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**APPENDICES**

**Appendix 1 Try Out**

|  |  |  |  |
| --- | --- | --- | --- |
| Institution | : SMKN 1 Warureja | Grade/ Semester | : X/ 1 |
| Subject | : English | Time Alocation | : 70 minutes |
| Theme | : Narrative text |  |  |

Dear students, you must write a narrative text (fable) by using your own words. Please, pay attention on these series of pictures below, write at least 300 words. Remember to give orientation, complication, resolution, and coda (optional).

|  |  |  |
| --- | --- | --- |
| **(1)** | **(2)** | **(3)** |
| **(4)** | **(5)** | **(6)** |
| **(7)** | **(8)** | (9) |
| **(10)** | **(11)** | **(12)** |
| **(13)** | **(14)** |  |

**Appendix 2 Validity for Research Instrument**

**Validation for the Instrument**

**Writing Pretest**

|  |  |  |  |
| --- | --- | --- | --- |
| Institution | : SMKN 1 Warureja | Grade/ Semester | : X/ 1 |
| Subject | : English | Time Alocation | : 70 meinutes |
| Theme | : Narrative text |  |  |

Dear students, you must write a narrative text (fable) by using your own words. Please, pay attention on these series of pictures below, write at least 300 words. Remember to give orientation, complication, resolution, and coda (optional).

|  |  |  |
| --- | --- | --- |
| **(1)** | **(2)** | **(3)** |
| **(4)** | **(5)** | **(6)** |
| **(7)** | **(8)** | **(9)** |
| **(10)** | **(11)** | **(12)** |
| **(13)** | **(14)** |  |

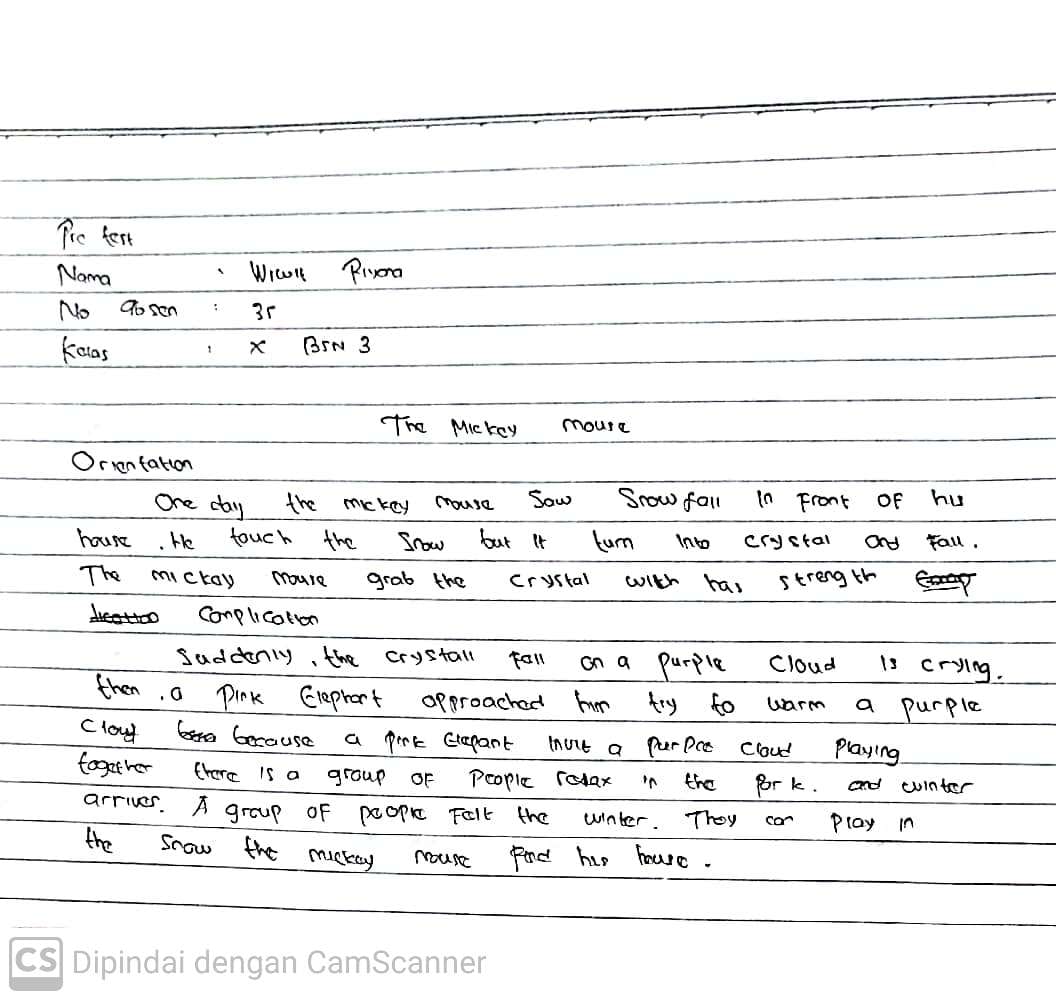
**Validation for the Instrument**

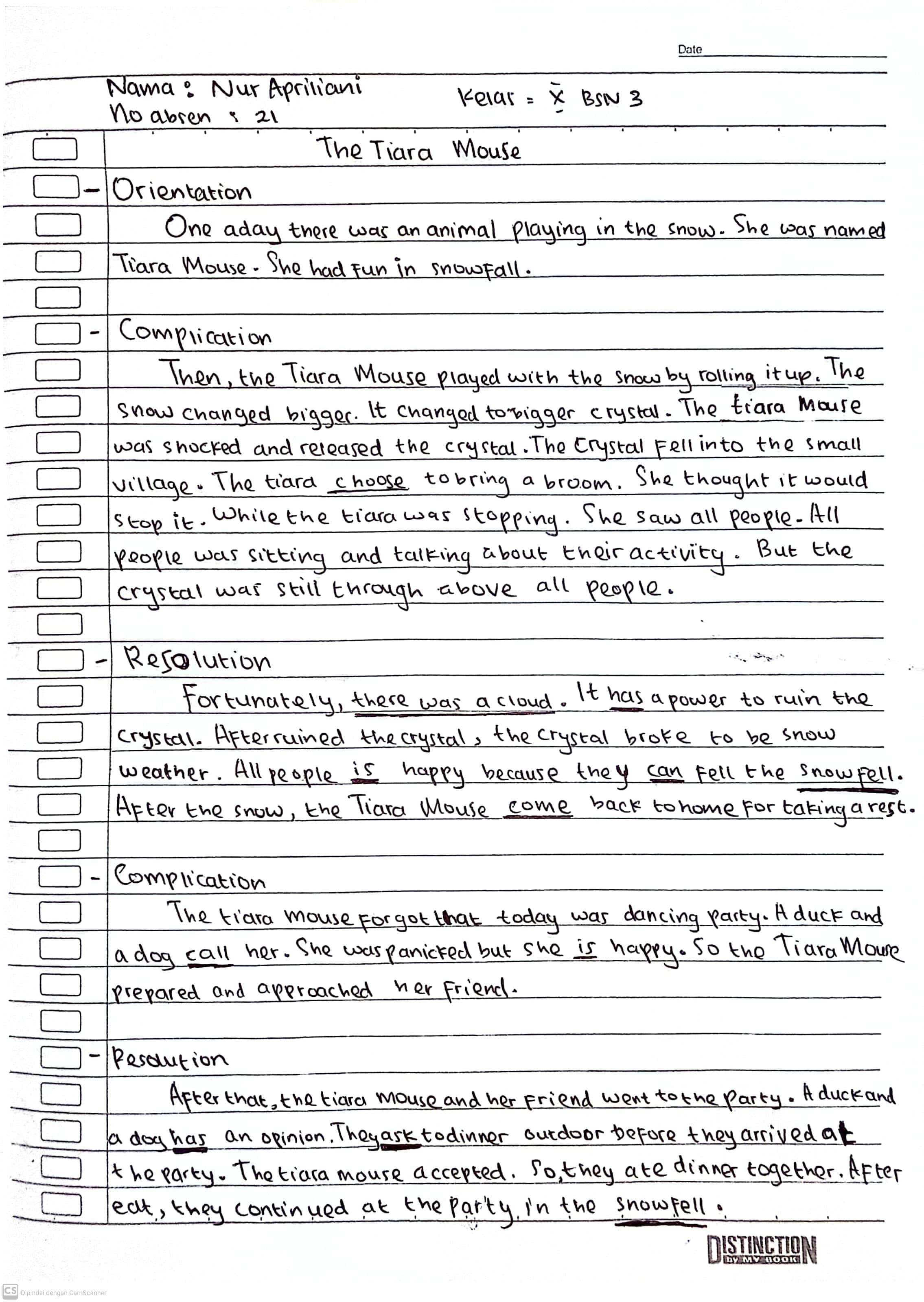
**Writing Posttest**

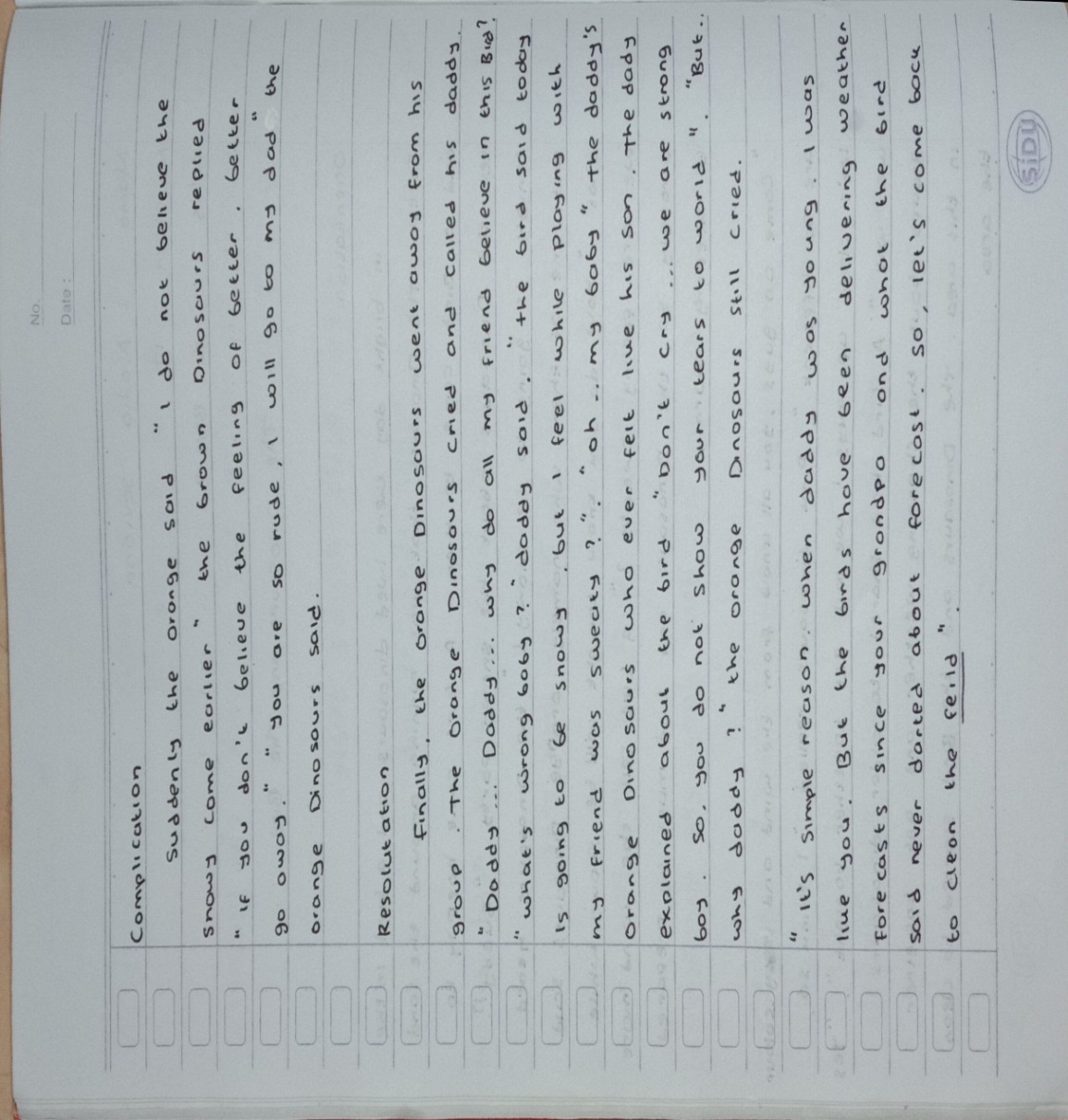
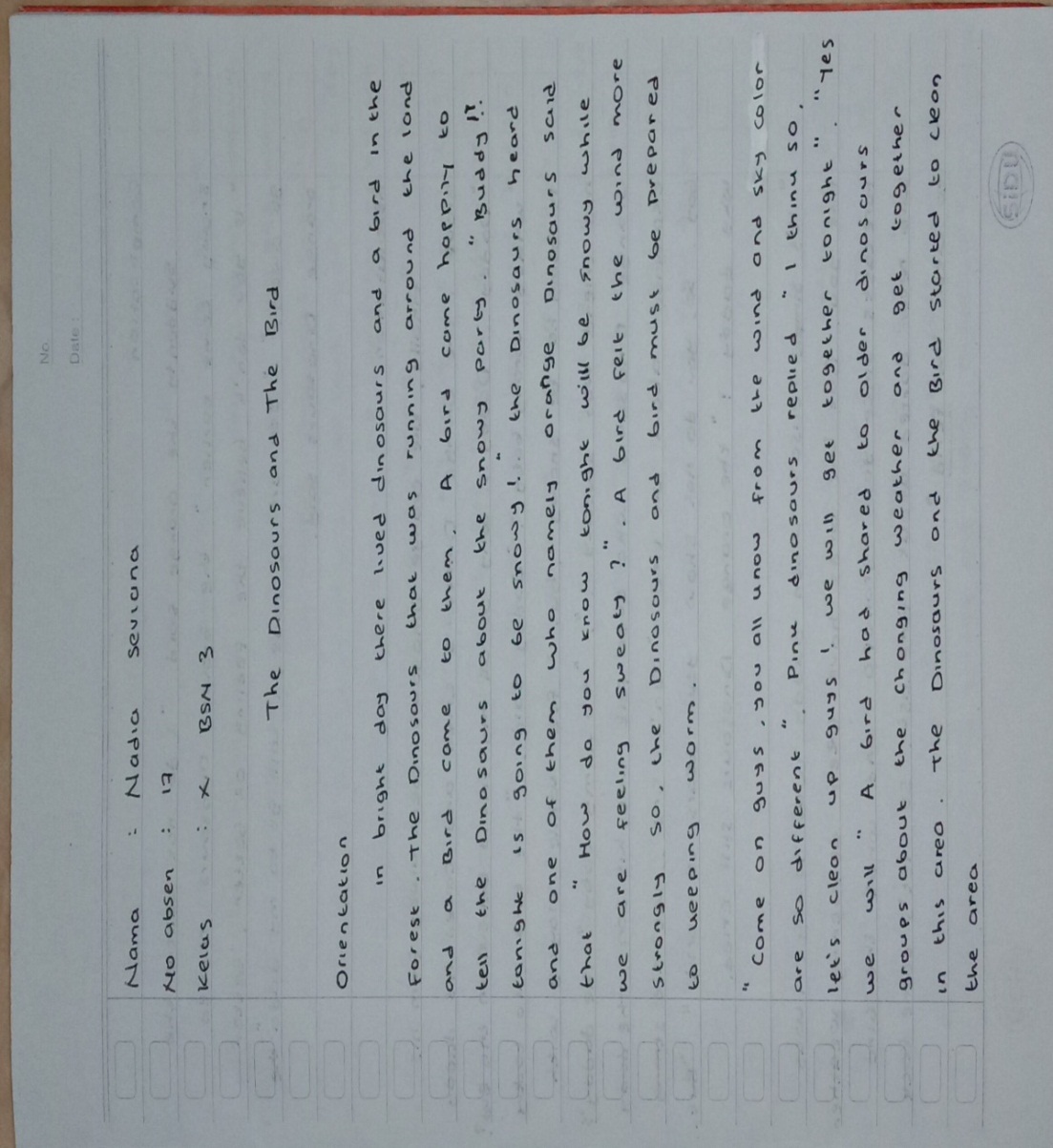
Dear students, you must write a narrative text (fable) by using your own words. Please, pay attention on these series of pictures below, write at least 300 words. Remember to give orientation, complication, resolution, and coda (optional).

