inayatul Karimah
13	2474	Izza Maulina A.
14	2481	M. Kafin I.
15	2482	Muhammad Rajev B.
16	2484	Miranda Ayu A.
17	2486	Moh. Andre
18	2496	Moh. Dimas F.
19	2497	Muhammad Andi F.
20	2498	M. Doni Saputra
21	2502	Muhammad Lutfi
22	2503	Muhayana
23	2509	Putri Mauldia K.
24	2512	Rezando Bagus A.
25	2519	Wahyu Husni M.
26	2528	Rate Ayu D.
27	2534	Akhmad Roihan H.
28	2536	Afkarina Iklil
29	2537	Femas Ardi D.

Appendix 6

Analytic Methods of Scoring

	Grammar
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order fairly frequent; occassional re-reading necessary for full comprehension.
3	Error of grammar or word order frequent; effort of interpretation sometimes required reader's part.
2	Error of grammar or word order very frequent; reader often has to rely on own interpretation.
1	Error of grammar or word order so severe as to make comprehension virtually impossible.

	Vocabulary
5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
4	Uses wrong or innapropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocaublary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

	Mechanics/Spelling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Score : Grammar :___ + Vocabulary :___ + Spelling :___ = ___

(Hughes, 1989:91-93)

LESSON PLAN (Experimental Group)

School : MTs Wahid Hasyim Balung

Subject : English

Class/Semester : VIIB/II

Material : Narrative Text

Skill : Writing

Times : 2X40 minutes

Meeting : 1

1. Standard of Competence

11. Understand the meaning in simple short essay in the form of recount, and

narrative to interact with the surrounding environment.

2. Basic Competence

11.3 Responds to the meaning and step of rhetoric in simple short essay

accurately, fluently and gratefully related to the surrounding environment in

recount and narrative texts.

3. Indicators

11.1.1 Identify definitions, language features and generic structure on

narrative text ..

11.1.2 Identify the various meanings of narrative texts

11.1.3 Identify the word references in the narrative text that is read

4. Learning Objectives

1. Students understand about various things related narrative text

2. Write a simple story in the form of narrative text based on comic strips.

3. Mention the communicative purpose of the narrative text

5. Learning Materials

Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang).

Generic Structure of Narrative Text

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

3. Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

4. Coda / reorientation (optional) – lesson from the story

The Characteristics / Language Feature of Narrative Text:

– Past tense

– Adverb of time (Once upun a time, one day, etc)

– Time conjunction (when, then, suddenly, etc)

– Specific character. The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

– Action verbs. A verb that shows an action. (killed, dug, walked, etc)

– Direct speech. It is to make the story lively. (Snow White said,"My name is

Snow White). The direct speech uses present tense

Example :

6. **Learning Model**

   1. Guiding students to analyze stories on comic strips.

   2. Introducing the Narrative text

   3. Introduce the Narrative text function

   4. Provide examples of Narrative texts

7. **Learning Activities**

NO	Learning Steps	Times
1.	**Preliminary activities** 1. Greeting	**10 Minutes**

	2. Calling the roll 3. Preparing physical and psychological students 4. Questions and answers about the activities of students who will do 5. Connecting objects, places or people with objects to be done 6. Delivering learning objectives and material coverage		
2	**Main activities** 1. Students listen to the teacher's explanation of the definition, purpose, generic structure, and various genres of narrative text . 2. Students read and understand stories in the comic strips provided by the teacher. 3. Teacher explains about language feature used narrative text. 4. Teachers provide some English verbs that are usually used in narrative text based on comic strips.	**60 Minutes**	
3	**Closing Activities** 1. The teacher asks the students about the difficulties during teaching and learning process. 2. Closing	**10 Minutes**	

8. Learning Resources
   • Dictionary

9. Media
   • Comic strips

10. Scoring

Writing Score
   The criteria for the score are as follows:

	Grammar
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order fairly frequent; occassional re-reading necessary for full comprehension.
3	Error of grammar or word order frequent; effort of interpretation sometimes required reader's part.
2	Error of grammar or word order very frequent; reader often has to rely on own interpretation.
1	Error of grammar or word order so severe as to make comprehension virtually impossible.
	Vocabulary
5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.

4	Uses wrong or innapropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocaublary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

Mechanics/Spelling

5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

LESSON PLAN (Control Group)

School : MTs Wahid Hasyim Balung

Subject : English

Class/Semester : VIIB/II

Material : Narrative Text

Skill : Writing

Times : 2X40 minutes

Meeting : 1

1. Standard of Competence

11. Understand the meaning in simple short essay in the form of recount, and

narrative to interact with the surrounding environment.

2. Basic Competence

11.3 Responds to the meaning and step of rhetoric in simple short essay

accurately, fluently and gratefully related to the surrounding environment in

recount and narrative texts.

3. Indicators

11.1.1 Identify definitions, language features and generic structure on

narrative text ..

11.1.2 Identify the various meanings of narrative texts

11.1.3 Identify the word references in the narrative text.

4. Learning Objectives

1. Students understand about various things related narrative text

2. Write a simple story in the form of narrative text.

.3. Mention the communicative purpose of the narrative text

5. Learning Materials

<u>**Definition of Narrative Text**</u>

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang).

<u>**Generic Structure of Narrative Text**</u>

1. Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

2. Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

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4. Coda / reorientation (optional) – lesson from the story

<u>**The Characteristics / Language Feature of Narrative Text:**</u>

– Past tense

– Adverb of time (Once upun a time, one day, etc)

– Time conjunction (when, then, suddenly, etc)

− Specific character. The character of the story is specific, not general.

(Cinderella, Snow White, Alibaba, etc)

− Action verbs. A verb that shows an action. (killed, dug, walked, etc)

− Direct speech. It is to make the story lively. (Snow White said,"My name is

Snow White). The direct speech uses present tense

Example :

The Poor Monkey Wants to be A King

Once upon a time... Happy monkey dance at gatherings of animals, and they are all very pleased with his performance that they elected him their king.

A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it.

Monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, "Oh Monkey, and you, with your mind like you, will be the King of animals?

6. Learning Model

1. Guiding students to analyze stories.

2. Introducing the Narrative text

3. Introduce the Narrative text function

4. Provide examples of Narrative texts

7.   Kind of method : Lecture method

NO	Learning Steps	Times
1.	**Preliminary activities** 1. Greeting 2. Calling the roll 3. Preparing physical and psychological students 4. Questions and answers about the activities of students who will do 5. Connecting objects, places or people with objects to be done 6. Delivering learning objectives and material coverage	**10 Minutes**

2	**Main activities**	**60 Minutes**
	1. Students listen to the teacher's explanation of the definition, purpose, generic structure, and various genres of narrative text .	
	2. Students read and understand narrative text.	
	3. Teacher explains about language feature used narrative text.	
	4. Teachers provide some English verbs that are usually used in narrative text.	
3	**Closing Activities**	**10 Minutes**
	1. The teacher asks the students about the difficulties during teaching and learning process.	
	2. Closing	

8. Learning Resources
• Dictionary

9. Media
• Comic strips

10. Scoring

Writing Score
The criteria for the score are as follows:

	Grammar
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order fairly frequent; occassional re-reading necessary for full comprehension.
3	Error of grammar or word order frequent; effort of interpretation sometimes required reader's part.
2	Error of grammar or word order very frequent; reader often has to rely on own interpretation.
1	Error of grammar or word order so severe as to make comprehension virtually impossible.
	Vocabulary
5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
4	Uses wrong or innapropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocaublary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

	Mechanics/Spelling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Appendix 9

LESSON PLAN (Experimental Group)

School	: Mts Wahid Hasyim Balung
Subject	: English
Class/Semester	: VIIB/II
Material	: Narrative Text
Skill	: Writing
Times	: 2X40 minutes
Meeting	: 2

1. Standard of Competence

11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

2. Basic Competence

11.3 Responds to the meaning and step of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in recount and narrative texts.