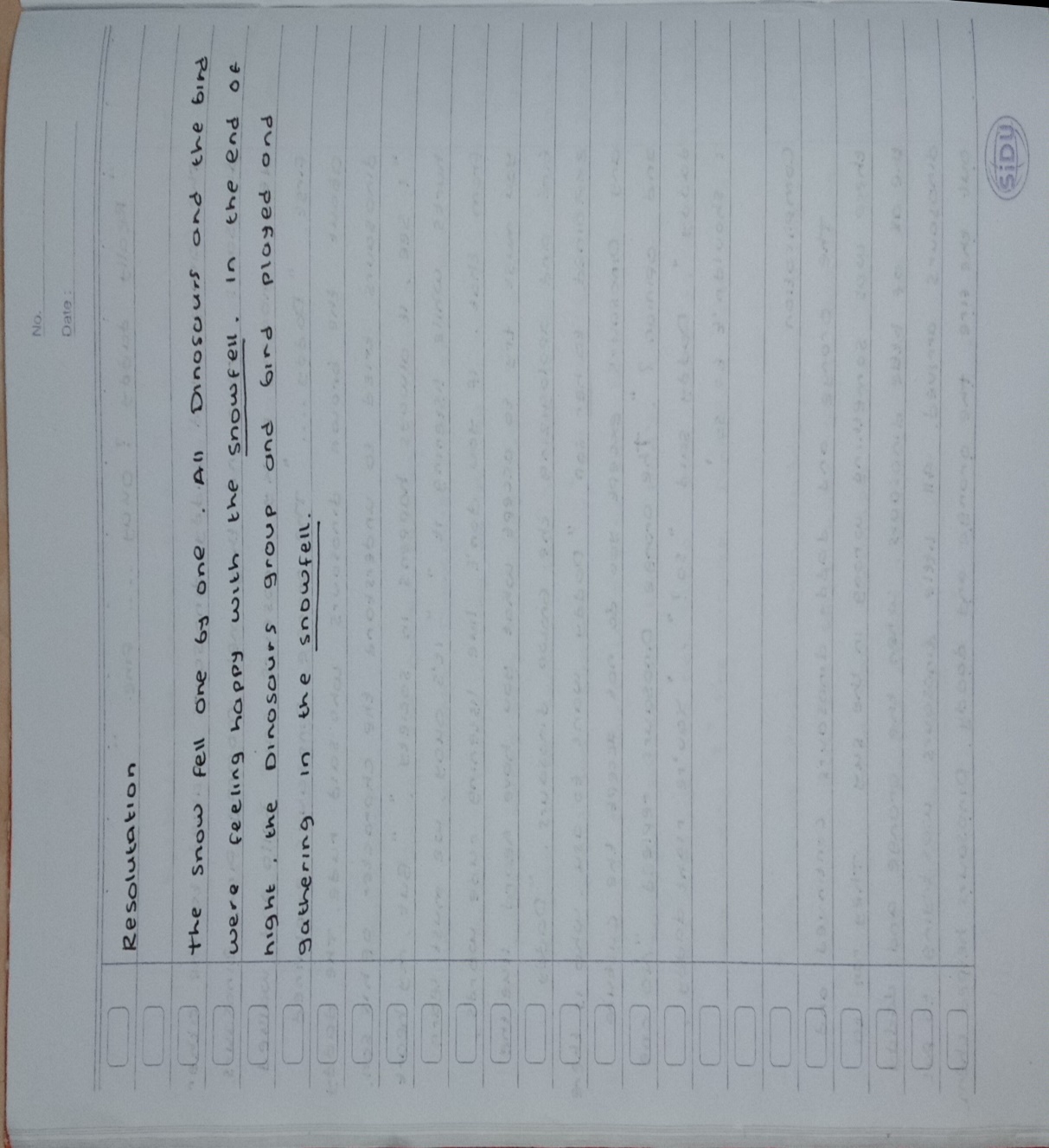
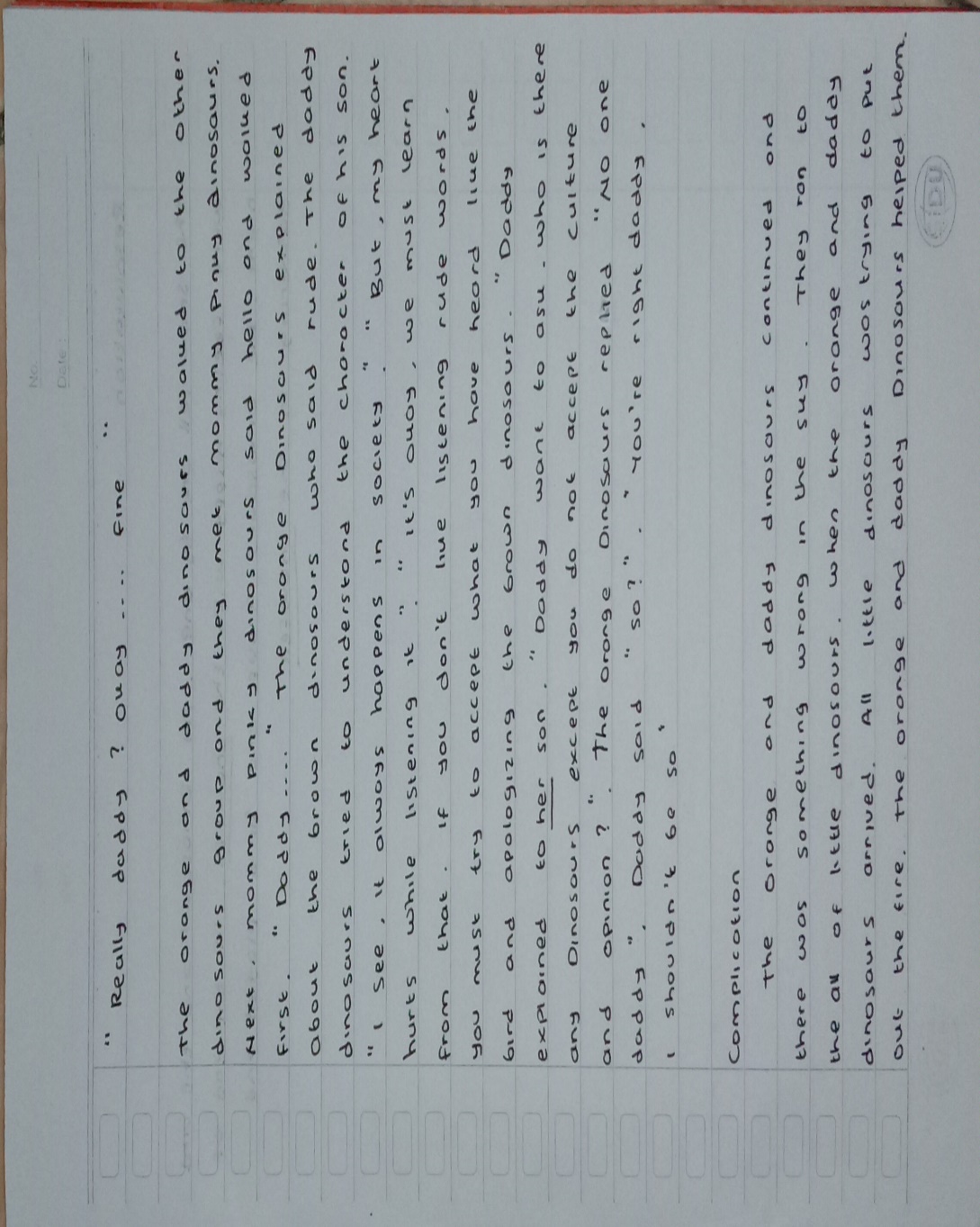
|  |  |  |
| --- | --- | --- |
| **1** | **2** | **3** |
| **4** | **5** | **6** |
| ***7*** | ***8*** | ***9*** |
| ***10*** | ***11*** | ***12*** |
| ***13*** | ***14*** |  |

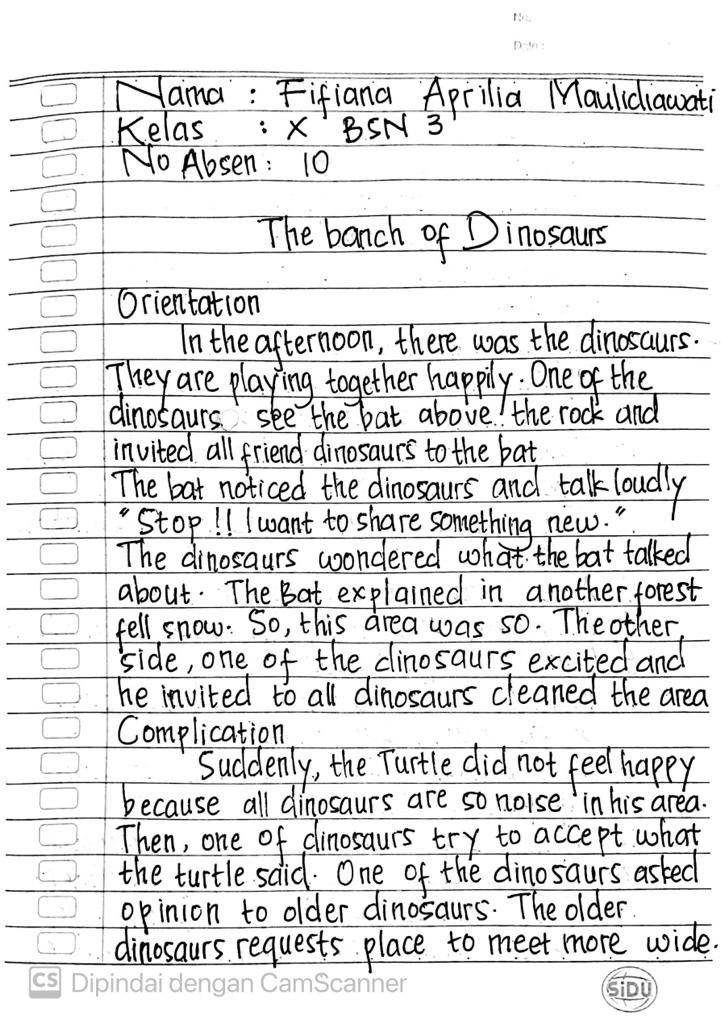
**Appendix 3 Students’ worksheet**

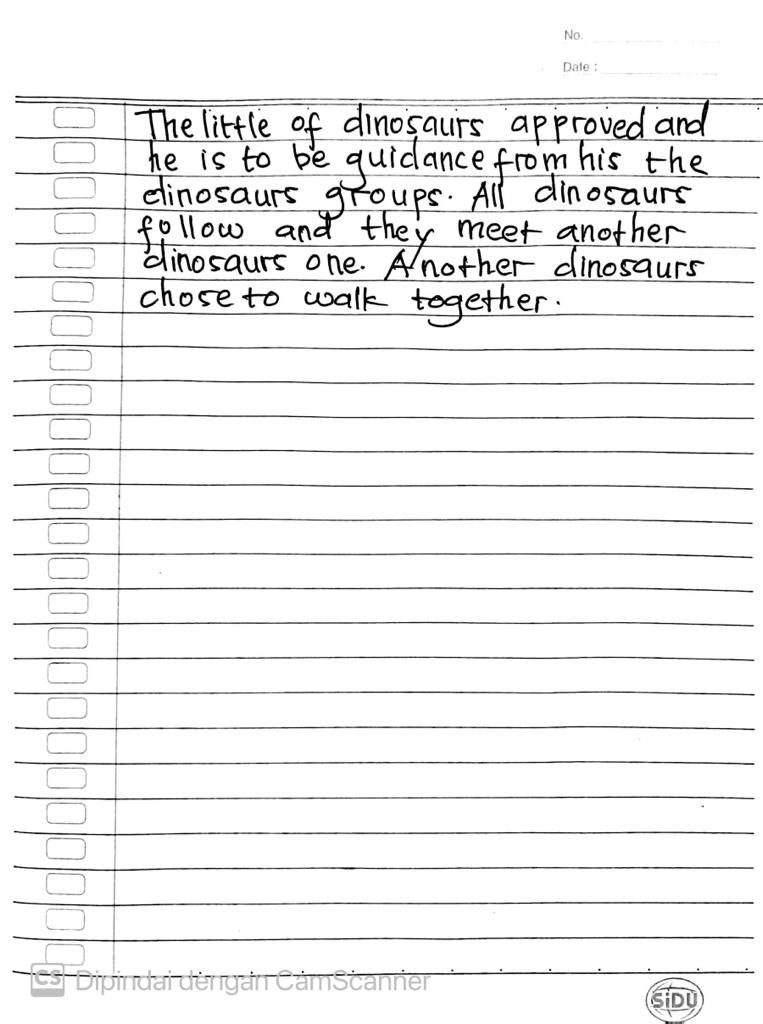
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**Appendix 4 Pretest score of experimental class (X BSN 3)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA SISWA** | **CONT** | **ORG** | **VOC** | **LEX** | **MEC** | **TOTAL** | **SKOR** |
| 1 | ALF | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 2 | AST | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 3 | ANA | 3 | 3 | 1 | 1 | 2 | 10 | 50 |
| 4 | AMN | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 5 | CCM | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 6 | CRS | 1 | 2 | 2 | 2 | 3 | 10 | 50 |
| 7 | DJT | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 8 | DAP | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 9 | FNA | 2 | 3 | 1 | 1 | 3 | 10 | 50 |
| 10 | FAM | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 11 | HCP | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 12 | HLR | 2 | 3 | 1 | 1 | 3 | 10 | 50 |
| 13 | IAZ | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 14 | KLZ | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 15 | LAS | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 16 | MUG | 2 | 3 | 1 | 2 | 2 | 10 | 50 |
| 17 | NAS | 3 | 4 | 2 | 2 | 3 | 14 | 70 |
| 18 | NMP | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 19 | NSA | 1 | 2 | 2 | 2 | 3 | 10 | 50 |
| 20 | NAP | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 21 | NAR | 3 | 4 | 2 | 2 | 4 | 15 | 75 |
| 22 | NRH | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 23 | NWL | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 24 | RAN | 1 | 2 | 1 | 1 | 3 | 8 | 40 |
| 25 | RNE | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 26 | RUH | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 27 | ROM | 2 | 2 | 1 | 1 | 3 | 9 | 45 |
| 28 | SMZ | 2 | 3 | 1 | 2 | 4 | 12 | 60 |
| 29 | SJT | 1 | 2 | 2 | 2 | 2 | 9 | 45 |
| 30 | SW | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 31 | SUL | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 32 | TRI | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 33 | UMH | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 34 | WTA | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 35 | WIR | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 36 | ZHR | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| **AVERAGE** | | **1,9** | **2,6** | **1,5** | **1,6** | **2,6** | **-** | **51,67** |
| **MIN** | | **1** | **2** | **1** | **1** | **2** | **-** | **35** |
| **MAX** | | **3** | **4** | **2** | **2** | **4** | **-** | **70** |