3. Indicators

11.1.1 Identify definitions, language features and generic structure on narrative text ..

11.1.2 Identify the various meanings of narrative texts

11.1.3 Identify the word references in the narrative text that is read

4. Learning Objectives

1. Students understand about various things related narrative text

2. Write a simple story in the form of narrative text based on comic strips.

3. Mention the communicative purpose of the narrative text

5. Learning Materials Example :

6. Learning Model

1. Guiding students to analyze stories on comic strips.

2. Introducing the Narrative text

3. Introduce the Narrative text function

4. Provide examples of Narrative texts

7. Learning Activities

NO	Learning Steps	Times
1.	**Preliminary activities** 1. Greeting	**10 Minutes**

	2. Calling the roll 3. Preparing physical and psychological students 4. Questions and answers about the activities of students who will do 5. Connecting objects, places or people with objects to be done 6. Delivering learning objectives and material coverage	

2	**Main activities**
	   1. Students read and understand stories in the comic strips provided by the teacher.
	   2. Teachers provide some English verbs that are usually used in narrative text based on comic strips.
	   3. Students try to write narrative text stories, based on stories of comic strips, with guidance by teachers
		60 Minutes

3	**Closing Activities**
	   1. The teacher asks the students about the difficulties during teaching and learning process.
	   2. Closing
		10 Minutes

8. Learning Resources
   • Dictionary

9. Media
   • Comic strips

10. Scoring

Writing Score
   The criteria for the score are as follows:

	Grammar
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order fairly frequent; occassional re-reading necessary for full comprehension.
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2	Error of grammar or word order very frequent; reader often has to rely on own interpretation.
1	Error of grammar or word order so severe as to make comprehension virtually impossible.
	Vocabulary
5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
4	Uses wrong or innapropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocaublary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own

	interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.

	Mechanics/Spelling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Appendix 10

LESSON PLAN (Control Group)

School : MTs Wahid Hasyim Balung

Subject : English

Class/Semester : VIIB/II

Material : Narrative Text

Skill : Writing

Times : 2X40 minutes

Meeting : 2

1. Standard of Competence

11. Understand the meaning in simple short essay in the form of recount, and narrative to interact with the surrounding environment.

2. Basic Competence

11.3 Responds to the meaning and step of rhetoric in simple short essay accurately, fluently and gratefully related to the surrounding environment in recount and narrative texts.

3. Indicators

11.1.1 Identify definitions, language features and generic structure on narrative text ..

11.1.2 Identify the various meanings of narrative texts

11.1.3 Identify the word references in the narrative text.

4. Learning Objectives

1. Students understand about various things related narrative text

2. Write a simple story in the form of narrative text.

.3. Mention the communicative purpose of the narrative text

5. Learning Materials

Example :

The Poor Monkey Wants to be A King

Once upon a time... Happy monkey dance at gatherings of animals, and they are all very pleased with his performance that they elected him their king.

A Fox, envying him the honor, discovered a piece of meat lying in a trap, and leading the Monkey to the spot, said that he had found a shop in the woods, but do not use it, he had been saving for him as treasure trove of his kingdom, and counseled him to seize it.

Monkey approached carelessly and was caught in a trap, and on his accusing the Fox deliberately took him into a trap, he replied, "Oh Monkey, and you, with your mind like you, will be the King of animals?