**Appendix 5 Posttest Score of Experimental Group (X BSN 3)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA SISWA** | **CONT** | **ORG** | **VOC** | **LEX** | **MEC** | **TOTAL** | **SKOR** |
| 1 | ALF | 3 | 3 | 2 | 3 | 4 | 15 | 75 |
| 2 | AST | 3 | 3 | 3 | 2 | 4 | 15 | 75 |
| 3 | ANA | 2 | 3 | 2 | 2 | 4 | 13 | 65 |
| 4 | AMN | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 5 | CCM | 3 | 3 | 2 | 3 | 4 | 15 | 75 |
| 6 | CRS | 2 | 3 | 2 | 2 | 4 | 13 | 65 |
| 7 | DJT | 2 | 3 | 3 | 3 | 4 | 15 | 75 |
| 8 | DAP | 3 | 3 | 3 | 3 | 4 | 16 | 80 |
| 9 | FNA | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 10 | FAM | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 11 | HCP | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 12 | HLR | 2 | 3 | 1 | 2 | 3 | 11 | 55 |
| 13 | IAZ | 2 | 3 | 2 | 3 | 4 | 14 | 70 |
| 14 | KLZ | 2 | 3 | 2 | 2 | 4 | 13 | 65 |
| 15 | LAS | 3 | 4 | 3 | 2 | 4 | 16 | 80 |
| 16 | MUG | 3 | 3 | 2 | 2 | 4 | 14 | 70 |
| 17 | NAS | 4 | 4 | 3 | 4 | 4 | 19 | 95 |
| 18 | NMP | 3 | 4 | 2 | 2 | 4 | 15 | 75 |
| 19 | NSA | 3 | 4 | 2 | 3 | 4 | 16 | 80 |
| 20 | NAP | 3 | 4 | 2 | 2 | 3 | 14 | 70 |
| 21 | NAR | 3 | 4 | 3 | 4 | 4 | 18 | 90 |
| 22 | NRH | 3 | 3 | 2 | 2 | 4 | 14 | 70 |
| 23 | NWL | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 24 | RAN | 3 | 4 | 2 | 3 | 3 | 15 | 75 |
| 25 | RNE | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 26 | RUH | 2 | 3 | 2 | 3 | 2 | 12 | 60 |
| 27 | ROM | 2 | 3 | 1 | 2 | 3 | 11 | 55 |
| 28 | SMZ | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 29 | SJT | 2 | 3 | 2 | 3 | 4 | 14 | 70 |
| 30 | SW | 2 | 3 | 2 | 3 | 3 | 13 | 65 |
| 31 | SUL | 3 | 4 | 2 | 3 | 4 | 16 | 80 |
| 32 | TRI | 2 | 3 | 2 | 3 | 3 | 13 | 65 |
| 33 | UMH | 2 | 3 | 3 | 3 | 4 | 15 | 75 |
| 34 | WTA | 2 | 4 | 3 | 3 | 4 | 16 | 80 |
| 35 | WIR | 3 | 3 | 2 | 3 | 4 | 15 | 75 |
| 36 | ZHR | 3 | 4 | 3 | 3 | 4 | 17 | 85 |
| **AVERAGE** | | **2,5** | **3,3** | **2,2** | **2,6** | **3,5** | **-** | **70,97** |
| **MIN** | | **2** | **3** | **1** | **2** | **2** | **-** | **55** |
| **MAX** | | **4** | **4** | **3** | **3** | **4** | **-** | **95** |

**Appendix 6 Pretest Score of Control Class (X BSN 1)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA SISWA** | **CONT** | **ORG** | **VOC** | **LEX** | **MEC** | **TOTAL** | **SKOR** |
| 1 | ADF | 2 | 3 | 2 | 1 | 3 | 11 | 55 |
| 2 | AKH | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 3 | ALZ | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 4 | ANH | 2 | 3 | 1 | 1 | 3 | 10 | 50 |
| 5 | ARM | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 6 | ASW | 3 | 3 | 2 | 2 | 1 | 11 | 55 |
| 7 | DYF | 2 | 2 | 1 | 1 | 1 | 7 | 35 |
| 8 | DNA | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 9 | DAM | 2 | 2 | 1 | 1 | 1 | 7 | 35 |
| 10 | DNE | 3 | 3 | 3 | 2 | 4 | 15 | 75 |
| 11 | DTC | 2 | 3 | 2 | 1 | 3 | 11 | 55 |
| 12 | DVS | 2 | 3 | 2 | 3 | 3 | 13 | 65 |
| 13 | DMP | 2 | 4 | 3 | 2 | 3 | 14 | 70 |
| 14 | ERF | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 15 | FNA | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 16 | JSP | 2 | 4 | 2 | 2 | 3 | 13 | 65 |
| 17 | JWS | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 18 | LDS | 3 | 4 | 2 | 2 | 3 | 14 | 70 |
| 19 | MAM | 2 | 3 | 2 | 1 | 2 | 10 | 50 |
| 20 | MAS | 2 | 1 | 2 | 2 | 2 | 9 | 45 |
| 21 | MAY | 2 | 4 | 1 | 2 | 3 | 12 | 60 |
| 22 | MLT | 2 | 3 | 2 | 1 | 2 | 10 | 50 |
| 23 | MDF | 3 | 3 | 1 | 2 | 3 | 12 | 60 |
| 24 | MHF | 3 | 3 | 2 | 2 | 1 | 11 | 55 |
| 25 | NBM | 3 | 4 | 1 | 2 | 2 | 12 | 60 |
| 26 | NIA | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 27 | NSH | 1 | 1 | 1 | 1 | 2 | 6 | 30 |
| 28 | PTJ | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 29 | PTS | 1 | 2 | 1 | 1 | 1 | 6 | 30 |
| 30 | ROS | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 31 | SAG | 3 | 3 | 2 | 1 | 2 | 11 | 55 |
| 32 | SPT | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 33 | SLS | 2 | 3 | 2 | 1 | 2 | 10 | 50 |
| 34 | VPA | 3 | 3 | 2 | 1 | 2 | 11 | 55 |
| 35 | VIA | 3 | 2 | 1 | 2 | 1 | 9 | 45 |
| 36 | ZAK | 3 | 4 | 2 | 2 | 3 | 14 | 70 |
| **AVERAGE** | | 2,3 | 2,8 | 1,7 | 1,6 | 2,3 | - | **53,61** |
| **MIN** | | 1 | 1 | 1 | 1 | 1 | - | 30 |
| **MAX** | | 3 | 4 | 2 | 2 | 4 | - | 75 |

**Appendix 7 Posttest Score of Control Class (X BSN 1)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA SISWA** | **CONT** | **ORG** | **VOC** | **LEX** | **MEC** | **TOTAL** | **SKOR** |
| 1 | ADF | 2 | 3 | 2 | 1 | 3 | 11 | 55 |
| 2 | AKH | 2 | 3 | 3 | 2 | 3 | 13 | 65 |
| 3 | ALZ | 2 | 3 | 3 | 3 | 3 | 14 | 70 |
| 4 | ANH | 2 | 3 | 3 | 2 | 3 | 13 | 65 |
| 5 | ARM | 3 | 3 | 2 | 3 | 4 | 15 | 75 |
| 6 | ASW | 3 | 3 | 3 | 3 | 1 | 13 | 65 |
| 7 | DYF | 2 | 3 | 2 | 1 | 2 | 10 | 50 |
| 8 | DNA | 2 | 3 | 3 | 2 | 3 | 13 | 65 |
| 9 | DAM | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 10 | DNE | 3 | 4 | 3 | 3 | 4 | 17 | 85 |
| 11 | DTC | 2 | 3 | 2 | 2 | 4 | 13 | 65 |
| 12 | DVS | 3 | 3 | 3 | 2 | 3 | 14 | 70 |
| 13 | DMP | 3 | 4 | 3 | 3 | 4 | 17 | 85 |
| 14 | ERF | 2 | 3 | 2 | 1 | 3 | 11 | 55 |
| 15 | FNA | 3 | 3 | 3 | 2 | 4 | 15 | 75 |
| 16 | JSP | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 17 | JWS | 3 | 3 | 2 | 2 | 3 | 13 | 65 |
| 18 | LDS | 2 | 3 | 3 | 3 | 3 | 14 | 70 |
| 19 | MAM | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 20 | MAS | 2 | 2 | 2 | 2 | 3 | 11 | 55 |
| 21 | MAY | 2 | 4 | 2 | 2 | 3 | 13 | 65 |
| 22 | MLT | 2 | 3 | 2 | 2 | 2 | 11 | 55 |
| 23 | MDF | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| 24 | MHF | 2 | 3 | 2 | 3 | 3 | 13 | 65 |
| 25 | NBM | 3 | 4 | 2 | 2 | 3 | 14 | 70 |
| 26 | NIA | 2 | 2 | 2 | 2 | 1 | 9 | 45 |
| 27 | NSH | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 28 | PTJ | 2 | 3 | 2 | 1 | 2 | 10 | 50 |
| 29 | PTS | 1 | 1 | 1 | 1 | 3 | 7 | 35 |
| 30 | ROS | 2 | 1 | 3 | 2 | 3 | 11 | 55 |
| 31 | SAG | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 32 | SPT | 3 | 3 | 2 | 3 | 3 | 14 | 70 |
| 33 | SLS | 3 | 3 | 3 | 2 | 2 | 13 | 65 |
| 34 | VPA | 3 | 3 | 2 | 1 | 3 | 12 | 60 |
| 35 | VIA | 2 | 2 | 2 | 2 | 2 | 10 | 50 |
| 36 | ZAK | 3 | 3 | 3 | 3 | 4 | 16 | 80 |
| **AVERAGE** | | 2,7 | 2,8 | 2,3 | 2,1 | 2,7 | - | **61,94** |
| **MIN** | | 1 | 1 | 1 | 1 | 1 | - | **35** |
| **MAX** | | 3 | 4 | 3 | 3 | 4 | - | **85** |

**Appendix 8 Try Out Result (X BSN 2)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO** | **NAMA SISWA** | **CONT** | **ORG** | **VOC** | **LEX** | **MEC** | **TOTAL** | **SKOR** |
| 1 | ACE | 2 | 4 | 2 | 2 | 2 | 12 | 60 |
| 2 | AAM | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 3 | AlO | 2 | 2 | 1 | 1 | 1 | 7 | 35 |
| 4 | AMN | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 5 | ANS | 3 | 4 | 1 | 1 | 2 | 11 | 55 |
| 6 | ASL | 1 | 2 | 1 | 1 | 1 | 6 | 30 |
| 7 | AZS | 1 | 2 | 2 | 2 | 2 | 9 | 45 |
| 8 | ARA | 3 | 4 | 2 | 2 | 1 | 12 | 60 |
| 9 | CAK | 2 | 4 | 1 | 1 | 3 | 11 | 55 |
| 10 | CBM | 3 | 2 | 1 | 2 | 3 | 11 | 55 |
| 11 | DAS | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 12 | DIA | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 13 | ERA | 1 | 2 | 1 | 1 | 3 | 8 | 40 |
| 14 | FEP | 3 | 3 | 1 | 1 | 2 | 10 | 50 |
| 15 | FLM | 2 | 2 | 1 | 2 | 2 | 9 | 45 |
| 16 | FRA | 1 | 2 | 1 | 1 | 2 | 7 | 35 |
| 17 | KAF | 3 | 3 | 1 | 2 | 3 | 12 | 60 |
| 18 | KAS | 2 | 2 | 1 | 1 | 2 | 8 | 40 |
| 19 | LAB | 2 | 4 | 2 | 2 | 2 | 12 | 60 |
| 20 | MRA | 3 | 3 | 3 | 3 | 2 | 14 | 70 |
| 21 | MPY | 2 | 4 | 1 | 1 | 2 | 10 | 50 |
| 22 | MTA | 2 | 3 | 1 | 1 | 2 | 9 | 45 |
| 23 | NWA | 2 | 4 | 2 | 1 | 2 | 11 | 55 |
| 24 | NFA | 4 | 3 | 1 | 2 | 2 | 12 | 60 |
| 25 | NYO | 3 | 3 | 3 | 3 | 3 | 15 | 75 |
| 26 | NFZ | 3 | 3 | 3 | 3 | 4 | 16 | 80 |
| 27 | RAF | 1 | 2 | 3 | 3 | 3 | 12 | 60 |
| 28 | RMF | 3 | 4 | 1 | 3 | 2 | 13 | 65 |
| 29 | RML | 2 | 3 | 3 | 3 | 2 | 13 | 65 |
| 30 | SKN | 3 | 3 | 1 | 1 | 2 | 10 | 50 |
| 31 | SJM | 2 | 3 | 2 | 3 | 2 | 12 | 60 |
| 32 | SUA | 2 | 3 | 1 | 1 | 3 | 10 | 50 |
| 33 | STW | 2 | 4 | 1 | 2 | 2 | 11 | 55 |
| 34 | WAS | 1 | 2 | 1 | 1 | 1 | 6 | 30 |
| 35 | ZHD | 3 | 3 | 1 | 1 | 2 | 10 | 50 |
| **Average** | | **2,2** | **2,9** | **1,4** | **1,6** | **2.1** | **-** | **52** |
| **Min** | | **1** | **2** | **1** | **1** | **1** | **-** | **30** |
| **Max** | | **3** | **4** | **3** | **3** | **4** | **-** | **80** |

**Appendix 9 Alur tujuan pembelajaran (ATP)**

**ALUR TUJUAN PEMBELAJARAN**

**KELAS EKSPERIMEN**

|  |  |
| --- | --- |
| 1. **IDENTITAS** **SEKOLAH** | |
| Sekolah | : SMKN 1 WARUREJA |
| Mata Pelajaran | : Bahasa Inggris |
| Penyusun/ Tahun Ajaran | : Irfaul Maulida/ 2023 |
| Kelas/ Semester | : X Fase E/ Ganjil |
| Elemen/ Topik | : Menyimak – Berbicara  Membaca – memerisa  Menulis – mempresentasikan/ teks naratif (fabel) |
| Alokasi Waktu | : 3 Jp (3 x 45 menit) |
| Pertemuan Ke- | : 1-6 |
| Profil Pelajar Pancasila | : Berakhlak Mulia, Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong |
| Metode Pembelajaran | : Discovery Learning |
| Sarana Prasarana | : LCD, Proyektor, Papan Tulis |
| Moda Pembelajaran | : Tatap Muka |
| Daftar Pustaka | : Muslikah, Anik. 2022. *SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka)*. Jakarta: PT Penerbit Erlangga |

|  |  |
| --- | --- |
| 1. KOMPETENSI INTI | |
| Tujuan pembelajaran | Guru melalui pembelajaran dengan menggunakan pendekatan discovery learning peserta didik dapat:   1. Membaca teks naratif (fabel) 2. Memahami definisi, struktur, dan fungsi sosial dari teks naratif (fabel) 3. Menyusun teks naratif (fabel) berdasarkan gambar dengan memperhatikan struktur teks dan unsur kebahasan 4. Menciptakan atau menulis karya berbentuk teks naratif (fabel) |
| Pemahaman bermakna | - |
| Pertanyaan pemantik | * 1. Have you watched these movies?   2. What is your favorite movie?   3. Have you ever watched or read a fable?   4. Do you know about sequence words?   5. Do you know about reported speech?   6. What’s the language feature of narrative text? Could you mention all? |

1. **Kegiatan Pembelajaran**

|  |  |
| --- | --- |
| **Pertemuan Ke-1 (3x45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru memberi salam sebelum pembelajaran dimulai. 2. Guru memperkenalkan diri kepada peserta didik dan menanyakan kondisi kesehatan. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan garis besar cakupan materi yang akan dipelajari dalam pembelajaran bahasa inggris. |
| Inti  (115 menit) | * + - 1. Peserta didik diberi rangsangan berupa stimulus tentang materi teks naratif (fabel) yang akan dipelajari dan menjelaskan peran penting menulis didalam pembelajaran bahasa Inggris.  1. Secara Individu, Peserta didik mendeskripsikan pengalaman dalam kegiatan menulis teks naratif di pembelajaran bahasa inggris. 2. Peneliti sebagai guru menyampaikan tujuan dari Penelitian. 3. Peserta didik secara individu melakukan kegiatan Pretest. |
| **Penutup**  (10 menit) | 1. Peserta didik mengumpulkan lembar kerja Pretest 2. Melakukan refleksi pembelajaran dan sharing mengenai kegiatan pretest yang diberikan; 3. Menyampaikan agenda pertemuan berikutnya. |
| **Pertemuan ke-2 ((3 x 45 Menit)** | |
| Pendahuluan  (10 menit) | 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai. 2. Guru menanyakan kondisi kesehatan dan mengecek kehadiran peserta didik. 3. Guru memberikan pertanyaan Pemantik terkait teks naratif.        * 1. *Have you watched these movies?*   2. *What is your favorite movie?*   3. *Have you ever watched or read a fable?*  1. Menyampaikan topik dan agenda pembelajaran. |
| Inti  (115 menit) | 1. Peserta didik mencermati dan mengeksplorasi penjelasan tentang teks naratif berupa powerpoint berisi pengertian, fungsi sosial, dan struktur teks. 2. Peserta didik mengidentifikasi struktur teks pada teks naratif (fabel) dengan menggunakan lembar kerja yang tersedia dalam buku [Activity 16 – splash x hal 11] (20’) 3. Guru menujuk peserta didik untuk mempresentasikan hasil dari lembar kerja 4. Guru Menayangkan Animasi movie berjudul *“The Wonderful World of Mickey Mouse Season 2*, ep. 1 (<https://loklok.tv/detail/drama/iGmJeKNgWzm76gFFGf2xM-The-Wonderful-World-of-Mickey-Mouse-Season-2?source=search>)” dan mengajak siswa untuk menonton dan mengamati Animasi tersebut. 5. Peserta didik mempelajari dan menyimak tentang penggunaan kalimat unsur kebahasaan meliputi *simple past tense* dan *articles (A, an, and The)* 6. Guru menujuk siswa untuk menganalisis jawaban pretest yang sudah dikerjakan pertemuan ke-1 dan mengidentifikasi *simple past tense* dan *noun pharse* pada lembar kerja **[lampiran 1]** |
| Penutup  (10 menit) | Guru melakukan refleksi pembelajaran  *“What’s the most exciting activity today?”*  Guru menyampaikan agenda pertemuan berikutnya. |
| **Pertemuan ke- 3 (3 x 45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru menyampaikan agenda pembelajaran |
| Inti  (115 menit) | 1. Guru mengecek hasil lembar jawab siswa dalam mengidentifikasi simple past tense pada [**lampiran 1**] dengan mempresentasikan di depan kelas secara individu, dan memberikan tanggapan hasil kepenulisan peserta didik lain. 2. Peserta didik mencermati penjelasan unsur kebahasaan teks naratif (fable) mengenai *noun pharse,* kalimat *nominal* dan *adverb.* 3. Mengajak menonton bersama melalui  *animation movie*: *Cat - Chi’s Sweet Adventure*   (<https://youtu.be/wsRSEHpMuRs?feature=shared>)   1. Peserta didik membaca sebuah teks fable berjudul The Chi Cat melalui powerpoint 2. Secara individu, siswa menganlisis unsur kebahasan adverb pada teks naratif berdasarkan tayangan animasi sebelumnya [**lampiran 2**] 3. Siswa memahami penjelasan mengenai perbedaan judul *fable* dan *folktale* pada teks narratif serta penjelasan mengenai kalimat nominal pada *simple past tense* 4. Secara individu menganalisis unsur kebahasan kalimat nominal, verbal, noun pharase pada teks fabel yang sama dengan menggunakan lembar kerja **[lampiran 2]** |
| Penutup  (10 menit) | 1. Peserta didik menyimpulkan materi teks naratif (fabel) mengenai unsur kebahasan. 2. Guru melakukan refleksi pembelajaran   *“What’s the most interesting activity today?”*   1. Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-4 (3x45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru memberikan pertanyaan Pemantik terkait kata hubung dan kalimat langsung/tidak langsung.    * *Do you know about sequence words?*    * *Do you know about reported speech?* 3. Guru menyampaikan topik dan agenda pembelajaran. |
| Inti  (115 menit) | 1. Peserta Mencermati penjelasan mengenai sequence words dan reported speech 2. Secara mandiri, siswa menulis dan mengeksplorasi penggunaan *sequence word* dengan menggunakan lembar kerja **[lampiran 3]** 3. Mengajak peserta didik menonton *animation movie:The fox* (<https://youtu.be/THz0w8SUyUY?si=kD4w2QxN-kTrtdri>) 4. Secara mandiri siswa menulis teks fabel sesuai dengan urutan gambar di PowerPoint dengan menggunakan unsur kebahasan yang sudah dipelajari **[lampiran 4]** 5. Peserta didik mempresentasikan hasil kerja dari mengeksplorasi unsur kebahasaan *direct speech* dengan menggunakan lembar kerja **[lampiran 5]** |
| Penutup  (10 menit) | 1. Peserta didik dapat menyimpulkan materi teks naratif (fabel) mengenai unsur kebahasan 2. Guru melakukan refleksi pembelajaran   *“What’s the most interesting activity today?”*   1. Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-5 (3x45 menit)** | |
| Pendahuluan  (15 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru memberikan Pertanyaan Pemantik terkait unsur kebahasan pada teks naratif (fabel)   “*What’s language feature of narrative text? could you mention all?”*   1. Guru menyampaikan topik dan agenda pembelajaran. |
| Inti  (110 menit) | 1. Peserta didik mencermati penjelasan di Powerpoint terkait *direct speech* dan *indirect speech* pada teks naratif yang familiar. 2. Guru menujuk peserta didik untuk memberikan contoh *direct speech* dan *indirect speech.* 3. Peserta didik menjelaskan contoh yang diberikan dan teman lain menanggapi. 4. Guru memperlihatkan animasi movie yang berkaitan fable:   *“The Wonderful World of Mickey Mouse Season 2*, ep. 1 (<https://loklok.tv/detail/drama/iGmJeKNgWzm76gFFGf2xM-The-Wonderful-World-of-Mickey-Mouse-Season-2?source=search>)”   1. Peserta didik mengidentifikasi dan memahami cerita dalam video tersebut 2. Secara mandiri, peserta didik mengerjakan *direct* dan *indirect speech*. **[lampiran 6]** |
| Penutup  (10 menit) | 1. Guru melakukan refleksi pembelajaran   *“What’s the most interesting activity today?”*   1. Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-6 (3x45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru menyampaikan garis besar cakupan materi teks naratif. |
| Inti  (115 menit) | 1. Secara individu mengerjakan *Posttest.* 2. Peneliti menyampaikan tujuan akhir pembelajaran 3. Peserta didik mengumpulkan lembar kerja *Posttest* |
| Penutup  (10 menit) | 1. Guru melakukan refleksi pembelajaran   *“What’s the most interesting in learning narrative text that you’ve done?”*   1. Menyampaikan agenda pertemuan berikutnya. |

1. **Rencana penilain hasil pembelajaran**
   1. **Penilaian pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspek yang Dinilai** | **Kriteria** | | **Skor 1-4** |
| 1 | Topik konten | Menulis teks dengan karakter hewan tertentu (Mickey Mouse), memberikan gambaran rinci tentang tempat dan waktu atau apa yang terjadi dalam cerita dan memberikan wawasan segar dalam hal nilai moral | | 4 |
| Penulis memberikan beberapa detail tetapi pembaca mendapatkan gambaran yang tidak jelas tentang  apa yang terjadi dan ide-idenya sebagian besar jelas, menarik, dan mencakup beberapa detail. Ceritanya bisa menambah wawasan baru | | 3 |
| Penulis membuat ide-ide yang membingungkan dengan sedikit detail, sehingga tidak jelas gambaran apa yang terjadi dalam cerita. Pembaca mungkin tidak mendapatkan wawasan baru. | | 2 |
| Penulis melakukan ide-ide yang membingungkan, menyimpang ke berbagai arah tanpa menjelaskan apa yang terjadi dalam cerita, dan pembaca tidak mendapatkan wawasan baru. | | 1 |
| 2 | Keruntutan  Teks – Orientation, Komplikasi, Resolusi, dan koda | Struktur teks naratif yang digunakan sangat runtut | | 4 |
| Struktur teks naratif yang digunakan runtut dan berhubungan akan tetapi penulis tidak menuliskan koda | | 3 |
| Struktur teks naratif yang digunakan cukup runtut dan berhubungan akan tetapi tidak menuliskan resolusi dan koda | | 2 |
| Struktur teks naratif yang  digunakan kurang  runtut dan berhubungan | Struktur teks naratif yang  digunakan hampir  tidak runtut dan berhubungan | 1 |
| Struktur teks naratif yang  digunakan tidak  runtut dan berhubungan |
| 3 | Pilihan  Kosakata | Sangat variatif dan tepat | | 4 |
| Variatif dan hanya salah 1-4 pilihan kosakata | | 3 |
| Cukup variatif dan hanya salah 5- 8 pilihan kosakata | | 2 |
| Tidak variatif dan  Lebih dari 9 salah pemilihan kosakata | | 1 |
| 4 | Pilihan Tata  Bahasa | Pilihan tata bahasa sangat tepat | | 4 |
| Pilihan tata bahasa tepat dan hanya salah 1 – 4 | | 3 |
| Pilihan tata bahasa cukup tepat dan hanya salah 5 – 8 | | 2 |
| Kurang tepat pilihan tata bahasa dan salah lebih dari 9 | | 1 |
| 5 | Mekanik – tanda baca | Menggunakan tanda baca dengan benar atau tidak ada yang salah | | 4 |
| Tada baca yang di gunakan salah 1- 4 | | 3 |
| Tanda baca yang digunakan salah 5-8 | | 2 |
| Tanda baca yang digunakan salah lebih dari 9 | | 1 |

**Perhitungan nilai akhir**

**Total skor =** (4 x Y) x 5 = 100

**Deskripsi:**

Y = aspek yang dinilai

* 1. **Petunjuk penilaian keterampilan**

**Tabel Penilaian Ketrampilan**

|  |  |
| --- | --- |
| **Skor** | **Keterangan** |
| 91-100 | Baik sekali |
| 76 – 90 | Sangat baik |
| 61 – 75 | Baik |
| 51-60 | Cukup |
| Kurang dari 50 | Kurang |

1. **Pengayaan Dan Remedial**

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital.

1. **Refleksi Peserta Didik Dan Guru**

Refleksi Peserta Didik (Splash X Hal. 29)

* *Fill in the mind map of your understanding on Fable by fulfilling its definition, structures, and language features*

Refleksi Guru

Guru memberikan penjelasan untuk peserta didik mengenai kekurangan dan

kelebihan serta merencanakan perbaikan.

**ALUR TUJUAN PEMBELAJARAN**

**KELAS KONTROL**

|  |  |
| --- | --- |
| 1. **IDENTITAS** **SEKOLAH** | |
| Sekolah | : SMKN 1 WARUREJA |
| Mata Pelajaran | : Bahasa Inggris |
| Penyusun/ Tahun Ajaran | : Irfaul Maulida/ 2023 |
| Kelas/ Semester | : X Fase E/ Ganjil |
| Elemen/ Topik | : Menyimak – Berbicara  Membaca – memerisa  Menulis – mempresentasikan/ teks naratif (fabel) |
| Alokasi Waktu | : 3 Jp (3 x 45 menit) |
| Pertemuan Ke- | : 1-6 |
| Profil Pelajar Pancasila | : Berakhlak Mulia, Berkebhinekaan Global, Mandiri, Bernalar kritis, Kreatif, dan Bergotong royong |
| Metode Pembelajaran | : Discovery Learning |
| Sarana Prasarana | : LCD, Proyektor, Papan Tulis |
| Moda Pembelajaran | : Tatap Muka |
| Daftar Pustaka | : Muslikah, Anik. 2022. *SPLASH (Smart Path to Learning English) SMK/MAK Grade X (Kurikulum Merdeka)*. Jakarta: PT Penerbit Erlangga |

|  |  |
| --- | --- |
| 1. KOMPETENSI INTI | |
| Tujuan pembelajaran | Guru melalui pembelajaran dengan menggunakan pendekatan discovery learning peserta didik dapat:   1. Membaca teks naratif (fabel) 2. Memahami definisi, struktur, dan fungsi sosial dari teks naratif (fabel) 3. Menyusun teks naratif (fabel) berdasarkan gambar dengan memperhatikan struktur teks dan unsur kebahasan 4. Menciptakan atau menulis karya berbentuk teks naratif (fabel) |
| Pemahaman bermakna | - |
| Pertanyaan pemantik | 1. Have you watched these movies? 2. What is your favorite movie? 3. Have you ever watched or read a fable? 4. Do you know about sequence words? 5. Do you know about reported speech? 6. What’s the language feature of narrative text? Could you mention all? |