6. Learning Model

1. Guiding students to analyze stories.

2. Introducing the Narrative text

3. Introduce the Narrative text function

4. Provide examples of Narrative texts

7. Kind of method : Lecture method

NO	Learning Steps	Times
1.	**Preliminary activities** 1. Greeting 2. Calling the roll 3. Preparing physical and psychological students 4. Questions and answers about the activities of students who will do 5. Connecting objects, places or people with objects to be done	**10 Minutes**

		6. Delivering learning objectives and material coverage	

2	**Main activities**
	  1. Students read and understand narrative text.
	  2. Teachers provide some English verbs that are usually used in narrative text.
	  3. Students try to write simple narrative text with guidance by teacher.
		60 Minutes

3	**Closing Activities**
	  1. The teacher asks the students about the difficulties during teaching and learning process.
	  2. Closing
		10 Minutes

8. Learning Resources
• Dictionary

9. Media
• Comic strips

10. Scoring

Writing Score
The criteria for the score are as follows:

	Grammar
5	Some errors of grammar or word order which do not, however, interfere with comprehension.
4	Errors of grammar or word order fairly frequent; occassional re-reading necessary for full comprehension.
3	Error of grammar or word order frequent; effort of interpretation sometimes required reader's part.
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1	Error of grammar or word order so severe as to make comprehension virtually impossible.
	Vocabulary
5	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
4	Uses wrong or innapropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3	Limited vocaublary and frequent errors clearly hinder expression of ideas.
2	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1	Vocabulary limitation so extreme as to make comprehension virtually impossible.
	Mechanics/Spelling
5	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

3	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Time : 45 minutes
READ THE FOLLOWING INSTRUCTION CAREFULLY.
Pinocchio

Based on the title you choose, compose a narrative text which consist of 70-90 words by following the generic structure of narrative.

....
....
....
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Time : 45 minutes
READ THE FOLLOWING INSTRUCTION CAREFULLY.
Cinderella

Create your own at Storyboard That

Based on the title you choose, compose a narrative text which consist of 70-90 words by following the generic structure of narrative.

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

Appendix 13

Data Analysis Pretest Experimental Group

No.	Name	Grammar	Vocab	Spelling	Total	Score
1	ADINDA DWI L.	2	3	3	8	53,3
2	AHMAD FARUR R.	2	2	4	8	53,3
3	ATIK FITRIYA	2	2	3	7	46,7
4	CUT LAILI N.	3	3	3	9	60,0
5	DANIAL ATIK	3	3	3	9	60,0
6	DESI NUR LAILI	1	2	3	6	40,0
7	DEVAINA NUR A.	2	3	3	8	53,3
8	DEWI AMALIA	3	3	3	9	60,0
9	ISNAINI AMALIA	2	2	4	8	53,3
10	JULIYA FARADITA	2	3	3	8	53,3
11	LINTANG PURNAMA	1	2	3	6	40,0
12	LUTVIATUZ Z.	3	3	4	10	66,7
13	MARGARITA SILVIA	2	3	4	9	60,0
14	M. ANIS SEPTIYAN	3	3	4	10	66,7
15	MUH IRFAN	2	3	3	8	53,3
16	MUH ZAILANI	3	3	4	10	66,7
17	NINIK IMRO'ATUS	2	3	3	8	53,3
18	SHELLY DIAH	3	3	3	9	60,0
19	SEVIA PUTRI	3	3	4	10	66,7
20	SITI ZULAIKA	3	3	4	10	66,7
21	SILVI INDRIANI	2	2	3	7	46,7
22	UYUNUL FARIHA	2	2	3	7	46,7
23	VIVI AGUSTIN	2	3	3	8	53,3
24	WILDATUS S.	2	2	3	7	46,7
25	ZAHROTUS S.	3	3	3	9	60,0

Appendix 14

Data Analysis Pretest Control Group

No.	NAME	Grammar	Vocab	Spelling	Total	Score
1	AFINI MAULAYANA	2	3	3	8	53,3
2	AHMAD ABDUL W.	2	3	4	9	60,0
3	CYNTIA	3	3	3	8	53,3
4	DELA ADELIA A.	2	2	3	7	46,7
5	DWI ARYA PRATAMA	2	2	2	6	40,0
6	FIRHAM FAUZI	3	3	3	9	60,0
7	HERLINATUL	2	3	3	8	53,3
8	HIKMATUL FITRIA	3	3	4	10	66,7
9	IKA AYU FEBRIANTI	2	3	3	8	53,3
10	INAYAH WULANDARI	3	3	3	9	60,0
11	MOCH ILHAM R.	2	3	3	8	53,3
12	MUH AGUNG N.	3	3	3	9	60,0
13	MUH ANDRI S	3	3	3	9	60,0
14	MUH IKROM	2	3	3	8	53,3
15	OKTRIN MAHARDIKA	2	3	4	9	60,0
16	PUTRI MAULIDA	3	3	4	10	66,7
17	RAMADHAN ALFIS	3	3	4	10	66,7
18	RATNASARI	2	3	4	9	60,0
19	REGITA TATA C	3	3	4	10	66,7
20	RIFATUL HASANAH	2	3	3	8	53,3
21	SAIFUL HASAN	2	3	4	9	60,0
22	SITI AMINAH S.	2	2	3	7	46,7
23	SITI FARIDA	2	3	4	9	60,0
24	SITI MUMFARIDA	2	2	3	7	46,7
25	VIVI ALAYDA	2	3	3	8	53,3

Appendix 15

Data Analysis Posttest Experimental Group

No.	Name	Grammar	Vocab	Spelling	Total	Score
1	ADINDA DWI L.	3	4	4	11	73,34
2	AHMAD FARUR R.	3	4	5	12	80
3	ATIK FITRIYA	3	3	4	10	66,7
4	CUT LAILI N.	3	4	4	11	73,34
5	DANIAL ATIK	4	4	4	12	80
6	DESI NUR LAILI	3	4	4	11	73,34
7	DEVAINA NUR A.	3	4	4	11	73,34
8	DEWI AMALIA	4	4	5	13	86,7
9	ISNAINI AMALIA	3	3	4	10	66,7
10	JULIYA FARADITA	3	4	5	12	80
11	LINTANG PURNAMA	3	3	4	10	66,7
12	LUTVIATUZ Z.	3	4	5	12	80
13	MARGARITA SILVIA	3	4	4	11	73,34
14	M. ANIS SEPTIYAN	3	4	5	12	80
15	MUH IRFAN	3	4	4	11	73,34
16	MUH ZAILANI	4	4	5	13	86,67
17	NINIK IMRO'ATUS	4	4	5	13	86,67
18	SHELLY DIAH	3	4	5	12	80
19	SEVIA PUTRI	4	4	4	12	80
20	SITI ZULAIKA	3	4	5	12	80
21	SILVI INDRIANI	3	4	5	11	73,34
22	UYUNUL FARIHA	3	3	4	10	66,67
23	VIVI AGUSTIN	3	4	5	12	80
24	WILDATUS S.	3	4	4	11	73,34
25	ZAHROTUS S.	3	4	5	12	80

Appendix 16

Data Analysis Posttest Control Group

No.	NAME	Grammar	Vocab	Spell	Total	Score
1	AFINI MAULAYANA	3	3	4	10	66,67
2	AHMAD ABDUL W.	3	3	4	10	66,67
3	CYNTIA	3	3	4	10	66,67
4	DELA ADELIA A.	3	3	4	10	66,67
5	DWI ARYA PRATAMA	2	3	4	9	60
6	FIRHAM FAUZI	3	3	4	10	66,67
7	HERLINATUL	2	3	4	9	60
8	HIKMATUL FITRIA	3	4	5	12	80
9	IKA AYU FEBRIANTI	3	3	3	9	60
10	INAYAH WULANDARI	3	4	4	11	73,34
11	MOCH ILHAM R.	3	3	3	9	60
12	MUH AGUNG N.	3	4	4	11	73,34
13	MUH ANDRI S	3	3	4	10	66,67
14	MUH IKROM	3	3	4	10	66,67
15	OKTRIN MAHARDIKA	3	3	4	10	66,67
16	PUTRI MAULIDA	3	4	4	11	73,34
17	RAMADHAN ALFIS	3	3	4	10	66,67
18	RATNASARI	3	4	4	11	73,34
19	REGITA TATA C	3	3	4	10	66,67
20	RIFATUL HASANAH	3	4	4	1	73,34
21	SAIFUL HASAN	3	3	4	10	66,67
22	SITI AMINAH S.	3	3	3	9	60
23	SITI FARIDA	3	3	4	10	66,67
24	SITI MUMFARIDA	3	3	3	9	60
25	VIVI ALAYDA	3	3	4	10	66,67