1. **Kegiatan Pembelajaran**

|  |  |
| --- | --- |
| **Pertemuan Ke-1 (3x45 menit)** | |
| Pendahuluan (10 menit)   * + - * 1. enit) | 1. Guru memberi salam sebelum pembelajaran dimulai. 2. Guru memperkenalkan diri kepada peserta didik dan menanyakan kondisi kesehatan. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan garis besar cakupan materi yang akan dipelajari dalam pembelajaran bahasa inggris. |
| Inti  (115 menit) | 1. Peserta didik diberi rangsangan berupa stimulus tentang materi teks naratif (fabel) yang akan dipelajari dan menjelaskan peran penting menulis didalam pembelajaran bahasa Inggris. 2. Secara Individu, Peserta didik mendeskripsikan pengalaman dalam kegiatan menulis teks naratif di pembelajaran bahasa inggris. 3. Peneliti sebagai guru menyampaikan tujuan dari Penelitian. 4. Peserta didik secara individu melakukan kegiatan Pretest. |
| Penutup   1. menit) | 1. Peserta didik mengumpulkan lembar kerja Pretest 2. Peniliti melakukan refleksi pembelajaran dan sharing mengenai kegiatan pretest yang diberikan; 3. Peneliti menyampaikan agenda pertemuan berikutnya. |
| **Pertemuan ke-2 (3 x 45 Menit)** | |
| Pendahuluan (10 menit)   * + - * 1. eni t) | * + - 1. Guru memberi salam dan mengajak berdoa sebelum pembelajaran dimulai.       2. Guru menanyakan kondisi kesehatan dan mengecek kehadiran peserta didik.       3. Guru memberikan pertanyaan Pemantik terkait teks naratif.       *Have you watched these movies?*  *What is your favorite movie?*  *Have you ever watched or read a fable?*  4 Guru menyampaikan topik dan agenda pembelajaran |
| Inti  (115 menit) | 1. Peserta didik mencermati dan mengeksplorasi penjelasan tentang teks naratif berupa powerpoint berisi pengertian, fungsi sosial, dan struktur teks. 2. Peserta didik mengidentifikasi struktur teks pada teks naratif (fabel) dengan menggunakan lembar kerja yang tersedia dalam buku [Activity 16 – splash x hal 11] (20’) 3. Guru menujuk peserta didik untuk mempresentasikan hasil dari lembar kerja 4. Peserta didik mempelajari dan menyimak tentang penggunaan kalimat unsur kebahasaan meliputi *simple past tense* dan *articles (A, an, and The)* 5. Guru menujuk siswa untuk menganalisis jawaban pretest yang sudah dikerjakan pertemuan ke-1 dan mengidentifikasi *simple past tense* dan *noun pharse* pada lembar kerja **[lampiran 1]** |
| Penutup (10 menit) | 1. Guru melakukan refleksi pembelajaran   *“What’s the most exciting activity today?”*   1. Guru menyampaikan agenda pertemuan berikutnya. |
| **Pertemuan ke- 3 (3 x 45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru menyampaikan agenda pembelajaran |
| Inti (115 menit) | Guru mengecek hasil lembar jawab siswa dalam mengidentifikasi simple past tense pada [**lampiran 1**] dengan mempresentasikan di depan kelas secara individu, dan memberikan tanggapan hasil kepenulisan peserta didik lain.  Guru mencermati penjelasan unsur kebahasaan teks naratif (fable) mengenai *noun pharse,* kalimat *nominal* dan *adverb.*   1. Peserta didik membaca sebuah teks fable berjudul “*The Chi Cat*” melalui powerpoint 2. Secara individu, siswa menganlisis unsur kebahasan adverb pada teks naratif berjudul “ *The Chi Cat*”[**lampiran 2**] 3. Siswa memahami penjelasan mengenai perbedaan judul *fable* dan *folktale* pada teks narratif serta penjelasan mengenai kalimat nominal pada *simple past tense* 4. Secara individu menganalisis unsur kebahasan kalimat nominal, verbal, noun pharase pada teks fabel yang sama dengan menggunakan lembar kerja **[lampiran 2]** |
| Penutup  (10 menit) | 1. Peserta didik menyimpulkan materi teks naratif (fabel) mengenai unsur kebahasan. 2. Guru melakukan refleksi pembelajaran   *“What’s the most interesting activity today?”*   1. Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-4 (3x45 menit)** | |
| Pendahuluan  (10 menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru memberikan Pertanyaan Pemantik terkait kata hubung dan kalimat langsung/tidak langsung.    * *Do you know about sequence words?*    * *Do you know about reported speech?* 3. Guru menyampaikan topik dan agenda pembelajaran. |
| Inti (115 menit)   * + 1. nit) | 1. Peserta didik mencermati penjelasan mengenai sequence words dan reported speech 2. Secara mandiri, siswa menulis dan mengeksplorasi penggunaan *sequence word* dengan menggunakan lembar kerja **[lampiran 3]** 3. Secara mandiri siswa menulis teks fabel sesuai dengan urutan gambar di PowerPoint dengan menggunakan unsur kebahasan yang sudah dipelajari **[lampiran 4]** 4. Peserta didik mempresentasikan hasil kerja dari mengeksplorasi unsur kebahasaan *direct speech* dengan menggunakan lembar kerja **[lampiran 5]** |
| Penutup   1. menit) | Guru melakukan refleksi pembelajaran  *“What’s the language feature that we have learned?”*  Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-5 (3x45 menit)** | |
| Pendahuluan   1. menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru memberikan Pertanyaan Pemantik terkait unsur kebahasan pada teks naratif (fabel)   “*What’s language feature of narrative text? could you mention all?”*   1. Menyampaikan topik dan agenda pembelajaran. |
| Inti (115 menit)   * + 1. nit) | 1. Peserta didik mencermati penjelasan di Powerpoint terkait *direct speech* dan *indirect speech* pada teks naratif yang familiar. 2. Guru menujuk peserta didik untuk memberikan contoh *direct speech* dan *indirect speech.* 3. Peserta didik menjelaskan contoh yang diberikan dan teman lain menanggapi. 4. Peserta didik mengidentifikasi dan memahami cerita dalam video tersebut 5. Secara mandiri, peserta didik mengerjakan *direct* dan *indirect speech*. **[lampiran 6]** |
| Penutup   1. menit) | 1. Guru melakukan refleksi pembelajaran   *“What’s the most interesting activity today?”*   1. Guru menyampaikan agenda berikutnya. |
| **Pertemuan ke-6 (3x45 menit)** | |
| Pendahuluan   1. menit) | 1. Guru mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar). 2. Guru menyampaikan garis besar cakupan materi teks naratif. |
| Inti  (115 menit) | 1. Secara individu mengerjakan *Posttest.* 2. Peneliti menyampaikan tujuan akhir pembelajaran. 3. Peserta didik mengumpulkan lembar kerja *Posttest* |
| Penutup   1. menit) | 1. Guru melakukan refleksi pembelajaran   *“What’s the most interesting in learning narrative text that you’ve done?”*   1. Guru menyampaikan agenda pertemuan berikutnya. |

1. **Rencana penilain hasil pembelajaran**
2. **Penilaian pengetahuan**

***Tabel Penilaian Aspek Pengetahuan***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspek yang Dinilai** | **Kriteria** | | **Skor 1-4** |
| 1 | Topik konten | Menulis teks dengan karakter hewan tertentu (Mickey Mouse), memberikan gambaran rinci tentang tempat dan waktu atau apa yang terjadi dalam cerita dan memberikan wawasan segar dalam hal nilai moral | | 4 |
| Penulis memberikan beberapa detail tetapi pembaca mendapatkan gambaran yang tidak jelas tentang apa yang terjadi dan ide-idenya sebagian besar jelas, menarik, dan mencakup beberapa detail. Ceritanya bisa menambah wawasan baru | | 3 |
| Penulis membuat ide-ide yang membingungkan dengan sedikit detail, sehingga tidak jelas gambaran apa yang terjadi dalam cerita. Pembaca mungkin tidak mendapatkan wawasan baru. | | 2 |
| Penulis melakukan ide-ide yang membingungkan, menyimpang ke berbagai arah tanpa menjelaskan apa yang terjadi dalam cerita, dan pembaca tidak mendapatkan wawasan baru. | | 1 |
| 2 | Keruntutan  Teks – Orientation, Komplikasi, Resolusi, dan koda | Struktur teks naratif yang digunakan sangat runtut | | 4 |
| Struktur teks naratif yang digunakan runtut dan berhubungan akan tetapi penulis tidak menuliskan koda | | 3 |
| Struktur teks naratif yang digunakan cukup runtut dan berhubungan akan tetapi tidak menuliskan resolusi dan koda | | 2 |
| Struktur teks naratif yang  digunakan kurang  runtut dan berhubungan | Struktur teks naratif yang  digunakan hampir  tidak runtut dan berhubungan | 1 |
| Struktur teks naratif yang  digunakan tidak  runtut dan berhubungan |
| 3 | Pilihan  Kosakata | Sangat variatif dan tepat | | 4 |
| Variatif dan hanya salah 1-4 pilihan kosakata | | 3 |
| Cukup variatif dan hanya salah 5- 8 pilihan kosakata | | 2 |
| Tidak variatif dan  Lebih dari 9 salah pemilihan kosakata | | 1 |
| 4 | Pilihan Tata  Bahasa | Pilihan tata bahasa sangat tepat | | 4 |
| Pilihan tata bahasa tepat dan hanya salah 1 – 4 | | 3 |
| Pilihan tata bahasa cukup tepat dan hanya salah 5 – 8 | | 2 |
| Kurang tepat pilihan tata bahasa dan salah lebih dari 9 | | 1 |
| 5 | Mekanik – tanda baca | Menggunakan tanda baca dengan benar atau tidak ada yang salah | | 4 |
| Tada baca yang di gunakan salah 1- 4 | | 3 |
| Tanda baca yang digunakan salah 5-8 | | 2 |
| Tanda baca yang digunakan salah lebih dari 9 | | 1 |

**Perhitungan nilai akhir**

**Total skor =** (4 x Y) x 5 = 100

**Deskripsi:**

Y = aspek yang dinilai

1. **Petunjuk penilaian keterampilan**

**Tabel Penilaian Ketrampilan**

|  |  |
| --- | --- |
| **Skor** | **Keterangan** |
| 91-100 | Baik sekali |
| 76 – 90 | Sangat baik |
| 61 – 75 | Baik |
| 51-60 | Cukup |
| Kurang dari 50 | Kurang |

1. **Pengayaan Dan Remedial**

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital.

1. **Refleksi Peserta Didik Dan Guru**

Refleksi Peserta Didik (Splash X Hal. 29)

* *Fill in the mind map of your understanding on Fable by fulfilling its definition, structures, and language features*

Refleksi Guru

Guru memberikan penjelasan untuk peserta didik mengenai kekurangan dan

kelebihan serta merencanakan perbaikan.

**Lampiran**

**Genre of the text : Narrative**

1. **Definition**

A narrative text is a text form that is written to entertain and provide insight. One of a narrative text is fable which tells moral, truth, often using animals as characters.

1. **Social function**

To amuse or entertain the reader with actual or various experience in different ways

1. **Generic structure**

* Orientation : Introduce who, when, and where (opening chapter)
* Complication : a crisis arises
* Resolutation : the crisis is resolved for better or for worse
* Coda (optional) : provides comments or moral based on what has been learned from the story

1. **Language features**
2. **Simple past,** indicates action in the past (sat, raised, walked, and so on)
3. **Noun phrase,** described a group of words that can function as the subject, the object, or complement in a sentence. (a hot coffee, the English book, and so on). But, in the narrative text, noun phares described to evoke senses and provide details characters and settings.
4. **Adverb,** provides details about description of the characters and in setting a story. Adverb has so many types such as time, manner, degree, place, and frequency.
5. **Sequence word**, in narrative text, it used to help readers connect events in a story. Sequence word can be at the beginning, middle, end, or as an interruption.
6. **Reported speech**, used to retell what a person said. It has two types direct and indirect speech. Direct speech can be used to convey something that is being said in the present. Indirect speech can be used to be paraphrasing what someone said or wrote.

Untuk memahami penjelasan mengenai unsur kebahasan pada teks naratif khususnya fabel, berikut ini detailnya:

1. **Simple Past Tense dan Noun Phrase**

Form simple tense:

1. Kalimat Verbal (S + V2 )

Kalimat verbal merupakan kalimat yang mengandung kata kerja(verb), sebagai predikatnya yang mana pada bagian simple past tense memiliki dua jenis kalimat verb yaitu regular (bentuk yang konsisten) dan irregular (bentuk yang tidak konsisten)

|  |  |  |  |
| --- | --- | --- | --- |
| **V1** | **Regular (beraturan)** | **V1** | **Irregular**  **(tidak beraturan)** |
| Ask | Asked | Began | Begun |
| Believe | Believed | Break | Broken |
| Play | Played | Do | Did |
| Follow | Followed | Say | Said |

1. Kalimat Nominal (S + Predicate (was/were) + complement)

|  |  |  |  |
| --- | --- | --- | --- |
| **Bentuk** | **Subjek** | **To be** | **Non verb** |
| Singular | I, she, he, it | Was | Objek, adjective, adverb, dan lain-lain. |
| Plural | We, you they | Were |

Contoh :

* + - * I was an art in 2021
      * You were a good boy

Articles itu dibedakan menjadi definite dan indefinite

1. Pada **THE** bisa digunakan pada kata benda (noun) berikut ini:

* Pada saat membicarakan secara khusus mengenai seseorang, sesuatu yang sudah mengacu. Misalnya the camera you lent me is very interesting.
* Kata benda yang sudah disebut sebelumnya. Misalnya, the rose is the sweatest of all flowers.
* Sebelum nama buku. Misalnya, The Jokowi undercover
* Sebelum nama benda yang unik/ satu-satunya. Misalnya, the earth, the sun
* Sebelum kata sifat yang mana kata benda di ketahui. Misalnya, the rich should help the poor

1. **Penggunaan a & an**

* Sebelum nama pangkat atau jabatan, kebangsaan, agama. Misalnya, an art and a moeslem.
* Sebelum kata benda tunggal. Misalnya, a pencil.
* Digunakan menggambarkan kata benda tunggal atau bisa di hitung (singular countable nouns). Misalnya, a kilo
* Digunakan menggambarkan kata benda yang tidak bisa dihitung (uncountable nouns). Misalnya, milk, salt, news, love, honey, air, butter, and so on.
* Penggunaan “a” untuk konsonan dan “an” untuk vokal.

Misalnya : - I bought a piano ; my uncle arrived in an hour.

1. **Adverb**

Jenis-jenis adverb pada teks narratif dan setiap adverb memiliki fungsi sangat bervariatif, simak berikut ini:

* **Adverb of time**, memiliki fungsi untuk mendeskripsi sebuah suatu kegiatan yang terjadi atau peristiwa. Contohnya now, today, yesterday, Wednesday, 12 a.m
* **Adverb of place**, menyatakan dimana atau tempat terjadinya kegiatan. Contohnya here, there, nowhere, through, where.
* **Adverb of manner**, mendeskripsikan bagaimana suatu kegiatan terjadi. Contohnya, carefully, nicely, equally.
* **Adverb of frequency**, mendeskripsikan seberapa sering suatu kegiatan berlangsung. Contohnya always, sometimes, often, never, rarely
* **Adverb of degree**, menyatakan seberapa jauh intensitas suatu kegiatan berlangsung misalnya very, entirely, somewhat, dll.

1. **Sequence word dan reported speech**

* **Sequence word**, ada banyak kata yang membantu untuk menghubungkan sebuah peristiwa pada teks naratif, berikut ini penjelasannya:

1. **Beginning** (kata yang sering muncul diawal)

Contohnya once upon a time, long time ago, in the past.

1. **Middle** (kata yang sering muncul di tengah)

Contohnya secondly, soon, after that, moreover.

1. **Event occurring at the same time** (kata yang sering mucul ketika suatu peristiwa terjadi bersamaan)

Contohnya while and during.

1. **Interruption** (kata yang mengacu gangguan pada peristiwa)

Contohnya unexpected dan suddenly.

1. **Ending** (kata yang muncul diakhir)

Contohnya finally, in the end, and at the end.

Berikut perbedaan pada penggunaan reported speech:

* **Direct speech**, pada kalimat langsung mengutip secara persis kejadian/ peristiwa sekarang dan meletakkan (“ ”)

**Contohnya** “I will arrive at the river in time,” said the tortoise.

* **Indirect speech**, pada kalimat tidak langsung menggunakan kata kerja say, tell, dan ask diubah menjadi said, told, asked. Kata that digunakan untuk memperkenalkan kata yang dilaporkan.

**Contohnya** The tortoise said that he would arrive at the river in time.

* Perubahaan bentuk waktu dan kata kerja (tenses)

|  |  |
| --- | --- |
| Penggunaan reported speech | |
| **Direct speech** | **Indirect speech** |
| “I will arrive at the river in time,” said the tortoise.  (ada kalimat berbentuk **present modal**, lalu kalimat berbentuk **past tense**) | The tortoise said that he would arrive at the river in time.  (“will” berubah menjadi “would” yang merupakan bentuk **past modal**) |
| “I arrive at the river in time,” said the tortoise.  (ada kalimat berbentuk **simple** **present**, lalu kalimat **past tense**) | The tortoise said that he arrived at the river in time.  (“arrive” berubah menjadi “arrived” yang merupakan bentuk **past tense**) |
| Form: | Form: |
| * S + am/is/are + ving (**present continuous tense**)   She said, “jane is sleeping” | * S + was/were + ving (**past continous**)   He said that jane was sleeping. |

* Perubahaan waktu dan tempat (adverb)

|  |  |
| --- | --- |
| **Adverb of time** | |
| **Direct speech** | **Indirect speech** |
| * Now * Then * Yesterday * Last week/month/ year | * Then * That day * The night before * The week/month/year before |
| **Adverb of place** | |
| **Direct speech** | **Indirect speech** |
| * Here * This * These | * there * that * those |

* Kalimat perintah

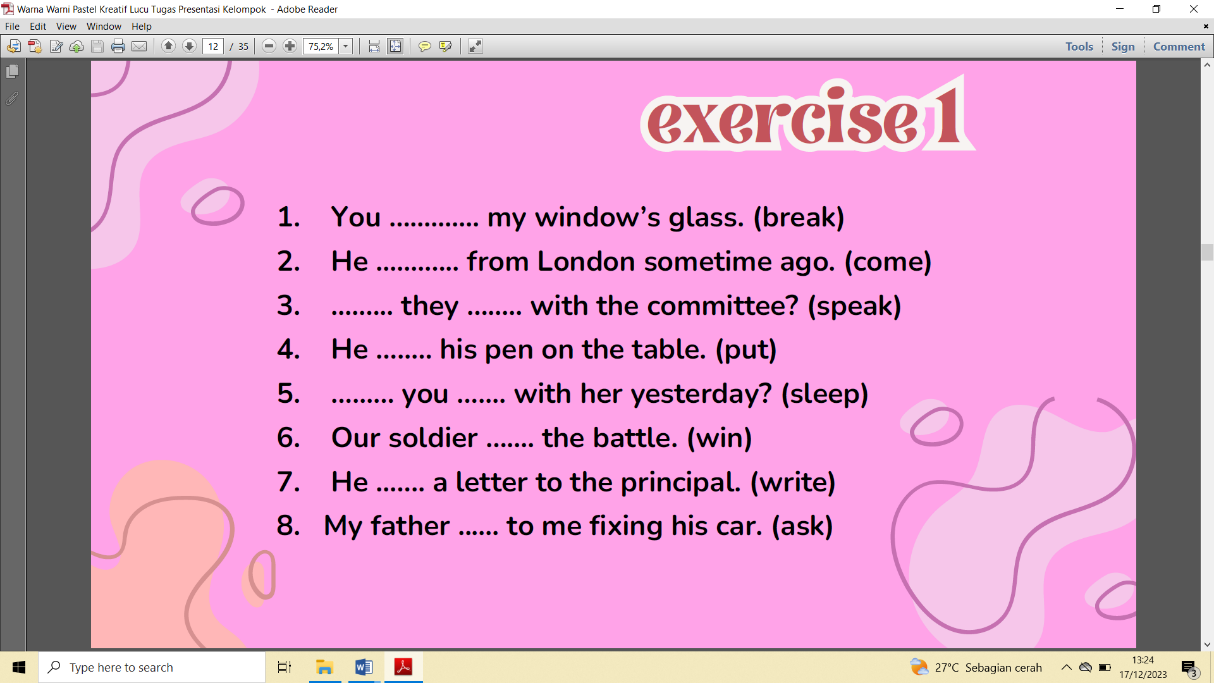
Kalimat yang berisi saran, permohonan, pesan, dan permintaan

|  |  |
| --- | --- |
| **Direct speech** | **Indirect speech** |
| The tortoise said to me, “bring your banana, please” | The tortoise requested me to bring your banana please. |

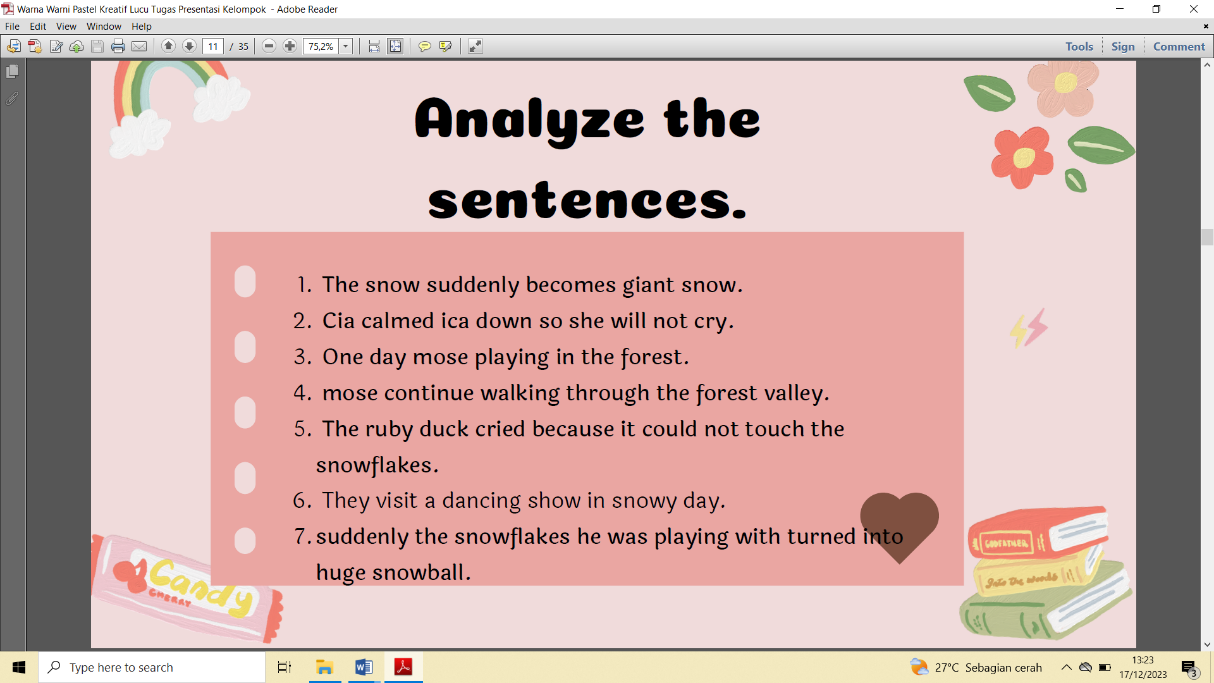
* Perubahaan kata ganti (pronoun)

|  |  |
| --- | --- |
| **Direct speech** | **Indirect speech** |
| * I, me, myself, mine | * Menyesuaikan subjek pada kalimat pengiring |
| * He said, “I live in New York” | * He said that he lived in New York |
| * You dan your | * Menyesuaikan objek kalimat pengiring |
| * She said to him, “you are beautiful” | * She said to him that he was beautiful. |