Appendix 17

Analysis Data of SPSS

The Pre-Test Scores of the Experimental and Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment	25	40,0	66,7	55,470	8,1010
Control	25	40,0	66,7	56,536	6,9700
Valid N (listwise)	25				

The Post-Test of the Experimental and Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experiment	25	66,7	86,7	76,534	6,1192
Control	25	60,0	80,0	66,936	5,2629
Valid N (listwise)	25				

The Pre Test Mean Score between the Experimental and the Control Group

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	,623	,434	-,499	48	,620	-1,0664	2,1374	-5,3638	3,2310
	Equal variances not assumed			-,499	46,954	,620	-1,0664	2,1374	-5,3663	3,2335

Normality on Pre-Test and Post-Test of Experimental and Control Group.

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
PretestExperiment	,164	25	,082
PosttestExperiment	,234	25	,001
PretestControl	,210	25	,060
PostestControl	,280	25	,000

a. Lilliefors Significance Correction

Homogeneity of pretest of experimental and control group

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
,623	1	48	,434

Homogeneity of pretest and posttest of experimental and control group

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
2,752	1	48	,104

Result of t-test of the Experimental and Control Group in the Post-test.

Test Statistics[a]

	Score
Mann-Whitney U	67,500
Wilcoxon W	392,500
Z	-4,830
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: Group

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned :

Name   : Dwi Retnoningtyas Amami

Student Number   : 1410231046

Program   : English Education

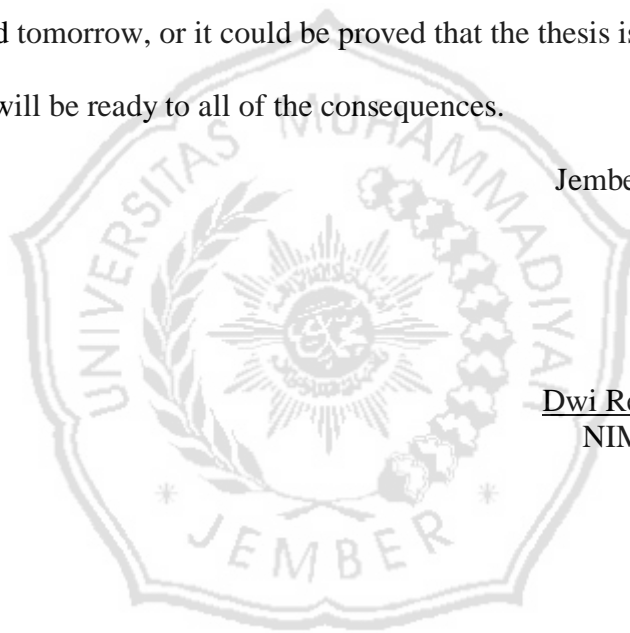Faculty   : Teacher Training and Education

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Jember, July 15th 2018

Writer

Dwi Retnoningtyas Amami
NIM 1410231046

CURRICULUM VITAE

Dwi Retnoningtyas Amami is the second daughter of Imam Supardi and Ritna Mastamawati. She was born on May 11th, 1996 in Jember city.

She began her study at TK Al Hidayah and finished in 2002. Then, she continued the study at SDN Balung Kulon 03, finished in 2008. After that, she continued her study at SMP N 1 Balung, finished in 2011. And then she continued at SMA N Balung, finished in 2014. And then she continued her study at Muhammadiyah University of Jember in 2014. She took English department program.

She entered university level in 2014, until she finished her study and got S1 degree of Teacher Training and Education Faculty for English program in 2018.