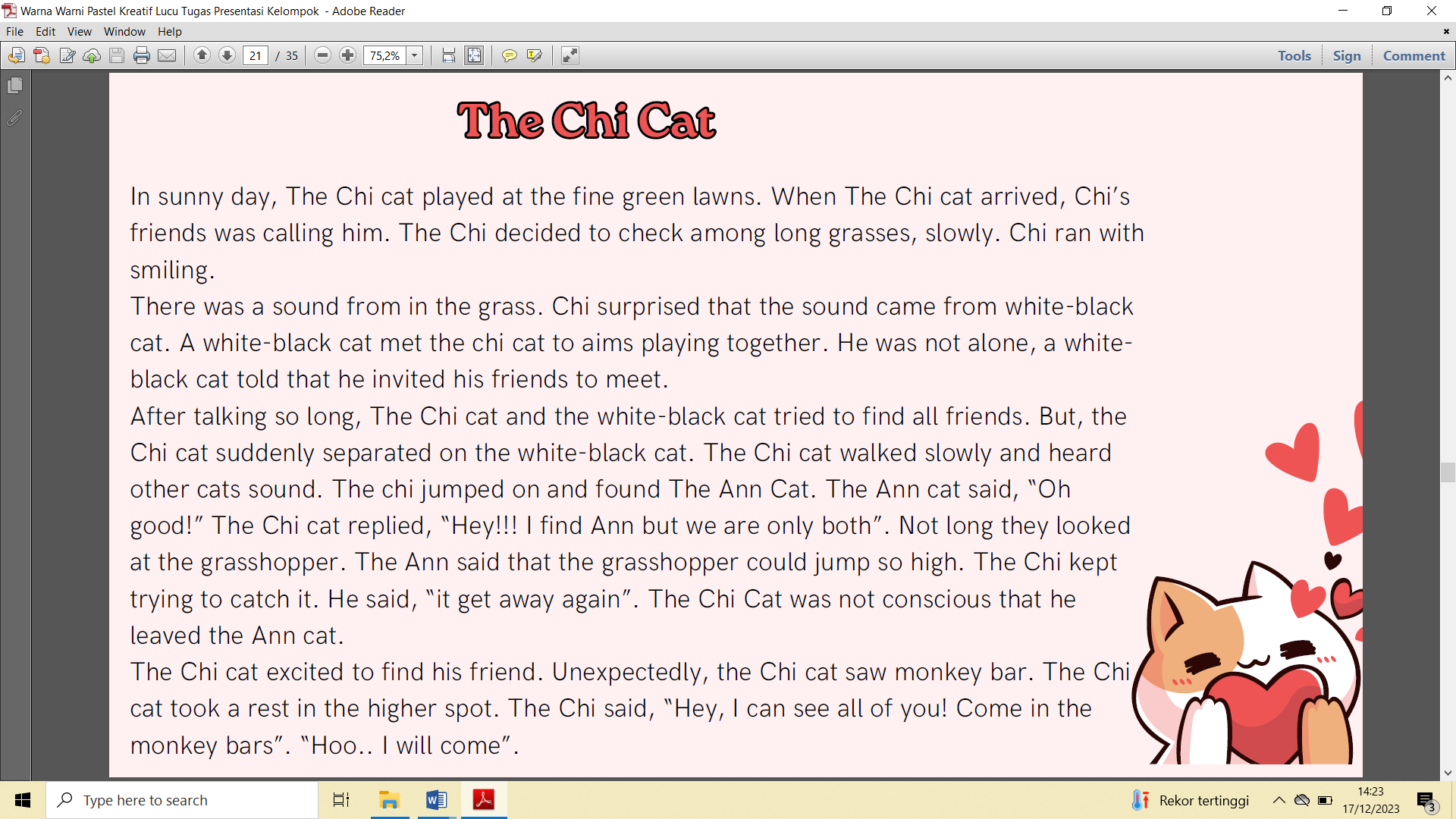
Lampiran 1



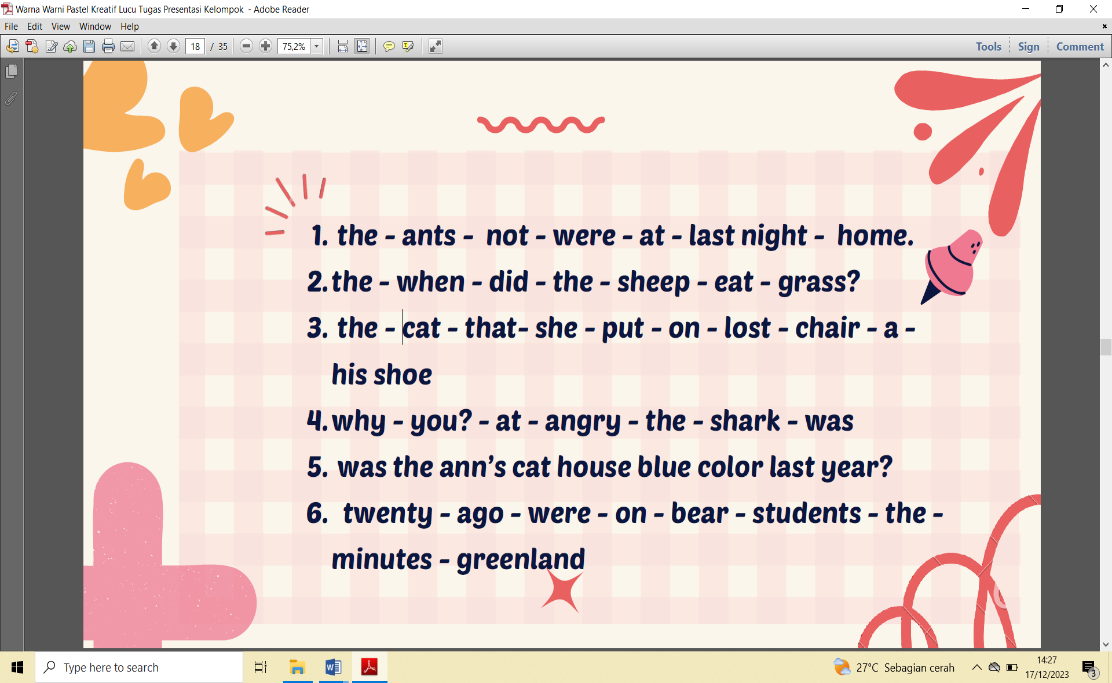
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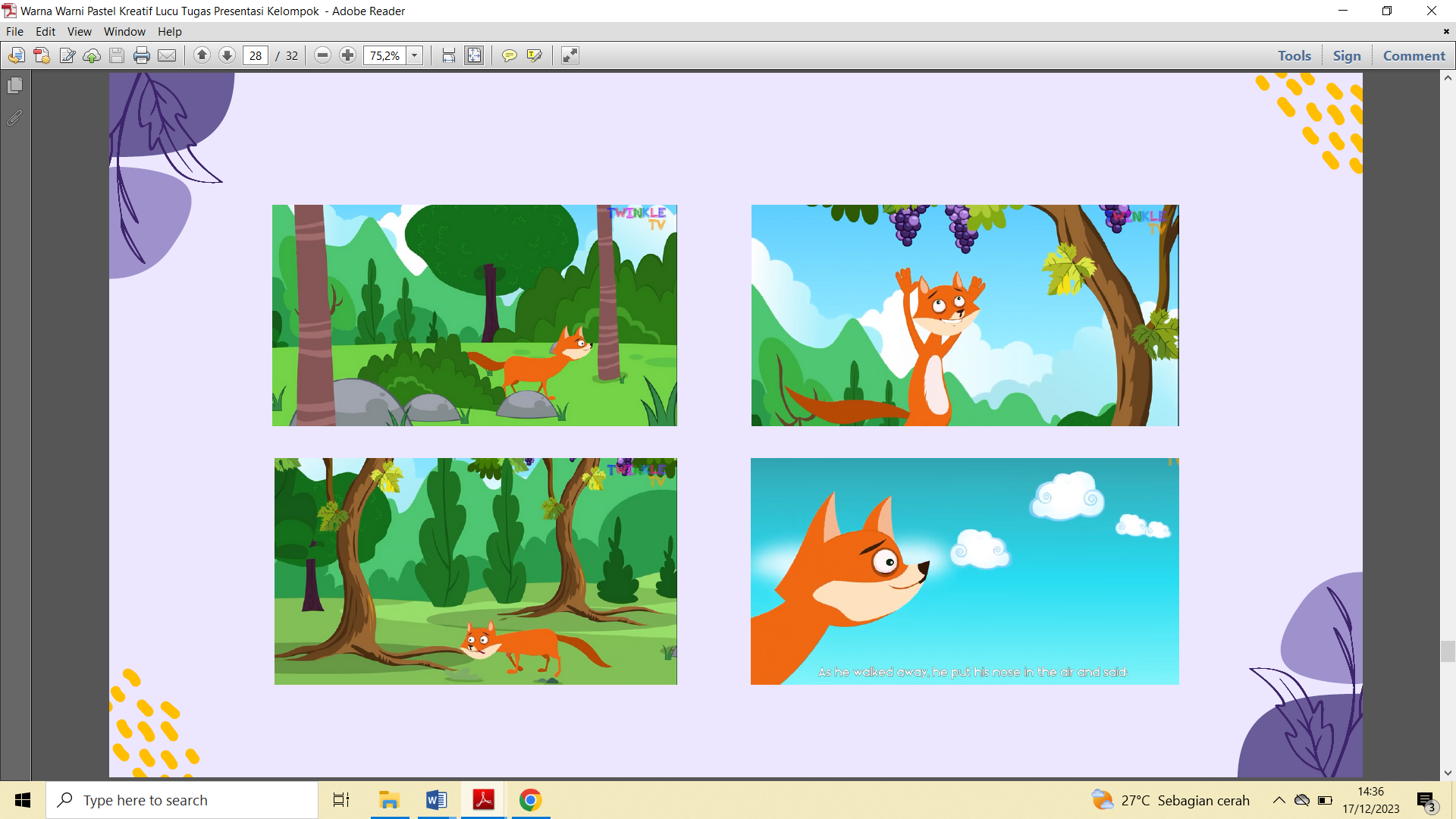
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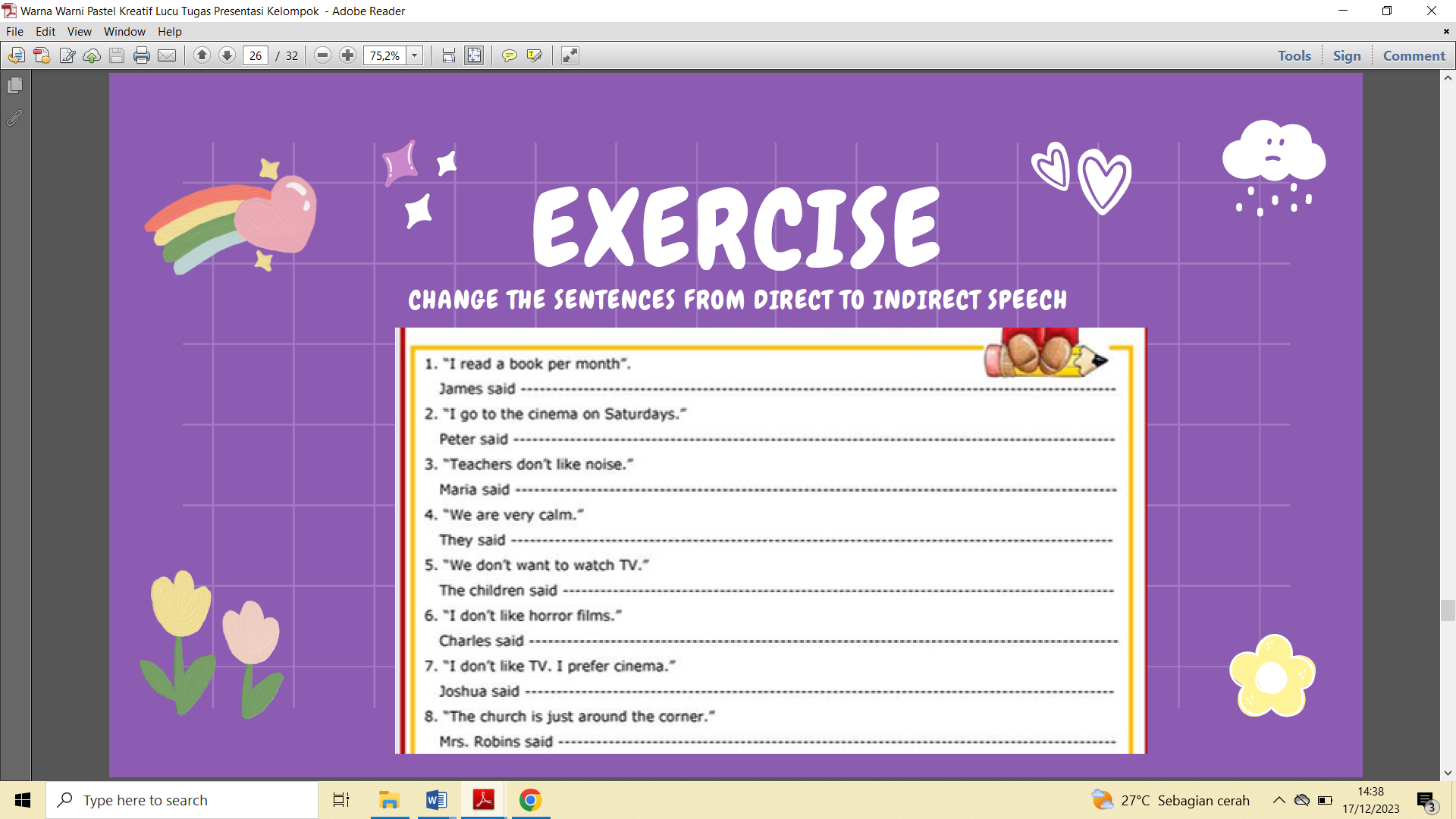
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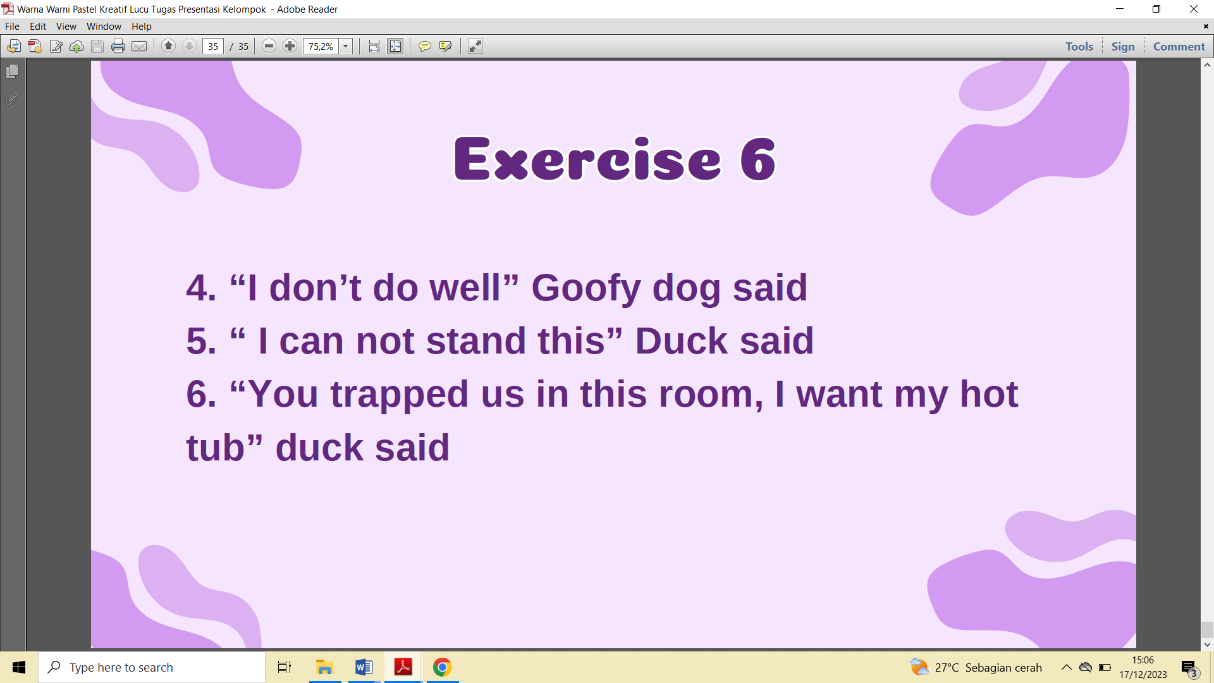
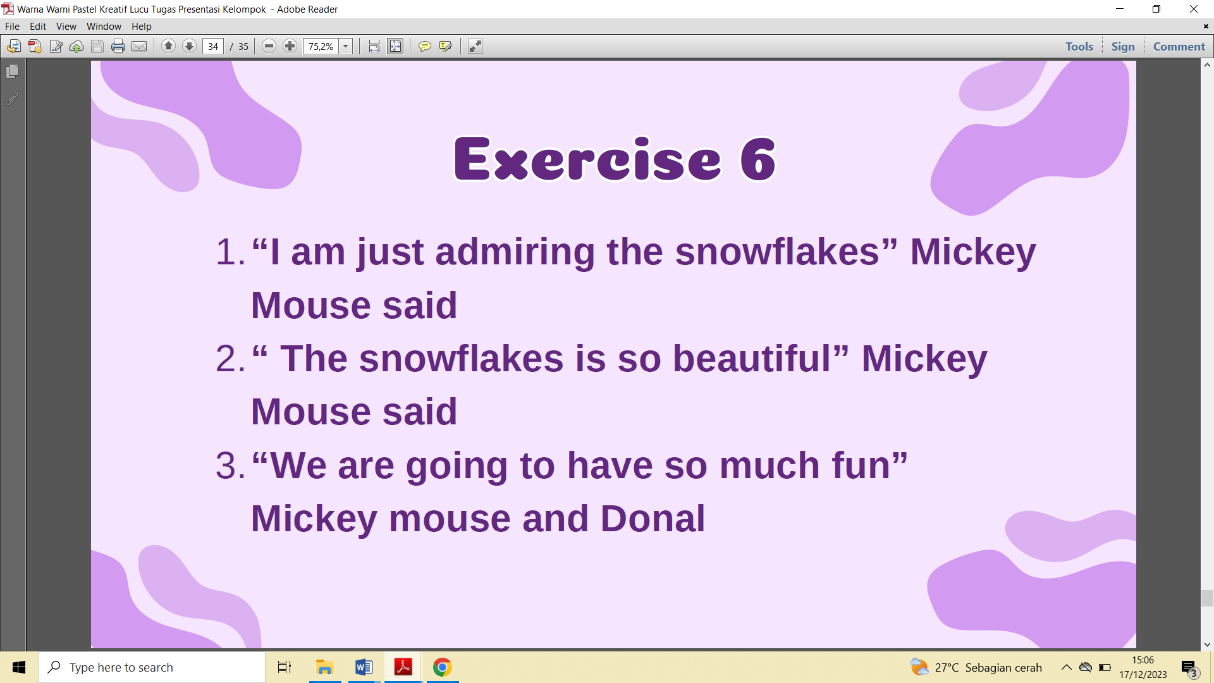


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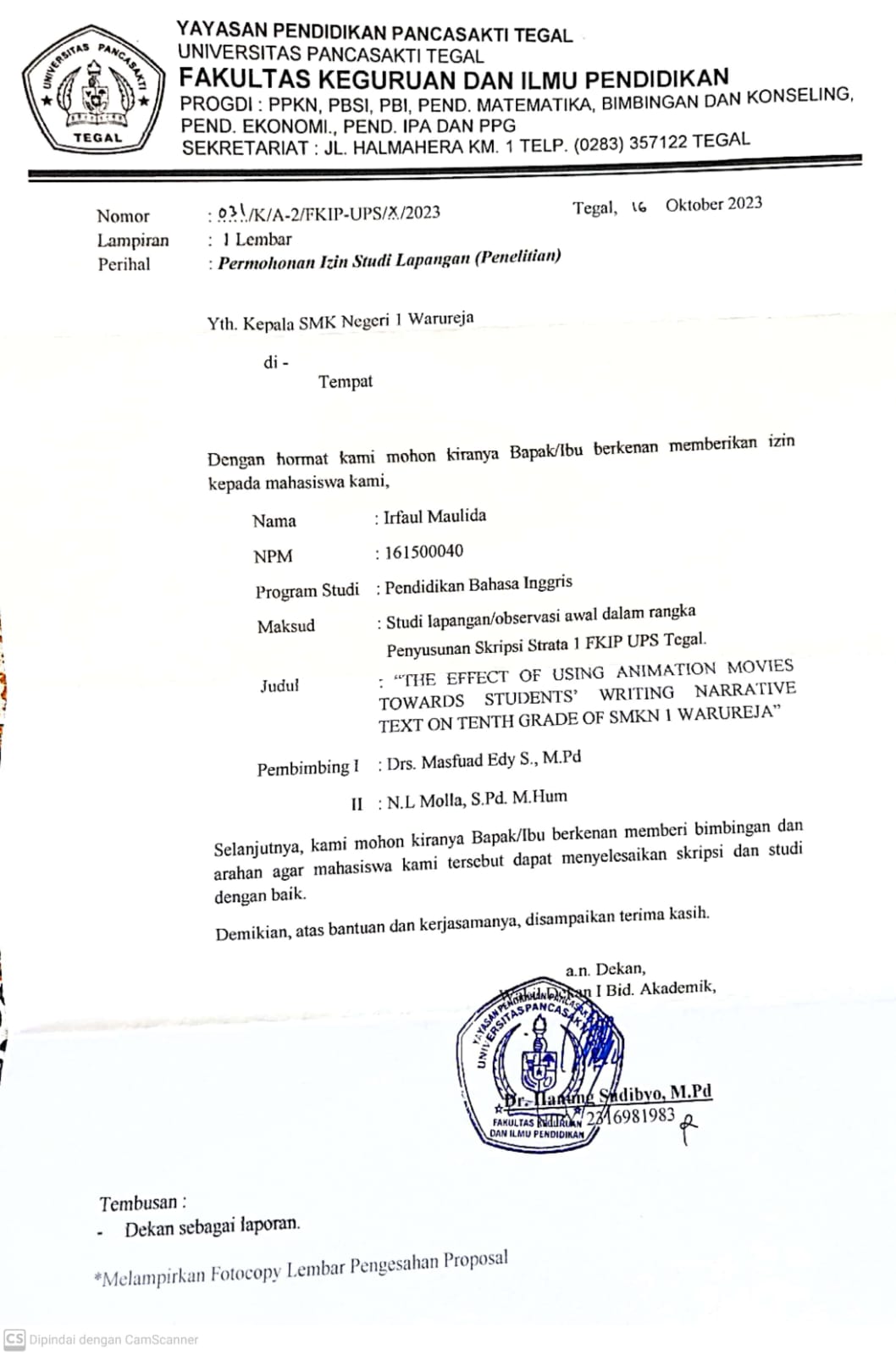


Lampiran 6

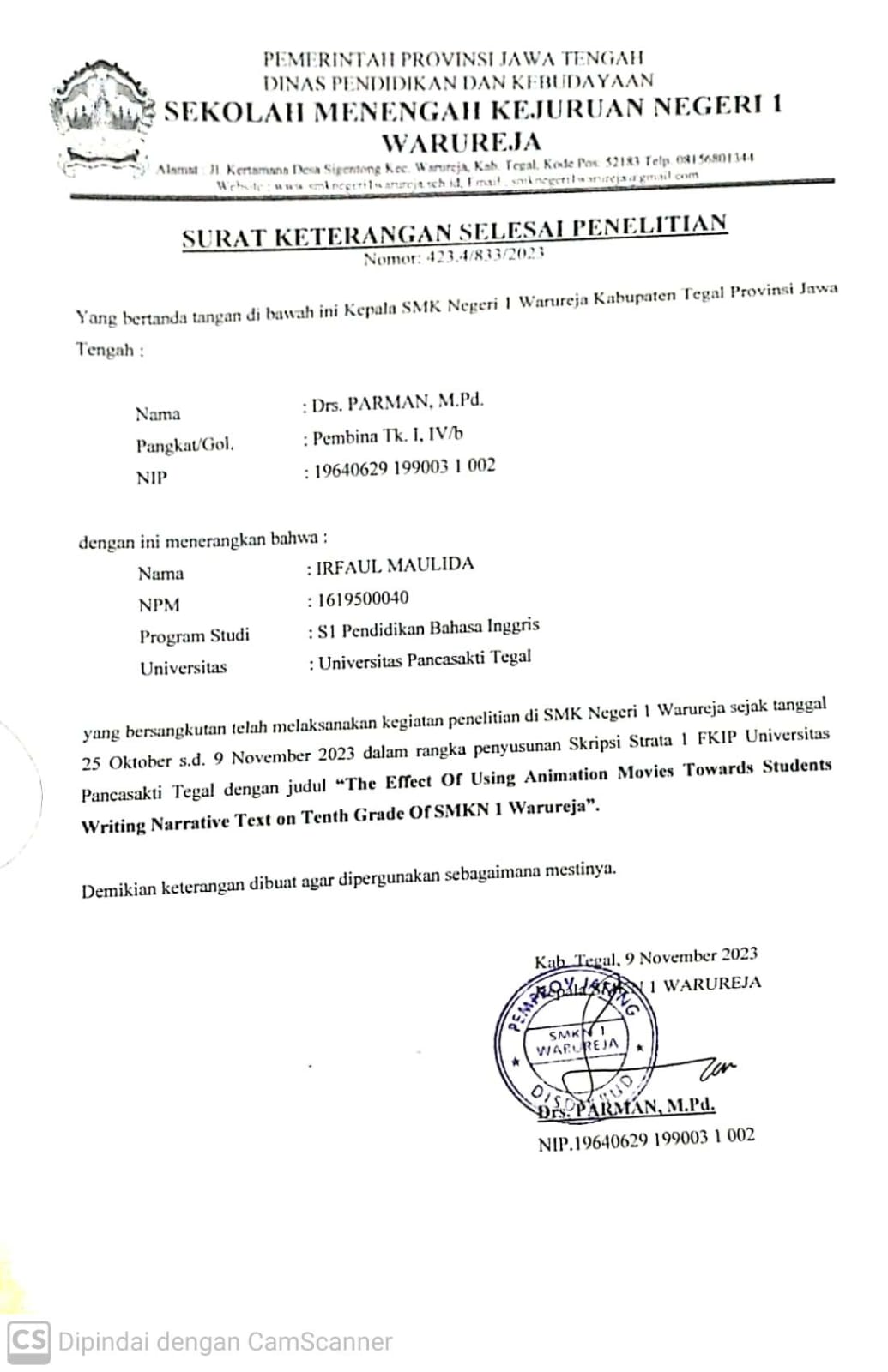




**Appendix 10 Research Permission Letter**

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**Appendix 11 Letter of Having Completed the Research**

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**Appendix 12 Documentation**

* 1. **SMKN 1 Warureja Tegal**

****

* 1. **Experimental class (X BSN 3)**

|  |  |
| --- | --- |
|  |  |
|  |  |

* 1. **Control Class (X BSN 1)**

|  |  |
| --- | --- |
|  |  |
|  |  |

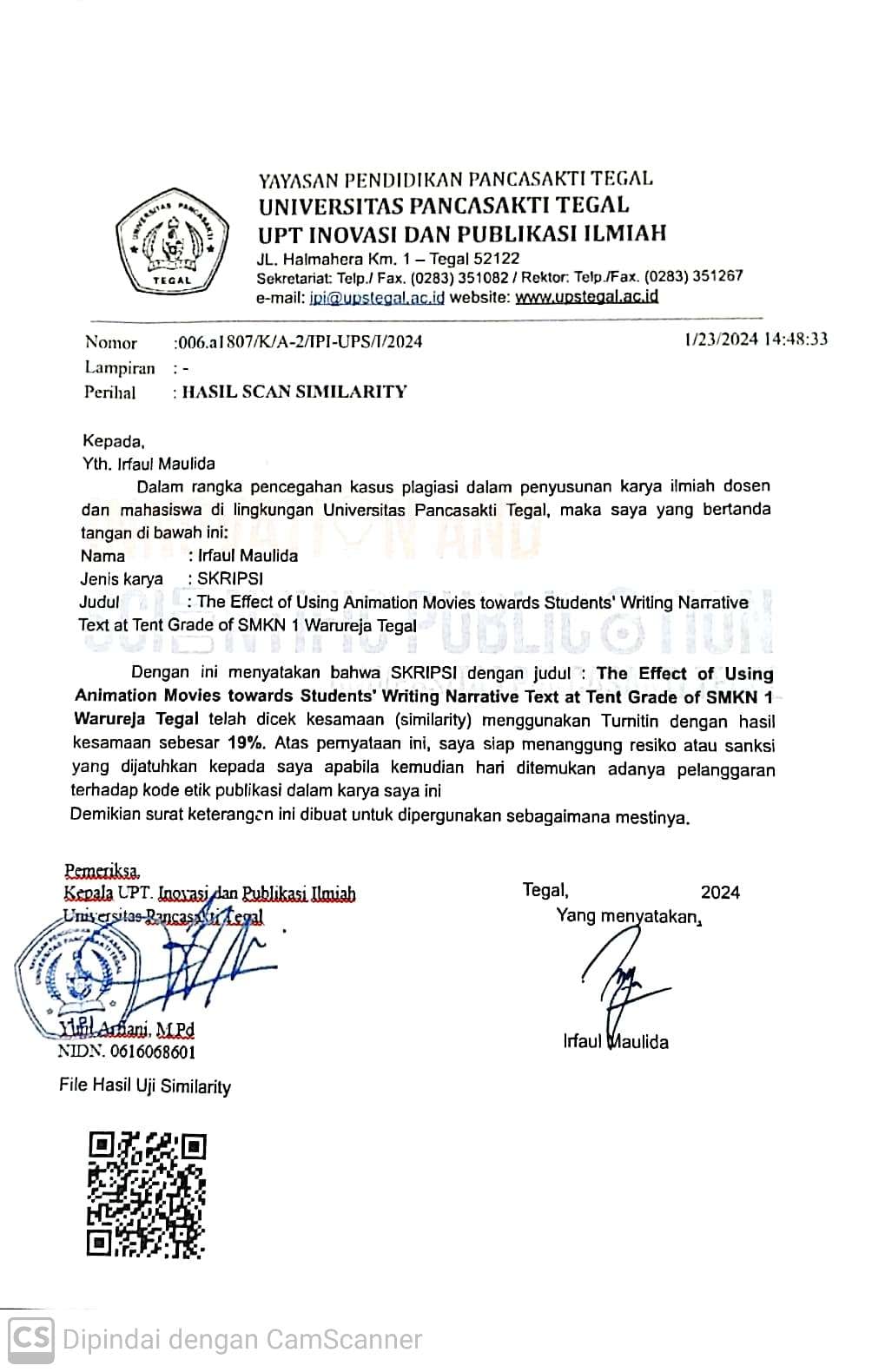
**Appendix 13 Observation Sheet on Students’ Writing Narrative Text**

**Observation Sheet on Students’ Writing Narrative Text**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **Aspect Observed** | **Indicator Observed** | **Description** | |
| **Experimental Class** | **Control Class** |
| 1. Students’ writing narrative performance | Cognitive | Developing students’ comprehension in academic purpose (Content, Organization, language expression, vocabulary, and mechanism) | 1. **Pretest**   The most students did not understand how to make good narrative text and what is the narrative text. Students also made a lot repetitive transition word (and), and many made error verbal words, punctuation, and spelling. It can be seen on the result of students’ writing performance. They got the mean of content score was 1,9 score, in organization was 2,6 score, in language expression was 1,5 score, in vocabulary 1,6 score, and mechanism ones was 2,6 score.   1. **Treatment** 2. **1st meeting**   Students learned the general material in narrative text and started to learn making a verbal sentence in simple past tense, corrected capitalization and punctuation through exercise.   1. **2nd meeting**   Students still did not understand the distinguished of regular and irregular verb, students, continued learning nominal sentence and implementation of adverb type through exercise write 3 sentence by using such as one bright morning, but, and therefore as a homework.   1. **3rd meeting**   Students moved learning sequence word to avoid the use of repetitive words and exercise about sequence words. Then, students taught the different of direct and direct speech in term of simple present tense, past tense, present continuous tense, and past continuous tense. They were weak of memorizing verbal type and to be in simple past tense. Students gave an exercise write a narrative through arrangement of pictures after watching animation movie.   1. **4th meeting**   Students still learned reported speech and they exercised more changing the simple present and present continuous after watching animation movies.   1. **Posttest**   Many students obtained improvement in each parts of mean score such as content (2,5 score), organization (3,3 score), language expression (2,2 score), vocabulary (2,6 score), and mechanism (3,5 score). | 1. **Pretest**   The most students did not understand how to make good narrative text and what is the narrative text. Students also made a lot repetitive transition word (and), and many made error verbal words, punctuation, and spelling. It can be seen on the result of students’ writing performance. They got the mean of content score was 1,9 score, in organization was 2,6 score, in language expression was 1,5 score, in vocabulary 1,6 score, and mechanism ones was 2,6 score.   1. **Treatment** 2. **1st meeting**   Students learned the general material in narrative text and started to learn making a verbal sentence in simple past tense, corrected capitalization and punctuation through exercise.   1. **2nd meeting**   Students still did not understand the distinguished of regular and irregular verb, students, continued learning nominal sentence and implementation of adverb type through exercise write 3 sentence by using such as one bright morning, but, and therefore as a homework.   1. **3rd meeting**   Students moved learning sequence word to avoid the use of repetitive words and exercise about sequence words. Then, students taught the different of direct and direct speech in term of simple present tense, past tense, present continuous tense, and past continuous tense. They were weak of memorizing verbal type and to be in simple past tense. Students gave an exercise write a narrative through arrangement of pictures after watching animation movie.   1. **4th meeting**   Students still learned reported speech and they exercised more changing the simple present and present continuous after watching animation movies.   1. **Posttest**   Many students obtained improvement in each parts of mean score such as content (2,5 score), organization (3,3 score), language expression (2,2 score), vocabulary (2,6 score), and mechanism (3,5 score). |
| 1. The use of animation movies toward students’ writing | behavior | Students’ Learning Motivation and attention | 1. **Pretest**   Students did test with having fun (feeling challenged in the subject area –writing narrative text) so they struggle to pass the test and felt anxiety.   1. **Treatment** 2. **1st meeting**   Students were enjoyable and well run along line learning process. Teacher gave stimulated to engagement while learning narrative by giving reward.   1. **2nd meeting**   Students participated with positive atmosphere, some of them excited learning writing for applying well university.   1. **3rd meeting**   Students got distract of the next material, they did not focus with the learning procedure. So, teacher offered brainstorming in order to students being relaxed.   1. **4th meeting**   Students learned writing more confidence   1. **Posttest**   Students felt more confidence and focus in writing narrative text. | 1. **Pretest**   Students were challenged by the material and they struggle to pass the writing test   1. **Treatment** 2. **1st meeting**   In the learning procedure some students were distract with their own phone. So, teacher encouraged students by offering rewards while they were learning the story.   1. **2nd meeting**   Students lost focus on the learning focus process as they had other activities at the same time. Therefore, the researcher drew attention and gave motivation to other students about the beneficial learning writing narrative text.   1. **3rd meeting**   Students excited to learn and overwhelmed in the learning process because the teacher gave brainstorming.   1. **4th meeting**   Students learned report speech with excitedly and pay attention to teacher   1. **Posttest**   Students were more concentrated and self-assured when writing narrative test in posttest. |
|  | Construct in media | Students did the task or exercise on time | 1. **Pretest**   Students did not do the test on time because they did not understand the narrative structure.   1. **Treatment** 2. **1st meeting**   Students enables to do the exercises given actively by the teacher.   1. **2nd meeting**   Students could comprehend the material and did the exercise well.   1. **3rd meeting**   Students could pass the exercise but they need to explain twicely about reported speech by the teacher   1. **4th meeting**   Students captured the material fast so they can performed the exercise.   1. **Posttest**   Students did posttest on time with confidence and conducive. | 1. **Pretest**   Because of their inability to comprehend the story pictures framework, students completed the test after the allotted time.   1. **Treatment** 2. **1st meeting**   The teacher’s exercises can be completed by the pupil but their level of understanding was slow   1. 2nd meeting   Students performed the exercise successfully but students did not comprehend form of simple past   1. **3rd meeting**   Students performed the exercise successfully and were able to understand the topic   1. **4th meeting**   Students completed the exercise quickly   1. **Posttest**   Students were able to complete posttest with peace and self-confidence |
|  |  | Participating in classroom activities | 1. **Pretest**   Some students did not pay attention what teacher taught so teacher need to talk repeatedly. The other participant did the test with conducive.   1. **Treatment** 2. **1st meeting**   The most students felt writing so challenging and interested to learn vocabulary by using animation movie and being active while exercising.   1. **2nd meeting**   Students faced difficulty in distinguished of verbal types so they were unwilling while the teacher asked to come forward. So teacher explained the example of text from the animation movie. After that, students comprehend.   1. **3rd meeting**   The most students enjoyed in learning writing and being engaged in front of class. While watching animation movie, some students played game in the class and worried of the next subject.   1. **4th meeting**   The most students scrambled to completed the exercise and attracted with the animation movie   1. **Posttest**   Students drew attention with the teacher talk about the instruction and students did the posttest confidently. | 1. **Pretest**   Some students did not hear what teacher asked and talked about. They were more talked with friend and playing handphone. But the other students participated pretest well   1. **Treatment** 2. 1st meeting   Some students felt shyness when the teacher asked to come forward.   1. **2nd meeting**   Students wanted to come forward after the teacher would give reward to students who were being active in the class   1. **3rd meeting**   Some students being active in the class. For variants, the teacher punished the boy to complete the exercise   1. **4th meeting**   The most students focused what the teacher taught and some students distract with other subject.   1. **Posttest**   While the teacher gave instruction, some students completed well the posttest, a small number of students focused on handphone |

**Appendix 14 Descriptive Statistic**

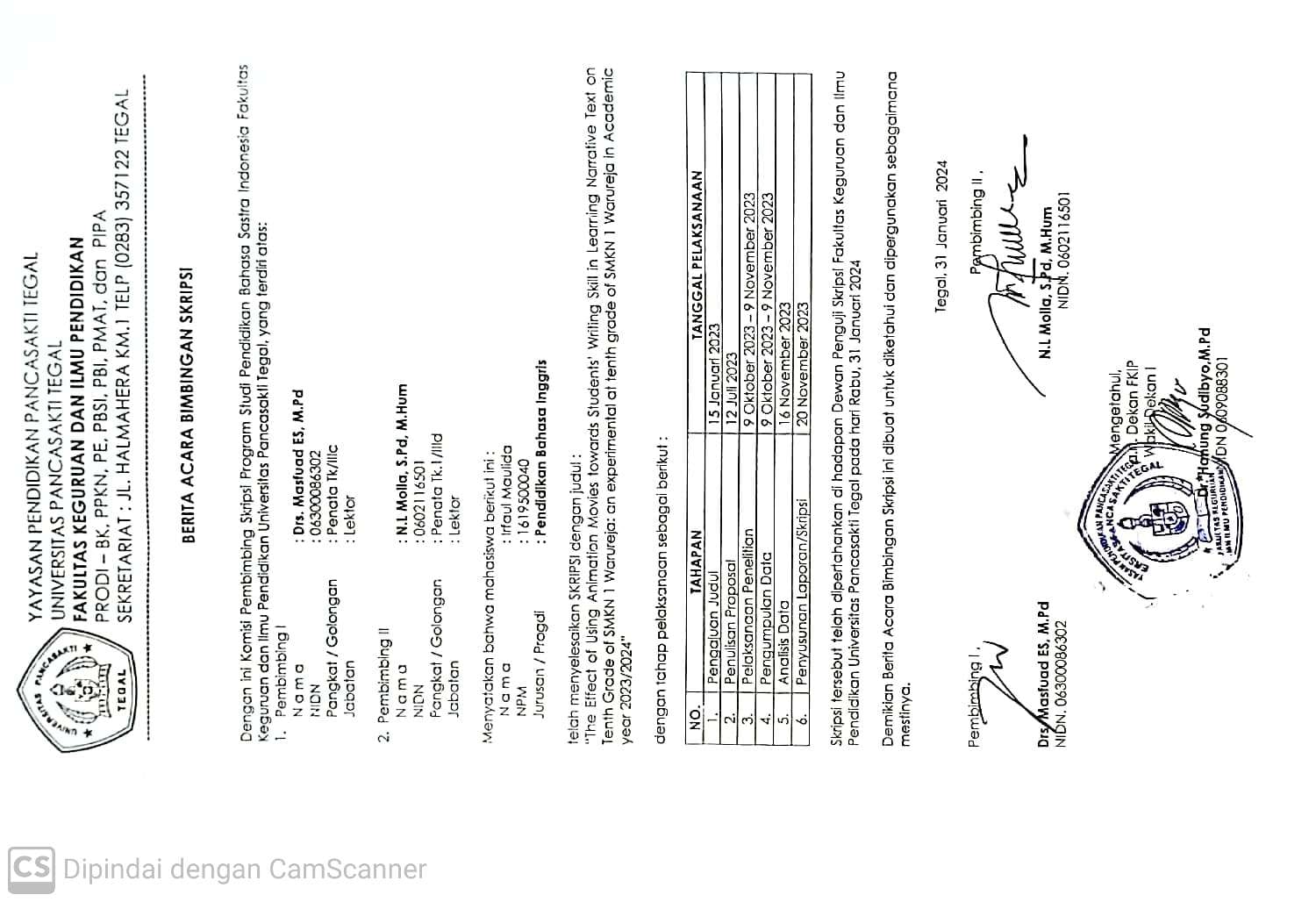
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | | |
|  | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** |
| PretestCon | 36 | 30 | 75 | 53.61 | 11.687 |
| PosttestCon | 36 | 35 | 85 | 61.94 | 11.667 |
| PretestEksp | 36 | 35 | 75 | 51.67 | 10.000 |
| PosttestEks | 36 | 55 | 95 | 70.97 | 9.623 |
| Valid N | 36 |  |  |  |  |

**Appendix 15 Surat Bebas Plagiarisme**

**Appendix 16 Berita Acara Ujian Skripsi**

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**Appendix 17 Berita Acara Bimbingan**

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